

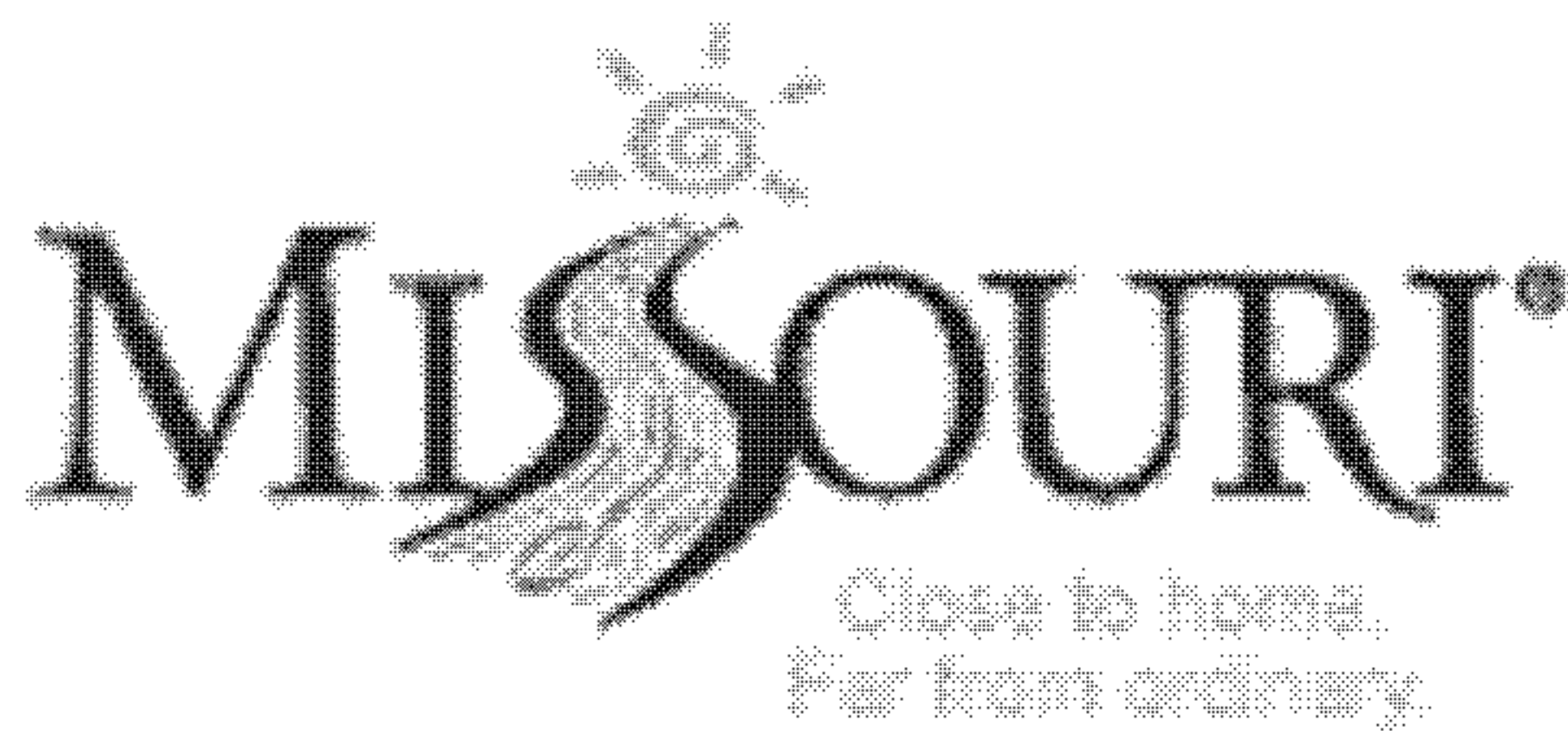


## Introduction

*“The challenges Missouri faces are historic. But by taking historic, bipartisan action . . . we will move Missouri forward.”*

—Governor Jeremiah W. (Jay) Nixon

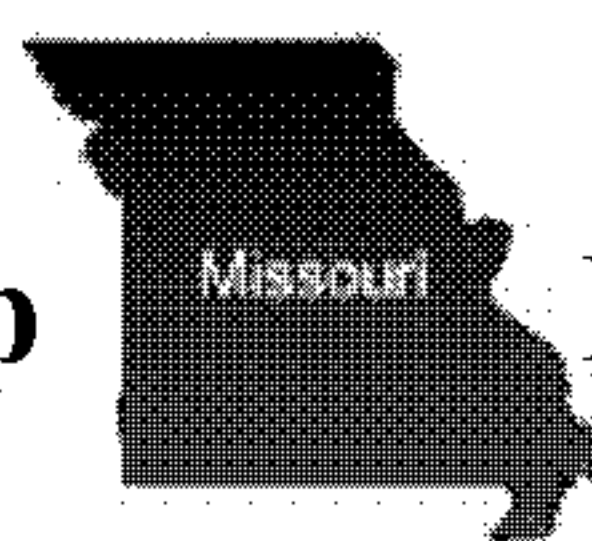
“Show Me” State. Old-time Congressman William Duncan Vandiver, a native of Columbia, Missouri, made his mark in an 1899 speech before a naval banquet in Philadelphia. He said, “I come from a state that raises corn and cotton and cockleburs and Democrats, and frothy eloquence neither convinces nor satisfies me. I am from Missouri. You have got to show me.” Over the years, that phrase “stuck” and became Missouri’s most widely known nickname – The “Show Me” State. True to this moniker, Missouri citizens are tough-minded demanders of proof; they want to see results. This innate quest for evidence of quality has characterized leaders in education as well, and has driven Missouri’s impressive education reform agenda.



### Missouri’s Challenge – Diverse Resources, Diverse

### Needs, Diverse Communities.

Missouri’s communities vary widely with regard to population, employment resources, cultural mores, and even climate. Rural communities in the northern areas of the State boast miles of rich, dark soil and rolling corn, soybean and wheat fields. In the southeastern region of the State, it is not uncommon to pass fields of cotton, rice, and tobacco when traveling from town to town and the cultural influence of the southern United States is prevalent. Several communities in the south central part of the State rely largely on the mining industry. Missouri is the country’s leading producer of lead. The Ozark Mountains in the southwest are a vacation gem, offering hiking, boating, and fishing and contributing significantly to the State’s tourist industry. The State is anchored on the eastern and western borders by the large urban communities of St. Louis and Kansas City with diverse populations and decidedly more industrial environments. Each urban center is surrounded by increasingly diverse suburban communities. Even the State’s two largest cities are strikingly dissimilar. St. Louis, the “Gateway to the West,” is truly the country’s “westernmost eastern city”. Architecture, dialect, and culture are more those of an east coast metropolitan area than those of a Midwestern rural State. Kansas City, in contrast, is the country’s “easternmost western city”. At the center of the city, the Country Club Plaza boasts ornate Spanish architecture, fountains, and sculptures. Famous “Kansas City-style” barbecue



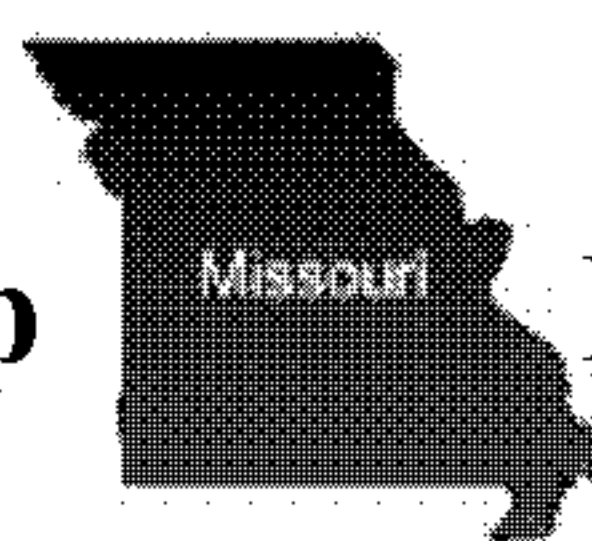
and the American Royal Rodeo, which draws thousands of participants and spectators every year, are reflective of the city’s culture.

Of Missouri’s 442,460 children (birth to kindergarten entry), 153,629 (or 35%) attend licensed/regulating Early Learning and Development Programs. An additional 5% attend programs in the schools (Title I and Early Childhood Special Education, Part B). The remaining children are either at home or receive care from family, friends or neighbors (FFNs). The percentage of children living in poverty ranges from less than 9.3% in the more affluent areas of the State (primarily suburban areas surrounding St. Louis and Kansas City), to approximately 84% in the urban communities, with the rest living in areas of the State where small town economies struggle (particularly in the southeast region).

Nearly half (49.7%) of the State’s children are enrolled (or have siblings enrolled) in free or reduced price lunch programs statewide. And, in the State’s most economically disadvantaged counties, as many as 75% receive assistance from such programs. In the State’s urban communities and in the Missouri bootheel (the southeast corner of the State), more than 90% of the child population is African American. In sharp contrast, many rural communities in the northern third of the State have a child population that is 100% Caucasian. In other small rural communities in which the economy is largely reliant on corporate agriculture, many families are migrant and 80% or more of children may be dual language learners.

Challenges in Missouri’s Early Learning and Development Programs, like the characteristics of its communities, are many and varied. In small rural communities, families frequently have to travel many miles to the nearest resources. Countless communities often struggle to engage parents and to meet children’s basic needs. In many communities, both urban and rural, the public school is the only social institution – the glue that holds the community together – that remains intact in times of declining employment opportunities and economic downturn.

Viewed holistically, Missouri is very much a microcosm of the country with demographics that are in the middle of the nationwide distribution. Missouri’s diverse population, culture, and economic climate provide rich opportunities for innovative approaches to improving results for students. It is this diversity that positions Missouri well to create and move forward a bold reform plan whose effective components can serve as models for states



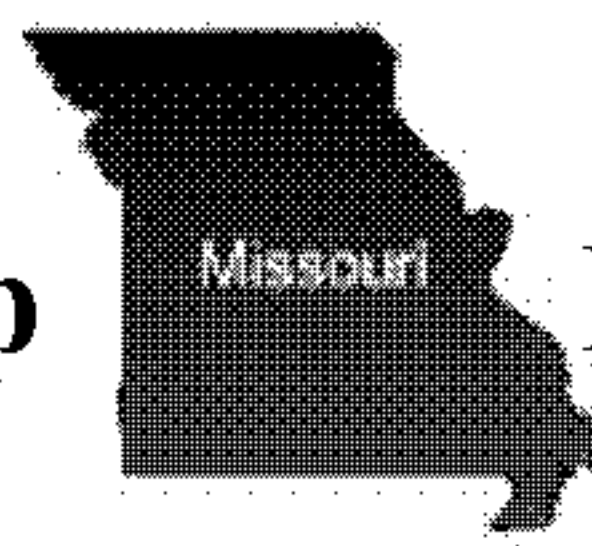
throughout the country, whether their schools and communities are rural or urban, diverse or homogeneous, economically thriving or disadvantaged.

Missouri’s Race to the Top Early Learning Challenge grant will serve Children with High Needs from birth to kindergarten entry and their families. The State is committed to ensuring that the Early Learning and Development Programs throughout Missouri are of the highest quality through an ongoing program of oversight, assessment, evaluation and research. With the input of stakeholders, collaborative partners, evaluation and research results, Missouri will work steadfastly toward system improvement, modifications where indicated, and quality assurance overall. In all cases, the State’s actions will be guided by a set of statewide Early Learning Standards; a set of statewide Program Standards; a statewide Tiered Quality Rating and Improvement System; and a statewide Workforce Knowledge and Competency Framework. The State’s approach allows freedom in implementation with emphasis on flexibility to adapt without losing expectations of quality.

### **Philosophy and Approach**

Capacity Building, Collaboration and Innovation are the foundational principles upon which Missouri’s Early Learning and Development State System is conceptualized. Capacity building focuses on understanding the obstacles that inhibit people and organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. Capacity building strengthens the knowledge, skills, competencies, and abilities of people, agencies/organizations and communities on five levels: *human, organizational, material, structural, and political*.<sup>1</sup> These areas of capacity building are based on a model developed by the regional comprehensive center technical assistance network funded by the U.S. Department of Education to support State Education Agencies (SEAs) as they provide assistance to help districts and schools improve. Brief definitions follow. **Human Capacity**—leadership, experience, knowledge, and skills; **Organizational Capacity**—interactions among individuals in the system—process of instituting all levels of networking to ensure effective operations within the organization. The four levels of networking involve the four “Cs”—communication, cooperation, coordination, and collaboration. **Structural**

<sup>1</sup> Comprehensive Center Directors’ Work Group —Belinda Biscoe, Paul Koehler, Marie Mancuso, Rose Owens-West, Kit Peixotto, Donna Richardson, and Fred Tempes in collaboration with Sharon Harsh and Sam Redding, October, 2010.



**Capacity**—coherent policies, systems, processes (infrastructure, committees), procedures, practices, and strategies. **Material Capacity**—tangible components and assets of an organization that include, but are not limited to, fiscal, technological, capital, educational, information, and other resources. **Political Capacity** includes garnering stakeholder engagement, understanding and addressing legal requirements, reviewing practices, developing knowledge and skills to work with the political system (persuasion, prioritization, and an understanding of context). The network has developed a tool to ascertain need in these capacity building areas. These areas of capacity building will be used to determine where the State System for early learning needs more support as Missouri continues to strengthen its comprehensive statewide system for Early Learning and Development Programs.

Missouri has focused on capacity building by creating one unified Early Childhood State Plan (see [Attachment 1](#)) based on the Early Childhood Comprehensive System (ECCS) Strategic Plan and the Coordinating Board for Early Childhood (CBEC) (the State Advisory Council) Strategic Plan.

The second foundational principle— Collaboration— involves individuals, agencies,

*“A collaborative effort is driven by partners who agree to share information, activities, resources, influence, power, and decision-making authority to achieve common goals—goals that no single partner or program could achieve by acting alone.”*

—Early Childhood Learning and Knowledge Center

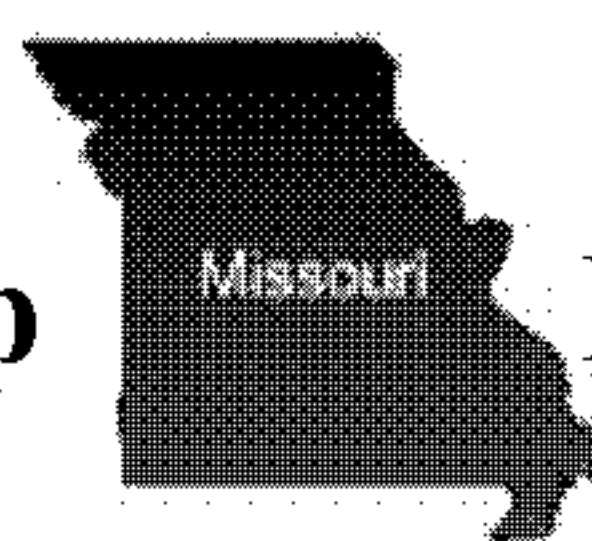
organizations, and businesses joining efforts to create positive change. Collaboration reflects more than just working together; it takes a more integrated approach, involving mutual power, respect, and trust among participants. It requires taking risks and displaying an ongoing commitment to a

shared goal. When developed effectively, collaborative actions have the power to deliver social change.

Collaboration across Federal, State, and local agencies is essential to provide the full range of services and support to the neediest populations. This strong relationship creates the opportunity for information, funds, and support to cascade freely, reaching from all sources to all receptors. It makes the quest for policy, program, and service improvement within reach.

Missouri is a leader nationally in its efforts to include Head Start program- and child-level data in the Missouri Comprehensive Data System (the State longitudinal data system).





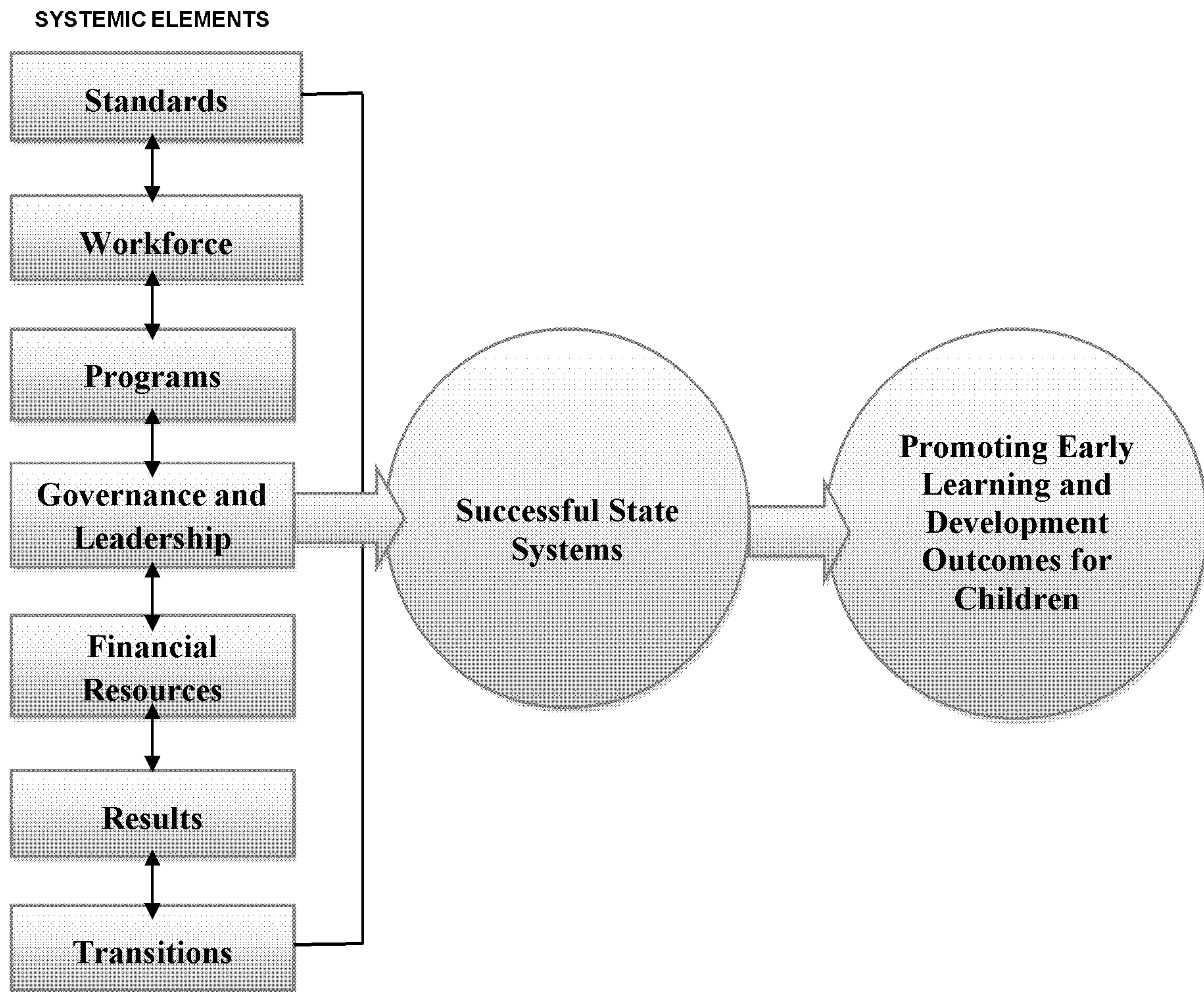
“Show Me” to the Top Early Learning Roadmap includes several additional collaborative efforts. For example, through Race to the Top, local communities will be awarded grants to develop strategies for ensuring that their Children with High Needs are attending high quality programs. These local collaborations will inform State policy.

As noted above, collaboration is based on communication and trust. It requires a commitment to creating innovative ideas, new solutions, and creative opportunities for growth.

Innovation is Missouri’s third foundational principle. It is the vital spark of all human change, improvement and progress. Missouri has been an innovator in development of its quality rating measure by assessing intentional teaching, using verified data for all components, and gathering data to support its psychometric properties, including relation to child outcomes.

“Show Me” to the Top Early Learning Roadmap includes several additional innovative concepts. For example, to expand early childhood services to high needs children, Missouri will implement a technology-based solution that unifies data systems onto one common platform and will allow the State to rapidly scale its quality rating and improvement system, job-embedded professional development, parent outreach and other initiatives. Another example is our proposal to expand a parenting education and planning program for children of incarcerated parents. These principles lead us to consider what systemic elements or subsystems are needed to augment the larger system.

Systemic Elements or Subsystems (see diagram on the following page). Missouri’s Early Learning and Development System includes seven (7) systemic elements (or subsystems)—Standards (guiding principles for each area), Workforce (Early Childhood Educators professional development), Programs (quest for high quality), Governance and Leadership (who guides the ship), Financial Resources (the lifeblood of any effort), Results (data and accountability), and Transitions (alignment among various systems). Each is mutually and indivisibly contingent on the success of all the other systemic elements. Therefore, work is needed in all elements simultaneously. The ultimate end state is the promotion of positive outcomes for children through an integrated system.



*Standards* serve to improve instruction; improve parenting skills and behavior; improve teacher preparation; improve public knowledge of children’s development; improve curriculum; form the basis for the quality rating and improvement system (*Show Me Quality for Kids*); and evaluate programs and monitor progress.

Missouri’s *Workforce Knowledge and Competency Framework* focuses on three tiered efforts: Targeted, Integrated and Comprehensive professional development. Targeted efforts focus on one major issue. Integrated efforts focus on more than one issue. Comprehensive efforts focus on coordinating policies and practices for all teachers and all areas of programs. Four (4) core strategies are encompassed in the Workforce Knowledge and Competency Framework:

1. Relationship-Based Professional Development
2. New Approaches to Formal Teacher Preparation



3. Expansion of Quality Rating and Improvement System (QRIS) Efforts
4. Sustained Research Base.

**Program Quality** (or QRIS) is a strategy for improving programs and integrating the Early Childhood Education system. Missouri’s *Show Me Quality for Kids* has four key components:

1. Quality Standards;
2. A Process for Monitoring Those Standards (e.g., Program Assessment and Scoring System (see [Attachment 20](#) and [Attachment 21](#));
3. A Process for Supporting Quality Improvement; and
4. Dissemination of Information to Parents and the Public about Program Quality.

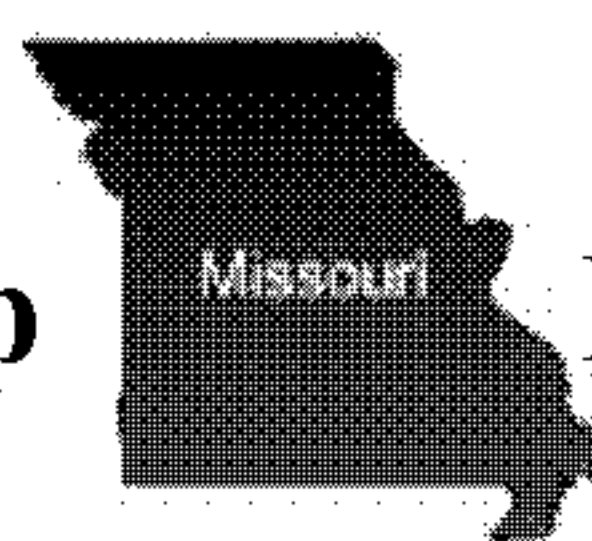
*Show Me Quality for Kids* establishes common program and practitioner standards that transcend funding streams and link programs. It monitors program quality and assigns a rating to programs. *Show Me Quality for Kids* provides targeted technical assistance and supports to improve programs as well as provides public information on quality enhancement efforts.

**Governance and Leadership** serves three functions: Accountability (for money and its allocation, for rule making and for results); Authority (for decision-making and for enforcing rules and decisions); and Durability (over time, place, and governmental administration).

**Financial Resources** come from multiple funding streams. New ways must be found to link funding at the State level, so local providers can blend and braid funds to support the needs of children and families. Financial resources are needed to support staff’s completion of education and training to raise wages in order to retain quality staff, to fund program improvement efforts, and to build system infrastructure. Missouri’s “Show Me” to the Top will follow “lessons learned” from local communities on how they finance their local efforts to uncover new approaches to funding.

For sustainability, governance and leadership will look at revenue generation schemes, such as conditional cash transfers or performance-based payments to incentivize desired behaviors with cash; and raising funds from the private sector.

**Results** (through Data and Accountability) will be derived from screening measures, formative assessments, summative assessments, measures of environmental quality, and



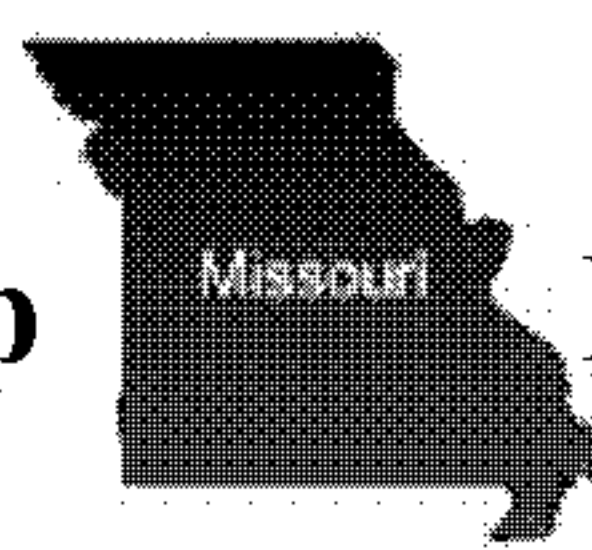
measures of the quality of adult-child relationships. Data will be used to assess children’s status and progress, instructional improvement, evaluation, accountability, workforce status and progress, program status and progress, and systemic status and progress

*Transitions’* system elements can be described through three different alignment efforts: (1) Pedagogical Alignment (what goes on in the instructional interchange and setting, e.g. standards and assessment, curriculum, joint professional development; and parenting education curriculum); (2) Programmatic Alignment (goes beyond instruction, encompassing the entire program, including families and communities); and (3) Policy Alignment (provides continuity in the policies that impact many programs and many settings). Policies to consider aligning include: governance to establish joint administrative units; financing to equalize fiscal investments between early education and K-12 education; compensation and benefits to equalize for staff working in preschool and primary settings; professional certification to require comparable certification for all who work with children, birth to age 8; and access to equalize for preschool children.

As Missouri embarks on its journey to ensure all young children in Missouri are safe, healthy and capable of reaching their full potential, “Show Me” to the Top: Missouri’s Early Learning Roadmap will chart the course. Missouri’s State systems promote the well-being of all young children and their families by developing key partnerships, building collaborative strategies and ensuring equal access to necessary resources, resulting in implementation of an effective and sustainable early childhood system. This proposal focuses on four areas that will enhance the systemic elements of Missouri’s Early Learning and Development System.

(See Diagram on the following page.)





**Implement Missouri CARES (Children are Ready for Elementary School):** Integrating Early Learning Standards to improve teacher instruction, parenting skills, and monitoring progress of children. Implementing diverse assessment protocols to support the “whole” child, including health and mental health. Launching a “child-centric” mobile platform to support each child’s learning and readiness for school children’s needs.

**Increase Workforce Knowledge and Skills:** Increasing the quality of professional development opportunities by linking content to Core Competencies and increasing provision of training statewide. Supporting professionals’ completion of degrees and credentials. Launching a job-embedded mobile technology platform to support professionals’ access to professional development.



**Bolster Missouri’s Comprehensive Data System:** Ensuring that Missouri’s longitudinal data system is representative of all children and workers through addition of time and attendance capabilities for all children in Missouri, not just those who are economically disadvantaged and completing workforce recruitment for newly upgraded systems. Continuing to update the longitudinal data system with child-related data and answering key descriptive and analytic research questions to inform policy and practice.

**Expand *Show Me Quality for Kids*:** Increasing the number and types of programs receiving ratings/scores and supporting program improvement efforts, especially for low-performing programs.



## VI. SELECTION CRITERIA

*Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.*

### **Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

#### **A. Successful State Systems (10 pages)**

##### **(A)(1) Demonstrating past commitment to early learning and development. (20 points)**

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State’s—

- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State’s population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

### **Past Commitment to Early Learning and Development**

*“If we raise expectations for every child, and give them the best possible chance at an education, from the day they are born until the last job they take ... By the end of the decade, America will once again have the highest proportion of college graduates in the world.” (President Obama, State of Union Address, January 25, 2011)*

Early Investment Pays Off Over Time. Research literature is replete with evidence supporting the positive impact of early childhood interventions not only upon the subsequent life success of the child, but also upon the economics of families, businesses and government as a result of that success (Shonkoff & Phillips, 2000). Clearly, a developmental and preventive “investment” in a child during the formative years (Heckman & Masterov, 2004) is more advantageous and more economical than the costs to the family and social systems when such investments are not made.



Since January 2007, the State of Missouri has invested over \$1.1 billion in Early Learning and Development Programs. (See Table (A)(1)-4.)

**“The active ingredient in the environment that’s having an influence on development is the quality of the relationships that children have with the important people in their lives. That’s what it’s all about”.**

– Jack P. Shonkoff, M.D.

Serving Children with High Needs. Of the 442,460 children birth to kindergarten entry living in Missouri, 220,033 (49.7%) are identified as Children with High Needs based on 200% of the Federal poverty level. In addition, there are other Children with High Needs that do not meet the income guideline, as listed in Table (A)(1)-2. A combination of State general

revenue and dedicated funds, Federal flow-through dollars, and private initiatives support Early Learning and Development Programs and services for young children and families in Missouri.

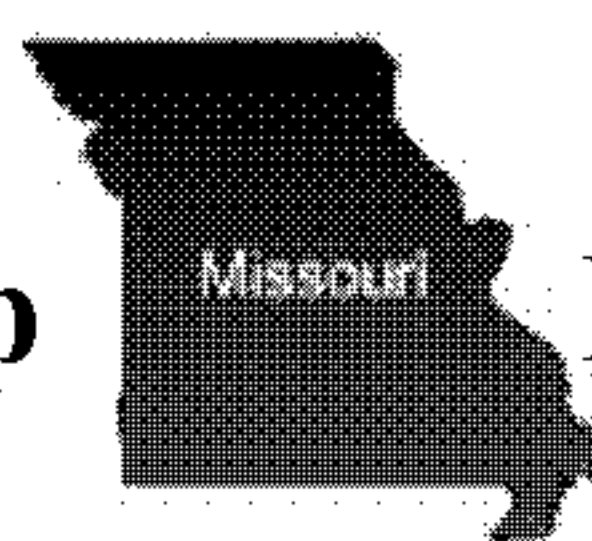
The Department of Elementary and Secondary Education (DESE) supports a small preschool program from dedicated funds (gaming revenue), certifies early childhood teachers, administers Parts B and C of IDEA through Special Education, and disseminates Parents as Teachers (home visiting program) and Title I funds to districts.

The Department of Health and Senior Services (DHSS) houses the Title V Maternal and Child Health Block Grant (MCHBG), the Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant, child care licensing, health programs and the Early Childhood Comprehensive System (ECCS) grant program.

The Department of Social Services (DSS) administers contracts of dedicated funds to providers of professional development, home visitation and other services, and is responsible for administering part of Missouri’s Child Care and Development Block Grant (CCDBG) program and statutorily-dedicated gaming revenue (along with DESE). (Missouri is one of only eight states with a dedicated funding source totaling about \$30 million annually.) This includes child care assistance, State-funded Early Head Start and diverse quality improvement initiatives.

The Department of Mental Health (DMH) works with schools and early learning and development service providers.

Various collaborations exist among these agencies, including the ECCS steering committee, the State Advisory Council, the State Interagency Coordinating Council for Part C,



Missouri Comprehensive Data System committees, Bright Futures, MOHealthNet (Missouri’s Medicaid program), and the Comprehensive System Management Team.

Two nationally known and recognized Early Learning and Development Programs were founded and are headquartered in Missouri: **Parents as Teachers (PAT)** and **Nurses for Newborns (NfN)**. Missouri also participated with a State-level team in SpecialQuest to improve the capacity for early learning and development inclusion of young children with disabilities in early childhood settings.

Existing Early Learning and Development Legislation, Policies, or Practices. Missouri has a 20-year history of work in school improvement. The State Board of Education first established standards for the classification and accreditation of Missouri’s school districts in 1950. Since then, rigorous systems have been established to improve education in the State with notable results. Many lessons have been learned, but two in particular will drive the reform efforts described within this section. First, Missouri has learned that in order to generate change in children, families and communities, there first must be systemic change. Second, Missouri has learned that systemic change requires continuous, focused improvement to manage capacity issues. It is necessary to identify and provide support to those who need it most.

The 83rd General Assembly enacted Senate Bill 658 in 1984, the Early Childhood Development Act (ECDA), which authorizes administration of a program of services for children below kindergarten entry and their parents. This landmark legislation was broadly supported by many agencies, organizations, and individuals. The Departments of Education, Social Services, Health, and Mental Health played significant roles in its development. Missouri continues to be grateful for these and others who recognized the important benefits of parent education programs, screening services, and programs for the developmentally delayed. ECDA programs help to increase parents’ confidence and improve their parenting skills. They can then better support their children’s education and development before and after school entry.

Missouri’s Outstanding Schools Act of 1993 called together a group of master teachers, parents, and policymakers from around the State to develop the Show Me Standards for K-12. These standards were aligned with the Early Learning Standards for three- to five-year olds in 2006 and this year for birth to kindergarten entry.



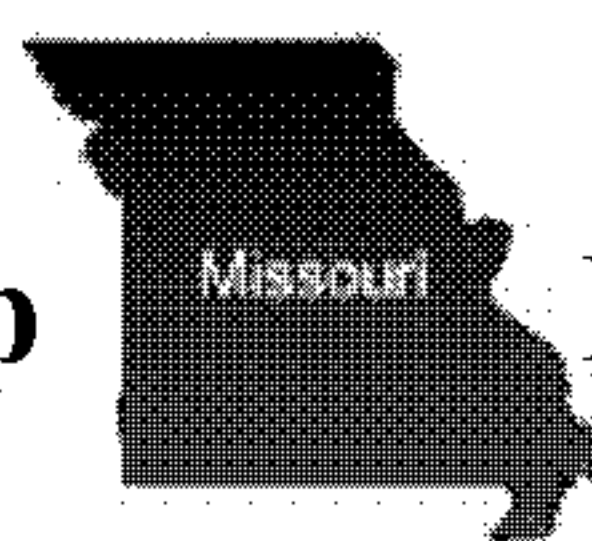


A shortage of quality care options for infants and toddlers is a widespread problem in Missouri and across the nation. In a nationally recognized effort to increase the capacity of and access to care for this vulnerable age group, as well as to provide parents with a wider variety of quality child care settings from which to choose, a portion of HB 1519 funding (entrance fees to the gaming boats) was used to create partnerships between Early Head Start (serving children birth to age 3) and community child care homes and centers. The benefits of this partnership include allowing Missouri to maximize State funds by drawing down additional Federal funds through a partnership with the Administration for Children and Families. This allows families with low incomes greater access to early learning programs. It also positively impacts the overall quality of care in communities, and maximizes the number of children receiving benefits from this funding. This partnership has been featured in several national publications.

In September 2003, Missouri’s Department of Health and Senior Services, Division of Community and Public Health was awarded a Federal **Early Childhood Comprehensive System (ECCS)** grant from the U.S. Department of Health and Human Services. The purpose of the initiative was to build and implement a statewide early childhood comprehensive system that supports families and communities in development of healthy children who are ready to learn at school entry. Missouri’s ECCS coordinates its efforts with a focus on access to health care, mental health and social-emotional development, early childhood development, child care, parent education, family support, and reduction in unequal outcomes.

Missouri’s Coordinating Board for Early Childhood (CBEC) meets requirements of the State Advisory Council on Early Childhood Care and Education under the Federal Improving Head Start for School Readiness Act of 2007, Public Law 110-134. Members of the CBEC are nominated by the Governor and approved by the Senate. CBEC is the State’s public/private entity for coordinating a cohesive system of early childhood programs and services intended to support the healthy development and school readiness of all Missouri children from birth to age five.

To our knowledge Missouri is the only State that has combined the strategic plans of these two groups (ECCS and CBEC) into one Early Childhood State Plan. This Plan forms the basis for Missouri’s response for Race to the Top Early Learning Challenge funding. Missouri



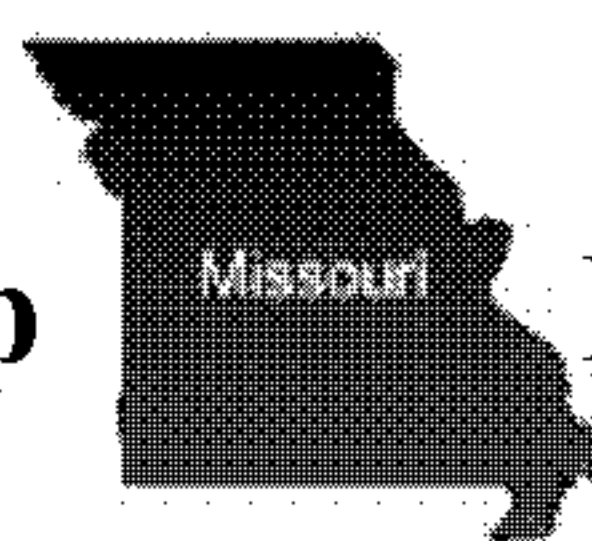
has identified strategies for strengthening current collaborations and partnerships, as well as implementing new ones with public and private entities.

The State of Missouri embraces all Federal Race to the Top Early Learning Challenge (RTC-ELC) priorities—absolute, competitive and invitational. Cross-cutting standards and assessments for school readiness throughout all Missouri Early Learning and Development Programs will guide the State’s work.

Missouri leaders agree—a comprehensive approach to education at all levels is critical to ensure individual potential is realized. Research clearly shows that high quality early childhood programs and services make a positive impact on children in their most impressionable and crucial years and help to ensure continued success throughout their educational career. This success, leads to higher graduation rates, greater economic contributions, and reduced crime and poverty levels.

Current Status in Key Areas. Missouri’s Early Learning Standards (see [Attachment 15](#)) were developed between 2001 and 2003 for preschoolers. Early Learning Standards for children birth to age three were developed this past year. We combined them into one set of Birth to Kindergarten Entry Standards. Early Learning Program Standards (see [Attachment 18](#)) have been in place for four (4) years and were just revised to be more comprehensive related to infant-toddler programs and family child care.

Comprehensive Assessment System. “Show Me” to the Top will allow Missouri to launch pilots related to the child assessment aspects of the Comprehensive Early Childhood Assessment System (see [Attachment 19](#)) beginning in 2012. The overall system provides measurement at three nested levels: child, teacher/classroom, and early childhood program/primary grades. The goal is for all children (from birth to age 3, from age 3 through kindergarten, and from 1st through 3rd grades) in licensed and license-exempt early childhood programs, Pre-K, kindergarten, primary grades, IDEA Parts B and C, Title I of ESEA, and home visiting/parent education programs to be screened to: (1) identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs; (2) 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); (3) assess progress/growth in all domains; and (4) assess formatively

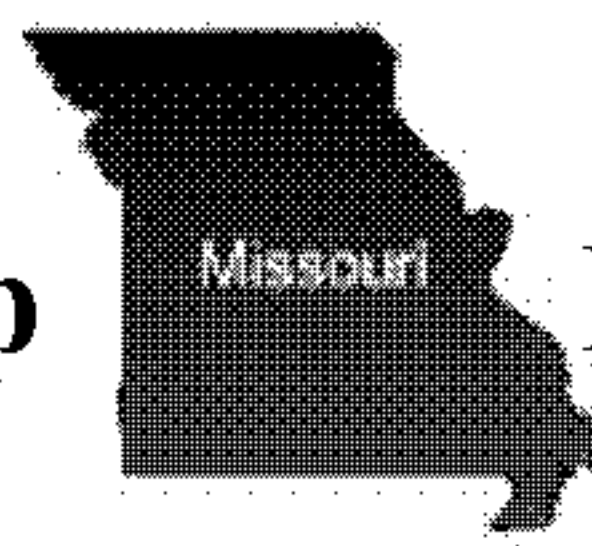


across all domains in order to guide instructional decisions. In addition, teacher/classroom quality will be assessed for teacher fidelity to Early Learning Standards and to K-3 Content/Process Standards as well as learning environment, adult-child interaction and instructional quality. Programs will be assessed for 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.

Health Promotion Practices. The Section for Child Care Regulation (SCCR) has recently publicized new health and safety rules for child care centers, family group homes and family child care facilities. These new rules require age-appropriate CPR certification, First Aid training, and safe sleep practices for infants. Other new rules relating to the health and safety of children in care are rules requiring written disaster and emergency preparedness plans for child care providers which include evacuation, relocation and reunification plans. SCCR has implemented the posting of inspections online to provide parents easier access to child care information to assist parents in making better informed decisions about care for their children.

Child Care Aware<sup>®</sup> of Missouri has developed and implemented Social and Emotional Training for Child Care Providers based on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) curriculum modules. Participating child care facilities conducted Ages and Stages Questionnaire for Social Emotional screenings with children and used this to help providers implement strategies to deal with emotional and behavioral problems with children so they could stay in care and parents could remain at work. They provided 66 sessions this past year. In addition, other agencies trained approximately 200 infant and toddler teachers, directors, and coaches in the Devereux Early Childhood Assessment (DECA) for infants and toddlers this year to help them support children in the area of social and emotional development.

Family Engagement Strategies. Missouri is fortunate to have top-notch parenting education and home visiting programs throughout the State. Parents as Teachers (PAT) is statewide—every school district operates a PAT program. The Affordable Care Act, Maternal, Infant, and Early Childhood Home Visiting grant funding is assisting communities in expansion of Early Head Start, Nurse Family Partnership, and PAT. Additionally, initiatives such as Head Start collaborative activities, Strengthening Families Initiative through Educare, a program serving families, friends, and neighbors (FFNs), and others serve high needs families on a



regular basis to enhance families’ capacity to support their children’s education and development.

Development of Early Childhood Educators. Missouri is well-positioned in the area of professional development across the State through higher education certification; newly revised Core Competencies for Early Childhood and Youth Development Professionals; an operational CBEC Professional Development Workgroup that has formed vision and mission statements as well as guiding principles that have informed Missouri’s Workforce Knowledge and Competency Framework.

Kindergarten Entry Assessments. From 1999-2009, DESE funded accountability initiatives that resulted in over 100,000 children receiving assessments in approximately 900 schools across the State. About 3,000 teachers were trained on use of the *School Entry Profile* during that time period. In 2010-11, some teachers and schools have continued to use the instrument but do not report the results to the State. A “new” Kindergarten Entry Assessment will be piloted and fully in place by 2014-15. See Table (A)(1)-12.

Effective Data Practices. DESE has provided leadership in development of the Missouri Comprehensive Data System (MCDS), the State’s longitudinal data system. With funding from the Institute for Educational Sciences Longitudinal Data System Grant Program (2009), Missouri has upgraded its system to include all 10 of the Essential Data Elements identified by the Data Quality Campaign and seven of the 10 State Actions. As part of implementation of the Missouri Comprehensive Data System, the governance structure has been established, departmental Memorandums of Understanding (MOUs) have been executed and a framework for public consumption of information has been implemented. Additionally, Missouri has been progressing in relation to the 10 Fundamentals of a Coordinated State Early Childhood Education Data System identified by the Early Childhood Data Collaborative. Please see Section E for a more thorough review of Missouri’s progress.

DESE has convened a Council for Early Childhood and School Age/After School Data with a separate Research Subcommittee. From those efforts a list of descriptive and analytic research questions have been identified to guide the research and analysis agenda. (See Attachment 34.)





Evidence for (A)(1):

- The completed background data tables providing the State’s baseline data for--
  - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
  - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
  - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).



- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

<b>Table (A)(1)-1: Children from Low-Income<sup>2</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	36,044	48.7%
<b>Toddlers ages 1 through 2</b>	84,232	50.7%
<b>Preschoolers ages 3 to kindergarten entry</b>	99,757	49.3%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	220,033	49.7%
Missouri Census Data Center, American Community Survey Public Use Microdata Sample (PUMS) Data, 2009		

<sup>2</sup>Low-Income is defined as having an income of up to 200% of the Federal poverty rate.



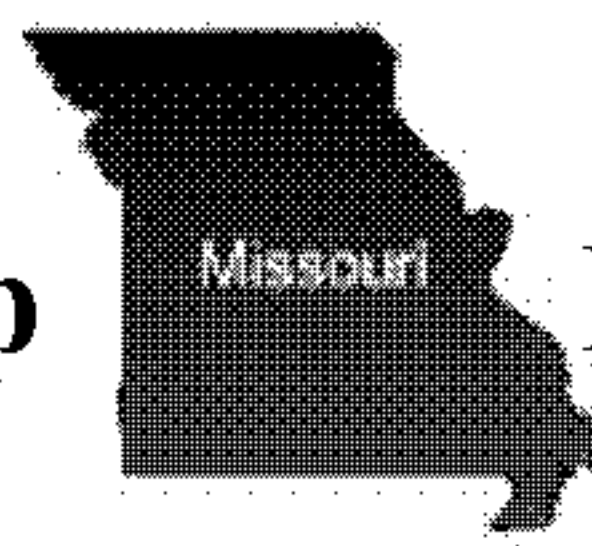
<b>Table (A)(1)-2: Special populations of Children with High Needs</b>		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Have disabilities or developmental delays<sup>3</sup></b>	16,012	3.6%
<b>Are English learners<sup>4</sup></b>	353	>1%
<b>Reside on “Indian Lands”</b>	NA	NA
<b>Are migrant<sup>5</sup></b>	180	>1%
<b>Are homeless<sup>6</sup></b>	1,335	>1%
<b>Are in foster care</b>	4,233	1%
<b>Other as identified by the State</b> <i>Describe: Have Incarcerated Parents or Parents on Parole</i>	39,000	8.8%
MOSIS and Migrant COE Database Program Information Report, 2010 Department of Corrections and estimate from National Data		

<sup>3</sup> For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

<sup>4</sup> For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>5</sup> For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

<sup>6</sup> The term “homeless children” has the meaning given the term ““homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 1143a[2]).



<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>State-funded preschool</b> <i>Specify: Missouri Preschool Project</i> <i>Data Source and Year: End of Year Completion Reports, FY2011</i>			2,080	2,080
<b>Early Head Start and Head Start<sup>7</sup></b> <i>Data Source and Year: Program Information Report (PIR) 2010-11</i>	1,268	2,884	18,051	22,203
<b>Programs and services funded by IDEA Part B, Section 619 (3-5)</b> <i>Data Source and Year: Child Count Report (Part B),SY 2010-2011</i>			11,473	11,473
<b>Programs and services funded by IDEA Part C (First Steps, 0-3)</b> <i>Data Source and Year: Child Count Report (Part C), SY 2010-2011</i>	703	3,836		4,539
<b>Programs funded under Title I of ESEA</b> <i>Data Source and Year: Consolidated State Performance Report (CSPR, SY 2009-2010)</i>			8,975	8,975
<b>Programs receiving funds from the State’s CCDF program</b> <i>Data Source and Year: Department of Social Services, FY10 (Core Data Program Code 25)</i>	3,844	12,836	6,651	23,331
<b>Other</b> <i>Specify: Parents As Teachers (PAT) (Prenatal to Kindergarten Entry)</i> <i>Data Source and Year: Final Reports, FY 2011</i>				56,665

<sup>7</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.





<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>Other</b> <i>Specify:</i> Building Blocks of Missouri Nurse Family Partnership <i>Data Source and Year:</i> Department of Social Services, FY10 (all children served are age 2 and under, unable to break out by age)				473
<b>Other</b> <i>Specify:</i> Stay at Home Parent (SAHP) <i>Data Source and Year:</i> Department of Social Services, FY10	652	997		1,649
<b>Other</b> <i>Specify:</i> Child Abuse and Neglect Prevention <i>Data Source and Year:</i> Department of Social Services, FY 2010	248	236		484
<b>Other</b> <i>Specify:</i> Nurses for Newborns <i>Data Source and Year:</i> Electronic Medical Data, FY 2010	1,640	651	140	2,431
<b>Other</b> <i>Specify:</i> Missouri Community-Based Home Visiting Program <i>Data Source and Year:</i> Home Visiting System in Missouri Health Strategic Architectures and Information Cooperative, FY 2010 (all children served are age 2 and under, unable to break out by age)				465



**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<p><b>Other</b></p> <p><i>Specify: ACA Maternal, Infant and Early Childhood Home Visiting Grant (Programs are not yet implemented or serving children. Number of funded slots shown.)</i></p> <p>Parents as Teachers (PAT) 96</p> <p>Nurse Family Partnership (NFP) (all children served are age 2 and under, unable to break out by age any further) 100</p> <p>State-Funded Early Head Start 36</p> <p><i>Data Source and Year: Home Visiting Data System, FY 2010</i></p>				

Missouri Early Head Start – Presently, contractors are serving 54 pregnant women and are recruiting new participants since many children transferred to Head Start in August 2011. This information was provided by the Department of Social Services, Children Division, Early Childhood and Prevention Services Section as of August, 2011.

Programs receiving funds from the State’s CCDF program—Data were provided by the Department of Social Services, Children’s Division, Early Childhood and Prevention Services Section. These data are reflective of the average number of children for each age group for the 2010 State fiscal year.

Stay at Home Parent and Child Abuse and Neglect Prevention dollar amounts are based on State fiscal year.



Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
<b>Supplemental State spending on Early Head Start and Head Start<sup>8</sup></b>	\$ 4,703,570	\$ 4,703,570	\$ 5,698,036	\$ 5,674,506	\$ 5,674,506
<b>State-funded preschool</b> <i>Specify: Missouri Preschool Project</i>	\$ 14,370,357	\$ 14,718,637	\$ 14,314,872	\$ 14,313,558	\$ 14,314,872
<b>State contributions to IDEA Part C</b>	\$ 15,229,347	\$ 15,229,347	\$ 16,169,347	\$ 17,319,347	\$ 17,319,347
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>	\$ 96,311,209	\$ 96,311,209	\$ 98,811,209	\$123,564,281	\$123,564,281
<b>Total State contributions to CCDF<sup>9</sup></b>	\$ 35,949,358	\$ 35,760,025	\$ 35,313,603	\$ 34,524,377	\$ 35,369,893
<b>State match to CCDF</b> <i>Exceeded/Met/Not Met</i>	Met	Met	Met	Met	Met
<b>TANF spending on Early Learning and Development Programs<sup>10</sup></b>	\$ 12,259,664	\$ 11,903,594	\$ 10,790,285	\$ 12,195,464	\$ 11,556,118
<b>Other State contributions</b> <i>Specify: Parent As Teachers (PAT)</i>	\$ 32,304,651	\$ 34,304,651	\$ 34,304,636	\$ 26,786,767	\$ 13,000,000
<b>Other</b> <i>Specify: Stay at Home Parent (SAHP)</i>	\$ 3,074,500	\$ 3,074,500	\$ 3,074,500	\$ 3,074,500	\$ 3,074,500
<b>Other</b> <i>Specify: Child Abuse and Neglect Prevention</i>		\$ 600,000	\$ 600,000	\$ 600,000	\$ 600,000
<b>Total State contributions:</b>	\$214,202,656	\$216,605,533	\$219,076,488	\$238,052,800	\$224,473,517

<sup>8</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>9</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>10</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.





**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*NOTE: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>11</sup>				
	2007	2008	2009 <sup>12</sup>	2010 <sup>12</sup>	2011 <sup>12</sup>
<b>State-funded preschool</b> ( <i>annual census May 15 count</i> ) <i>Specify: Missouri Preschool Project</i>	2,308	2,177	2,501	2,135	2,080
<b>Early Head Start and Head Start<sup>13</sup></b> ( <i>funded enrollment</i> )	16,832	16,832	16,793	17,816	22,203
<b>Programs and Services funded by IDEA Part C</b> ( <i>annual December 1 count</i> )	3,216	3,450	3,784	4,200	4,539
<b>Programs and Services funded by IDEA Part B, Section 619</b> ( <i>annual December 1 count</i> )	10,831	11,307	10,995	11,355	11,473
<b>Programs funded under Title I of ESEA</b>	8,836	6,069	10,580	8,975	*
<b>Programs receiving CCDF funds</b> ( <i>average monthly served</i> )	39,395	40,951	43,090	44,594	49,168
<b>Other</b> <i>Describe: Parents As Teachers (PAT)</i>	66,804	67,378	72,892	72,228	56,665
<b>Other</b> <i>Describe: Building Blocks of Missouri Nurse Family Partnership</i>	456	376	446	473	*
<b>Other</b> <i>Describe: Missouri Community Based Home Visiting Program</i>	628	600	815	465	*
<b>Other</b> <i>Describe: Stay at Home Parent</i>	Unduplicated number not available	1,585	1,812	1,649	1,950
<b>Other</b> <i>Describe: Child Abuse/Neglect Prevention</i>	NA	505	530	484	464
<b>Other</b> <i>Describe: Nurses for Newborns</i>	3,496	2,837	2,600	2,431	2,340
* FY 2011 data incomplete at this time					

<sup>11</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>12</sup> Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the American Recovery and Reinvestment Action of 2009, which may be reflected in increased numbers of children served in 2009-2011.

<sup>13</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.





<b>Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards</b> <i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
<b>Essential Domains of School Readiness</b>	<b>Age Groups</b>		
	<b>Infants</b>	<b>Toddlers</b>	<b>Preschoolers</b>
<b>Language and Literacy Development</b>	X	X	X
<b>Cognition and General Knowledge (including early math and early scientific development)</b>	X	X	X
<b>Approaches toward learning</b>	X	X	X
<b>Physical Well-Being and Motor Development</b>	X	X	X
<b>Social and Emotional Development</b>	X	X	X



**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**  
 Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<b>State-funded preschool</b> <i>Specify:</i> Missouri Preschool Project (FY2011 annual health, nutrition, and developmental screening; ECERS-R; ECERS-E)	X		X	X	
<b>Early Head Start and Head Start<sup>14</sup></b>			(NOTE: Measures of classroom quality rated during Federal Monitoring Reviews)		X
<b>Programs funded under IDEA Part C</b>					
<b>Programs funded under IDEA Part B, section 619</b>					
<b>Programs funded under Title I of ESEA</b>	NA	NA	NA	NA	NA
<b>Programs receiving CCDF funds</b>					
<b>Current Quality Rating and Improvement System requirements (Tier 1)</b>			X	X	
<b>Current Quality Rating and Improvement System requirements (Tier 2)</b>			X	X	
<b>Current Quality Rating and Improvement System requirements (Tier 3)</b>	X		X	X	
<b>Current Quality Rating and Improvement System requirements (Tier 4)</b>	X	X	X	X	
<b>Current Quality Rating and Improvement System requirements (Tier 5)</b>	X	X	X	X	
<b>State licensing requirements</b>	NA	NA	NA	NA	NA

<sup>14</sup> Including Migrant and Tribal Head Start located in the State.

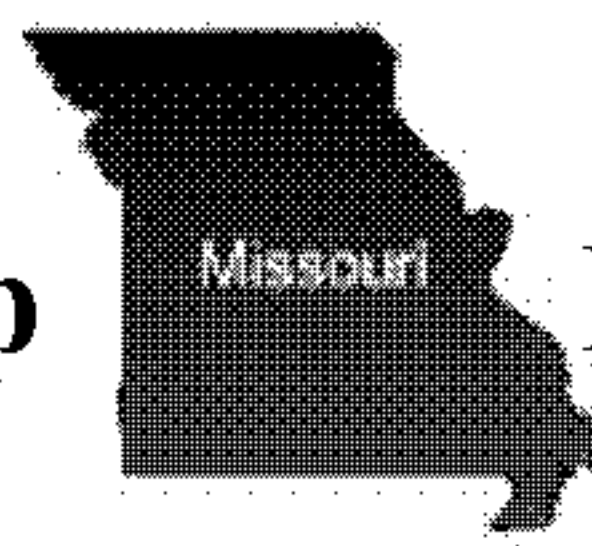


**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

*Please place an “X” in the boxes to indicate where the elements of high-quality health promotion practices are currently required.*

Types of Programs or Systems	Elements of High-Quality Health Promotion Practices				
	Health and Safety Requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health Literacy	Other
<b>State-funded preschool</b> <i>Specify: Missouri Preschool Projects</i>	X	X	X		
<b>Early Head Start and Head Start</b> <i>(NOTE: Some programs may chose to promote Health Literacy, Oral Health or other screenings, exams, referral and follow-up)</i>	X	X	X Inclusive of oral health	X	
<b>Programs funded under IDEA Part C</b>					
<b>Programs funded under IDEA Part B, section 619</b>					
<b>Programs funded under Title I of ESEA</b>					
<b>Programs receiving CCDF funds</b>	X				
<b>Current Quality Rating and Improvement System requirements</b> <i>Specify by tier (add rows if needed):</i>	X	X	X	X	X
<b>State Licensing Requirements</b> Section for Child Care Regulation (SCCR)	X		X		

**Health and Safety Requirements:** All programs participating in the QRIS must be in substantial compliance with Section for Child Care Regulation. Additionally, Missouri uses Environmental Rating Scales to rate Program Content. Authors of these tools place a high value on health and safety throughout all instruments. Tier 3 of the Business and Administrative Practices component requires written procedures for identifying, documenting, and reporting child abuse and neglect.



**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p><b>State-funded preschool</b> Specify: Missouri Preschool Project</p>	<p>Programs collaborate with local school district Parents as Teachers program for parent education services to include personal visits, group connections, developmental screenings and access to the resource network. At least two parent teacher conferences are available annually.</p>
<p><b>Early Head Start and Head Start</b></p>	<p>In addition to involving parents in program policy-making and operations, grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Grantee and delegate agencies must do the following.</p> <ul style="list-style-type: none"> <li>• Engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports.</li> <li>• Provide opportunities to include parents in the development of the program’s curriculum and approach to child development and education.</li> <li>• Provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff.</li> <li>• Assist parents in becoming their children’s advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.</li> <li>• Establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program.</li> </ul> <p>All State-funded Early Head Start and partner sites are required to complete the Strengthening Families Self Study annually. This is a tool designed to assist them in developing strategies to increase parental involvement in their program.</p>
<p><b>Programs funded under IDEA Part C</b></p>	<p>Statewide system of parent outreach and Child Find activities through the Regional Interagency Coordinating Councils; statewide implementation of early intervention team support for a transdisciplinary service delivery model that focuses on routines-based intervention and family-centered practices in the child’s daily routines and activities. Part C also includes efforts to:</p> <ul style="list-style-type: none"> <li>• Support Missouri Parent Information and Training Center (MPACT) to provide training, resources and materials regarding parent/family</li> </ul>





**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>involvement to families, LEAs and technical assistance providers.</p> <ul style="list-style-type: none"> <li>• Support through the MPACT a parent mentor program that provides Technical Assistant (TA) and support to parents of students with disabilities.</li> <li>• Support, through Project ACCESS and MPACT, the provision of materials, information, training, and resource referrals for parents of children with Autism Spectrum Disorder (ASD).</li> <li>• Provide information on evidence-based practices and strategies for improving performance on this indicator.</li> <li>• Develop and provide a Parent and Family Involvement training module to facilitate improved involvement of parents/families of students with disabilities in their children’s education.</li> </ul>
<p><b>Programs funded under IDEA Part B, section 619</b></p>	<p>Part B requires the SEA and LEAs to have a Child Find system in place to ensure that children with suspected disabilities are located and identified. This involves various activities of notification to parents and the community at large. Parents are also required to be involved in the IEP process and they, along with their child, have certain specified rights as outlined in the Procedural Safeguards. Parent counseling and training is a decision each individual IEP team makes and is not provided to all parents of children with disabilities as a general course. Improvement activities for 2010-11 included the following:</p> <ul style="list-style-type: none"> <li>• Develop an improved data collection process to measure parent involvement.</li> <li>• Support Missouri Parent Information and Training Center (MPACT) to provide training, resources and materials regarding parent/family involvement to families, LEAs and technical assistance providers.</li> <li>• Support through the MPACT a parent mentor program that provides Technical Assistant (TA) and support to parents of students with disabilities.</li> <li>• Support, through Project ACCESS and MPACT, the provision of materials, information, training, and resource referrals for parents of children with Autism Spectrum Disorder (ASD).</li> <li>• Support professional development for Parents as Teachers (PAT) parent educators to increase their knowledge and ability to inform and assist families of children with disabilities to link with needed resources.</li> <li>• Provide targeted technical assistance to districts identified as not meeting or in danger of not meeting state targets based on evaluation of data</li> </ul>



**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>provided by DESE in order to improve performance on this indicator.</p> <ul style="list-style-type: none"> <li>• Provide information on evidence-based practices and strategies for improving performance on this indicator.</li> <li>• Recruit and develop “Models of Success” in parental involvement to improve programs and services for students in Missouri using established criteria.</li> <li>• Develop and provide a Parent and Family Involvement training module to facilitate improved involvement of parents/families of students with disabilities in their children’s education.</li> </ul>
<b>Programs funded under Title I of ESEA</b>	Programs funded under Title I of ESEA are required to have a parent involvement plan that provides opportunities for parents to participate in the educational activities of their children.
<b>Programs receiving CCDF funds</b>	No requirements
<b>Current Quality Rating and Improvement System requirements</b>	Family Engagement requirements are based upon Strengthening Families and accreditation standards, and they constitute an extensive and multifaceted approach to engaging families with their child’s early learning program. Missouri’s approach focuses on the provision of opportunities and services to families to engage the family.
<b>Current Quality Rating and Improvement System requirements (Tier 1)</b>	Program must be in Substantial Compliance with the licensing requirements set forth by the Missouri Department of Health and Senior Services – Section for Child Care Regulation as defined by <i>Show Me Quality for Kids: PASS</i> .
<b>Current Quality Rating and Improvement System requirements (Tier 2)</b>	<p><u>Early Childhood Center and Group Home and School-Age/After School Models:</u> Program must meet requirements for Tier 1 and these requirements:</p> <ul style="list-style-type: none"> <li>• Program must offer at least one (1) of the following communication methods: activity calendars, lesson plans, bulletin boards, website or newsletters.</li> <li>• Offers at least one (1) family education workshop per year</li> <li>• Offers at least one (1) social event per year</li> <li>• Offers family volunteer opportunities</li> </ul> <p><u>Home-Based Program Model:</u> Program must meet requirements for Tier 1 and these requirements:</p> <ul style="list-style-type: none"> <li>• Offers at least one (1) of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</li> <li>• Offers at least one (1) social event per year</li> <li>• Offers family volunteer opportunities</li> </ul>



**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p><b>Current Quality Rating and Improvement System requirements (Tier 3)</b></p>	<p><u>Early Childhood Center and Group Home and School-Age/After School Models:</u> Program must meet requirements for Tiers 1 and 2 and these requirements:</p> <ul style="list-style-type: none"> <li>• Monthly child-specific written communication for infant/toddlers and preschoolers (if applicable)</li> <li>• Communication center (notebook, mailboxes, suggestion box, etc;) for school-agers (if applicable)</li> <li>• Offers at least two (2) of the following communication methods: activity calendars, lesson plans, bulletin boards, website or newsletters.</li> <li>• Offers at least two (2) family educational workshops per year</li> <li>• Offers at least two (2) social events per year</li> <li>• Offers at least one (1) family-teacher conference per year</li> <li>• Offers at least one (1) of the following: home visits, family needs assessments, family advisory board, or family support groups</li> <li>• Family resource center with at least two (2) of the following: parenting information, community resources or a full set of the Missouri Early Childhood Standards (Pre-K standards) parent handbooks</li> </ul> <p><u>Home-Based Program Model:</u> Program must meet requirements for Tiers 1 and 2 and these requirements:</p> <ul style="list-style-type: none"> <li>• Monthly child-specific written communication for infant/toddlers and preschoolers (if applicable)</li> <li>• Communication center (notebook, mailboxes, suggestion box, etc.) for school-agers (if applicable)</li> <li>• Offers at least two (2) of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</li> <li>• Offers at least two (2) social events per year</li> <li>• Offers at least one (1) family educational workshop per year</li> <li>• Offers at least one (1) family-teacher conference per year Family resource center</li> </ul>
<p><b>Current Quality Rating and Improvement System requirements (Tier 4)</b></p>	<p><u>Early Childhood Center and Group Home and School-Age/After School Models:</u> Program must meet the requirements for Tiers 1-3 and these requirements:</p> <ul style="list-style-type: none"> <li>• Weekly child-specific written communication for infant/toddlers and preschoolers (if applicable)</li> <li>• Offers at least three (3) of the following communication methods: activity calendars, lesson plans, bulletin boards, website or newsletters.</li> <li>• Offers at least three (3) family educational workshops per year</li> <li>• Offers at least three (3) social events per year</li> </ul>





**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> <li>• Offers at least two (2) family-teacher conference per year</li> <li>• Offer at least one (1) of the following: home visits, family needs assessment, or family support groups</li> <li>• Family advisory board</li> <li>• Family resource center with all of the following: parenting information, community resources and a full set of the Missouri Early Childhood Standards (Pre-K standards) parent handbooks</li> </ul> <p><u>Home-Based Program Model:</u> Program must meet the requirements for Tiers 1-3 and these requirements:</p> <ul style="list-style-type: none"> <li>• Weekly child-specific written communication for infant/toddlers and preschoolers (if applicable)</li> <li>• Offers at least three (3) of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</li> <li>• Offers at least two (2) family educational workshops per year</li> <li>• Offers at least one (1) of the following: home visits, family needs assessments, family advisory board, or family support groups</li> <li>• Family resource center with all of the following: parenting information, community resources and a full set of the Missouri Early Childhood Standards (Pre-K standards) parent handbooks</li> </ul>
<p><b>Current Quality Rating and Improvement System requirements (Tier 5)</b></p>	<p>Program must meet all requirements for Tiers 1-4 and must be accredited by a State-approved accrediting entity.</p>
<p><b>State licensing requirements</b></p>	<p>Licensing rules require that child care providers establish written policies pertaining to the program, goals, admission, care and discharge of children and provide a copy to the parents.</p>
<p><b>Other</b> <i>Describe: 21st Century Community Learning Centers (Afterschool)</i></p>	<p>21st CCLC requires opportunities for literacy and related educational development of adult family members (some offer computer training, GED, etc).</p>



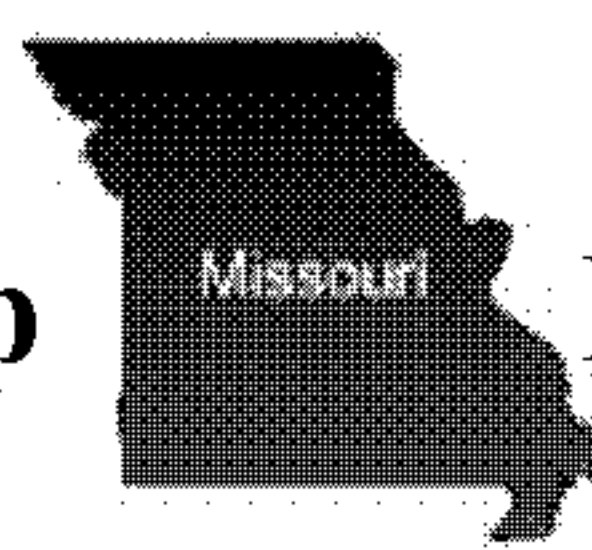


**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>15</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Child Development Associate (CDA) or Youth Development Credential</b>	Yes	107	1.28	Does not include degreed professionals
<b>1-Year Proficiency Certificate</b>	Yes	86	1.02	Does not include degreed professionals
<b>Associate Degree</b>	Yes	615	7.36	11 also have CDA
<b>Bachelor Degree</b>	Yes	1,282	15.34	73 also have CDA
<b>Masters Degree</b>	Yes	557	6.66	17 also have CDA
<b>Ph.D.</b>	Yes	32	0.04	2 also have CDA

These numbers reflect data from staff employed in licensed and license-exempt facilities who are enrolled in the Missouri Professional Development (MOPD) Registry,  $n = 8,356$  (licensed facilities = 7,416, unlicensed facilities = 954). The total capacity of licensed facilities at this time is 153,629. If you calculate on a 1:7 ratio, this results in 21,947 workers in licensed programs. This translates into a 34% rate of participation in the MOPD Registry for professionals working in licensed facilities. Note that 5,677 had a high school diploma or some college.

<sup>15</sup> Includes both credentials awarded and degrees attained.



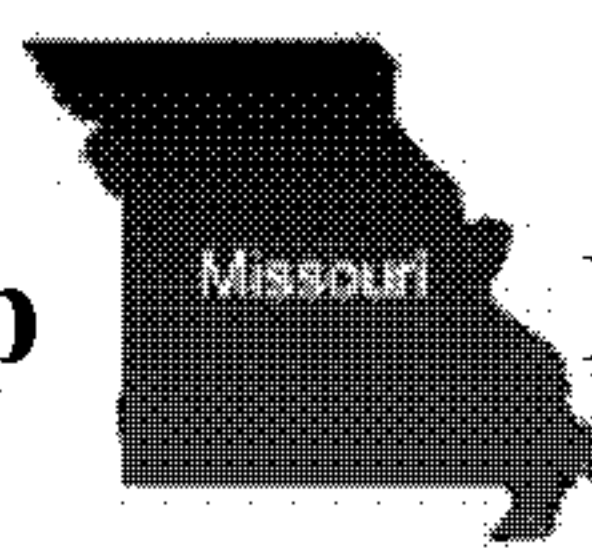
**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Central Methodist University	19	Yes
College of the Ozarks	6	Yes
Culver-Stockton College	4	Yes
Crowder College	24	Yes
Evangel University	9	Yes
East Central College	39	Yes
Fontbonne University	5	Yes
Hannibal-LaGrange College	17	Yes
Harris-Stowe State University	11	Yes
Jefferson College	14	Yes
Lincoln University	1	Yes
Lindenwood University	15	Yes
Maryville University	16	Yes
Metropolitan Community Colleges – Penn Valley	43	Yes
Mineral Area College	24	Yes
Missouri Baptist University	16	Yes
Missouri Southern State	5	Yes
Missouri State University	37	Yes
Missouri State University – West Plains	3	Yes
Missouri Valley College	0	Unknown
Missouri Western State University	6	Yes
Moberly Area Community College	4	Yes
North Central Missouri College	14	Yes
Northwest Missouri State University	39	Yes
Ozark Technical Community College	0	Unknown
Park University	3	Yes
Saint Louis University	7	Yes
Southeast Missouri State University	38	Yes
Southwest Baptist University	26	Yes
St. Charles Community College	39	Yes
St. Louis Community College (All Campuses)	268	Yes
Stephens College	6	Yes
Three Rivers Community College	10	Yes
University of Central Missouri	77	Yes
University of Missouri – Columbia	16	Yes



**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials?  <i>(Yes/No/Not Available)</i></b>
University of Missouri – Kansas City	9	Yes
University of Missouri – St. Louis	24	Yes
Webster University	12	Yes
Westminster College	6	Yes
William Woods University	6	Yes
Missouri School Age Community Coalition	11	Yes
<b>TOTAL</b>	<b>929</b>	



**Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment**

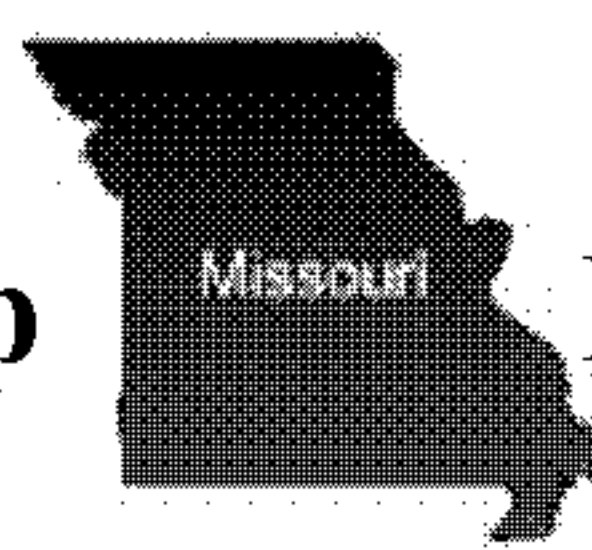
State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Yes	Yes	Yes	Yes	Yes
Domain aligned to Early Learning and Development Standards? (Y/N)	Yes	Yes	Yes	Yes	Yes
Instrument(s) used? (Specify)	The <i>School Entry Profile</i> was developed by a group of early childhood specialists, early childhood and kindergarten teachers, and Missouri Department of Education early childhood and Title I supervisors to assess what children know and can do at kindergarten entry. It consists of 65 items that are organized around seven conceptual areas: Conventional Knowledge, Physical Development, Symbolic Development, Communication, Mathematical/Physical Knowledge, Working with Others, and Learning to Learn. Items in all areas except Conventional Knowledge are assessed using a three-point scale: <i>almost always, occasionally/sometimes, and not yet/almost never</i> . Conventional knowledge items are scored using a two-point scale: <i>yes</i> or <i>no</i> . After receiving a day of professional development on how to administer the <i>School Entry Profile</i> , teachers observe children for the first eight weeks of school to gather data to make their ratings.				
Evidence of validity and reliability? (Y/N)	Yes	Yes	Yes	Yes	Yes
Evidence of validity for English learners? (Y/N)	Yes	Yes	Yes	Yes	Yes
Evidence of validity for children with disabilities? (Y/N)	Yes	Yes	Yes	Yes	Yes





**Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment**

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
How broadly administered? <i>(If not administered statewide, include date for reaching statewide administration)</i>	<p>From 1999-2009, DESE funded accountability initiatives that resulted in over 100,000 children receiving ratings in approximately 900 schools across the State. About 3,000 teachers were trained on use of the <i>School Entry Profile</i> during that time period. In 2010-11, some teachers and schools have continued to use the instrument but do not report the results to the State.</p> <p>Some districts are continuing to use the <i>School Entry Profile</i>, although it is not currently administered statewide. We are ready to conduct a pilot to select a different instrument. As you can tell, in the past the State has clearly shown a commitment to the importance of gathering such data by developing and validating a school readiness measure; providing professional development across the State for teachers in how to use it; and developing processes for gathering, analyzing, and reporting data in aggregate and at the building-level.</p>				
Results included in Statewide Longitudinal Data System? <i>(Y/N)</i>	<p>Starting in 2013 all domains listed above will be included in Missouri’s Comprehensive Data System. Missouri will conduct pilots in 2012-13 to determine which instrument (<i>Work Sampling System</i>, <i>Teaching Strategies GOLD</i>, or <i>Brigance Early Childhood System</i>) is best suited for stakeholders. The <i>School Entry Profile</i> was not chosen for this pilot because it was developed solely as a measure of school readiness; thus, unlike the other measures listed above, it has not been shown to be reliable and valid for other purposes such as formative assessment or assessment of status and growth.</p>				



<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Child Care Aware <sup>®</sup> of Missouri Child Care Program Database			X	X		X	
Customer Information Management, Outcomes, and Reporting (CIMOR)	X		X	X			X
Efforts to Outcomes (ETO)	X	X	X	X	X	X	X
Family and Children Electronic System (FACES)	X			X			
Family Assistance Management Information System (FAMIS)	X		X	X			X
First Steps	X	X	X	X	X		X
Head Start Program Databases	X	X	X	X	X	X	X
Kids Care Center	X	X		X	X	X	X
Missouri Electronic Vital Records System (MoEVR)	X			X			
Missouri Community-Based Home Visiting Program (MCHBV)	X	X	X	X		X	X
Missouri Health Strategic Architectures and Information Cooperative (MOHSAIC)	X		X	X			
Missouri Student Information System (MOSIS)	X	X	X	X	X	X	X
Missouri WIC Information Network System (MOWINS)	X		X	X			X
Missouri Workshop Calendar		X	X		X		



<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Not Profit Administrative Software Suite (NPASS)		X	X			X	
OPEN (Opportunities in Professional Education Network) Data System		X	X		X	X	
Statewide Advantage for Missouri (SAMII)			X				
T.E.A.C.H. MISSOURI Database		X	X		X	X	

See Attachment 36 for a brief description for each data set.

**(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points, 10 pages)**

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes—

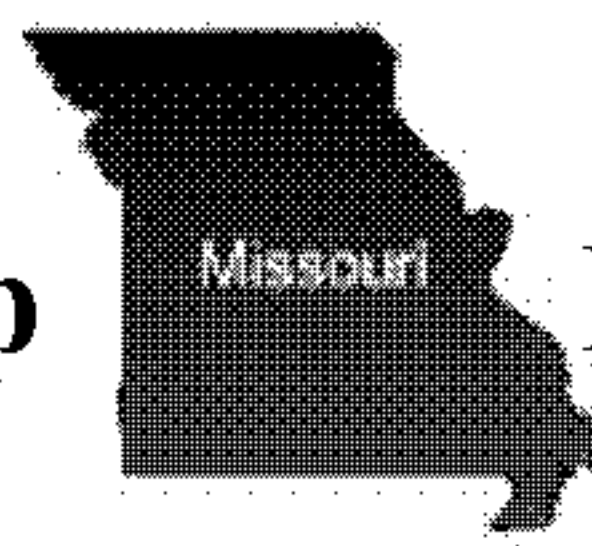
(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

**Early Learning and Development Reform Agenda and Goals**

Ensuring that all young children in Missouri are safe, healthy, and capable of reaching their full potential is a shared responsibility among State government, local communities, and Missouri’s families. In anticipation and preparation for this grant application, on July 8 and



August 5 (see Attachments 2 and 3), the Department of Elementary and Secondary Education (DESE) convened stakeholders to gain their input and assess the current status of Missouri’s Early Learning and Development Programs and services. Over 200 stakeholders participated in the August 5 meeting where “big” ideas were formulated for inclusion in the grant response. Persons from all across the State and from a variety of organizations/agencies attended to give their input. Persons were from the following groups:

- State Departments (Higher Education, Education, Social Services, Mental Health, Health, Corrections)
- School Districts (Superintendents, Principals, Teachers, Early Childhood Coordinators)
- Head Start Programs (Grantees, Directors, Teachers)
- Child Care Centers/Homes (public, private, faith-based)
- College and University Faculty
- Statewide Early Childhood Organizations (Resource and Referral, Head Start-State Collaboration Office, Career Development Initiative, Association for the Education of Young Children, Coalition for School Readiness)
- Statewide Education Groups (Missouri State Teachers Association, Missouri National Education Association, Missouri School Board Association, Missouri PTA, Literacy Investment for Tomorrow, Practical Parenting Partnership, and Missouri Accreditation)
- Parents
- Business Leaders
- Missouri House of Representatives
- Autism Centers
- Local Community Early Childhood Agencies.

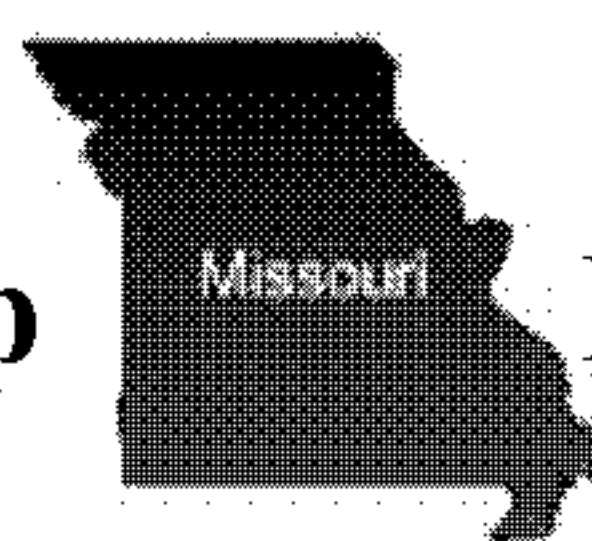
Subsequent information gathering efforts have contributed to the final plans.

Goals for Improving Program Quality, Improving Outcomes, and Closing Readiness Gap.

In Missouri, “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.

The State Board of Education approved this definition of “readiness,” with input from CBEC and hundreds of early childhood stakeholders, and it permeates Missouri’s statewide Early Learning and Development System.

School readiness is the mark Missouri’s “Show Me” to the Top strives to achieve. Each action along the way will guide the next path that ultimately culminates in all Missouri’s young children and especially Children with High Needs entering kindergarten ready to be successful (see Attachment 4, *Logic Model A/Theory of Change for Successful State Systems*, Attachment 5, *Projects and Activities Timeline*, Attachment 14, *Logic Model B/Theory of Change for High-Quality, Accountable Programs*, Attachment 28, *Logic Model C/Theory of Change for Promoting Early Learning and Development Outcomes for Children*, Attachment 29, *Logic Model D/Theory of Change for Workforce Knowledge and Competency Framework*, and Attachment 32, *Logic Model E/Theory of Change for Building or Enhancing an Early Learning Data System*. Throughout the pages of this application narrative, the reader will find examples of how institutions in Missouri will collaborate to build collective capacity to provide innovative programs, services, and policies for young children, families and communities to move them toward school readiness.

The reader will learn about plans for Community Pilots and how they will braid funding to serve more Children with High Needs; join and share professional development among Head Start, school districts, and professional associations; and form creative solutions to inform State policies.



In addition, the State plans to develop appropriate tiered rating assessments for family, friends and neighbors (FFNs) with two (2) or more children who traditionally have not been included in the quality rating system for Early Learning and Development Programs. FFNs will receive coaching and training to support greater program quality based on the assessment. .

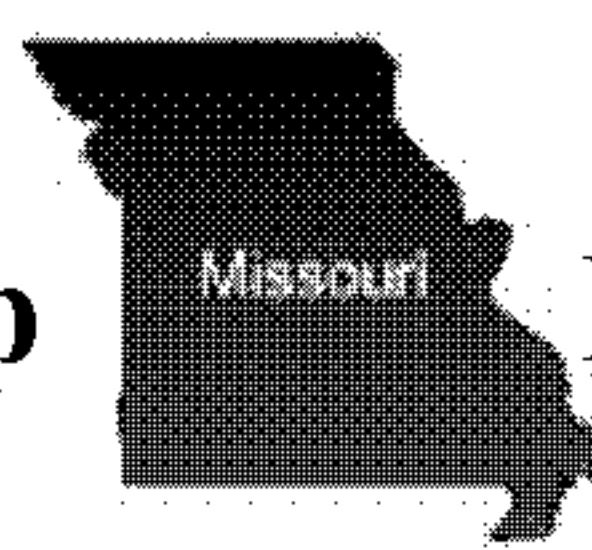
The State has planned for linked data systems through an innovative technology platform that will immediately scale Missouri’s quality rating and improvement system statewide as well as professional development through shared responsibility across varying agencies, organizations and programs. Built into the plan is enhancing the knowledge, skills and abilities of Missouri Early Childhood Educators through the Workforce Knowledge and Competency Framework.

Moreover, a coordinated effort to educate others from business and community leaders to legislators to families is part of the plan. New training modules for medical personnel, principals, social workers, and other professionals will be developed to ensure that all who want to be capable of supporting young children and families will be equipped to do so.

Emphasis will be placed on health and mental health training for providers. Great efforts are planned related to social-emotional development for young children, both for providers and for families. Parenting engagement and education efforts are planned as well. To accomplish these plans, we have designed “Show Me” to the Top: Missouri’s Early Learning Roadmap which consists of Infrastructure Areas and Program Components.



The four (4) infrastructure areas include: Governance and Leadership; Financial Resources; Quality Assurance and Accountability; and Public Engagement. The four (4) program components include: Early Learning and Development Programs; Family Support, Engagement and Parenting Education; Health, Behavioral and Developmental Needs; and Mental Health and Social Emotional Development.

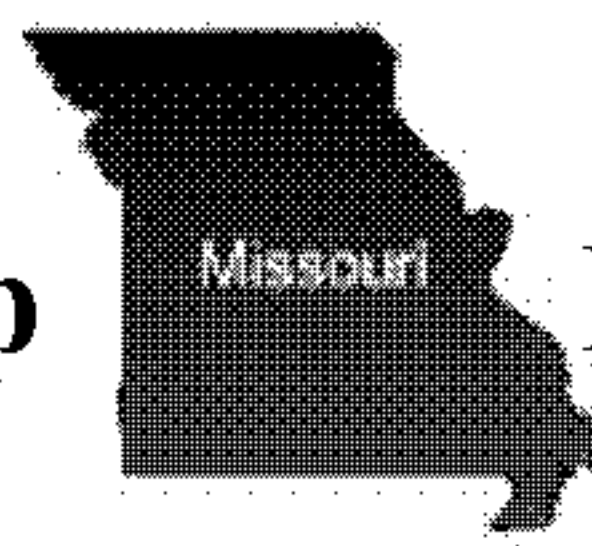


INFRASTRUCTURE AREAS	GOAL
<b>Governance and Leadership</b>	<ul style="list-style-type: none"> <li>• Coordinated governance and strong leadership among key departments and entities support Missouri’s State System.</li> </ul>
<b>Financial Resources</b>	<ul style="list-style-type: none"> <li>• Adequate and sustainable financial resources support Missouri’s State System.</li> </ul>
<b>Quality Assurance and Accountability</b>	<ul style="list-style-type: none"> <li>• Quality assurance and accountability are integrated into and throughout Missouri’s State System.</li> </ul>
<b>Public Engagement</b>	<ul style="list-style-type: none"> <li>• The public is actively engaged and invested in young children and families.</li> </ul>

**Governance and Leadership.** Missouri public policies will ensure a comprehensive and integrated early learning and development system, built on a foundation of collaborative governance and leadership at the State and local levels. The governance structure supports coordination and collaboration for an integrated comprehensive system as well as ensures accountability within and among components of the system. Missouri’s integrated early childhood system also will incorporate family leadership at all levels.

<b>INDICATORS OF PROGRESS</b>	
<b>Governance and Leadership</b>	Public policies support a governance structure built on a foundation of coordination, collaboration and accountability Family leadership is incorporated at all levels of the system State and local policies and practices are aligned New policies and regulations are enacted

**Financial Resources.** No entity, organization or system can survive without adequate funding. Federal, State, and local fiscal resources, both public and private, will be coordinated to ensure the most effective, efficient and accountable use of funds. Funding guidelines will be conducive to cross-department collaborations. Financial resources will support access to



programs, services and leadership opportunities for all Missouri’s families. A plan for sustainable funding will support Missouri’s Early Learning and Development System.

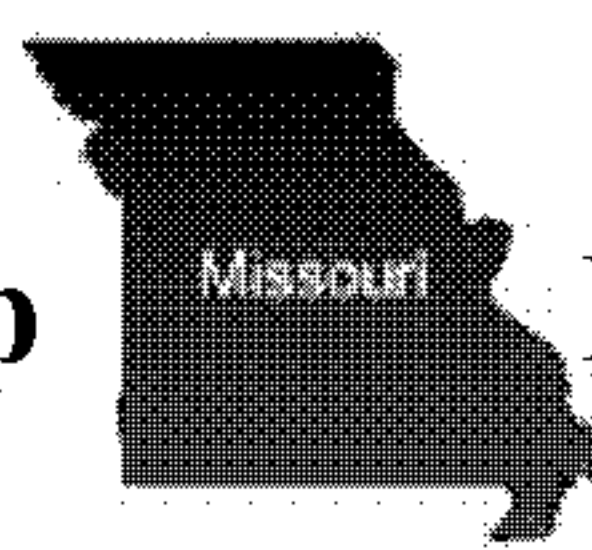
<b>INDICATORS OF PROGRESS</b>	
<b>Financial Resources</b>	Plan for Blending and Braiding Funds Expanded and diversified funding Sustainability Plan is developed Status and Progress of Community Pilots

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

<b>INDICATORS OF PROGRESS</b>	
<b>Quality Assurance and Accountability</b>	Number and % of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System, (B)(2)(c) Number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System, (B)(4)(c)(1) Number and % of Children with High Needs enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System, (B)(4)(c)(2)

**Public Engagement.** State and local policymakers will support greater investments in programs for young children and families. Public advocacy and voter support will promote greater investment in early childhood at the State and local levels. Stakeholders will deliver a consistent message regarding the needs of children and families in Missouri.





INDICATORS OF PROGRESS	
<b>Public Engagement</b>	Published newspaper, magazine and newsletter articles; website clicks; other information dissemination Improved communication among local and State groups Increased interagency collaboration Increased participation in Kindergarten Entry Assessments Increased participation in <i>Show Me Quality for Kids</i> Increased participation in the Professional Development Registry

(See *Logic Model A / Theory of Change for Successful State Systems*, Attachment 4.)

Each program component encompasses outcomes and strategies for helping Missouri’s young children become healthy and ready to be successful at school entry. (See *Logic Model C / Theory of Change for Promoting Early Learning and Development Outcomes for Children*, Attachment 28.)

PROGRAM COMPONENT	GOAL
Early Learning and Development Programs	<ul style="list-style-type: none"> <li>Missouri’s children have access to high quality early learning and development programs.</li> </ul>
Family Support, Engagement and Parenting Education	<ul style="list-style-type: none"> <li>Missouri’s young children have their basic needs met through supportive and nurturing family environments integrated with parenting education and family engagement.</li> </ul>
Health, Behavioral, and Developmental Needs	<ul style="list-style-type: none"> <li>Missouri’s Children with High Needs have their health, behavioral, and developmental needs identified and addressed to improve school readiness.</li> </ul>
Mental Health and Social-Emotional Development	<ul style="list-style-type: none"> <li>Missouri’s children are socially and emotionally healthy.</li> </ul>

**Early Learning and Development Programs.** High quality Early Learning and Development Programs promote activities that stimulate the cognitive, language, physical and social-emotional growth of young children. An examination of the current status of Early Learning and Development Programs reveals that services are fragmented and unevenly



distributed throughout Missouri. A major component of high quality Early Learning and Development Programs is the professional development of program personnel. This is achieved through institutions of higher education and community-based training.

<b>INDICATORS OF PROGRESS</b>	
<b>Early Learning and Development Programs</b>	Number and % of high quality Early Learning and Development Programs % of children entering kindergarten who were assessed to have average or above average school readiness skills % of eligible families accessing Early Head Start/Head Start Number of quality inclusive preschool opportunities for children with special needs Number of early childhood providers receiving training in serving children from diverse cultural and language backgrounds

**Family Support, Engagement and Parenting Education.** Whether parents decide to enroll their child(ren) in Early Learning and Development Programs, keep them at home, or use a combination of strategies throughout the early years of development, individual needs of families and children must be recognized. Evidence-based parenting education and information services are needed to assist parents in being prime educators of their children. Family Support and Engagement activities will focus on helping families acquire the skills, social supports, and community linkages needed to nurture and support the healthy development of their children.

<b>INDICATORS OF PROGRESS</b>	
<b>Family Support, Engagement and Parenting Education</b>	% of victims with repeated substantiated child abuse/neglect % of Head Start families accessing at least one of specified family services % of Head Start parents employed % of school districts increasing participation in Parents as Teachers for high needs families % of Medicaid enrollees whose age is less than one year who received at least one initial or periodic screening % of Head Start mental health consultations with parents about an enrolled child

**Health, Behavioral, and Developmental Needs.** In a medical home approach to primary care, the well-being of families, including medical and non-medical needs, is addressed through a trusting partnership between families and pediatric clinicians. This collaboration



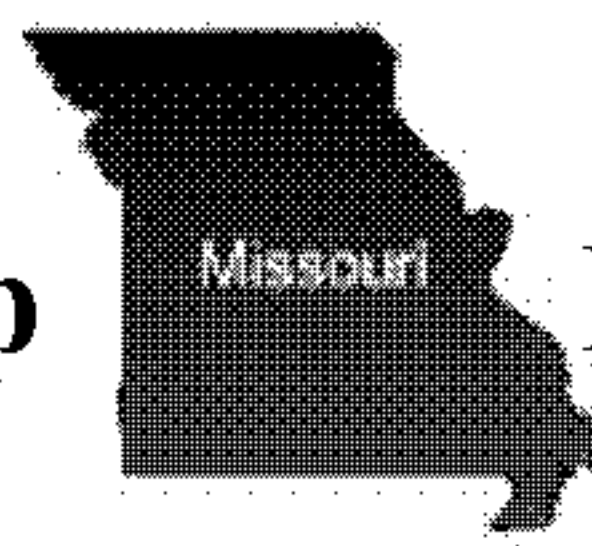
results in greater access to public and private community services that promote the healthy well-being of children and families.

<b>INDICATORS OF PROGRESS</b>	
<b>Health, Behavioral and Developmental Needs</b>	Number of Children with High Needs screened, (C)(3)(d) Number of Children with High Needs referred for services who received follow-up/treatment, (C)(3)(d) Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care, (C)(3)(d) Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care, (C)(3)(d) % of young children without health insurance % of children with special health care needs age birth to five who receive coordinated, ongoing, comprehensive care within a medical home % of 19-35 month olds who have received full schedule of age appropriate immunizations against measles, mumps, rubella, polio, diphtheria, tetanus, pertussis, haemophilis influenza, and hepatitis B % of Head Start enrollees with a source of continuous accessible dental care at the end of the enrollment year

**Mental Health and Social Emotional Development.** Young children depend upon their caregivers for most of their emotional and cognitive input; a child’s mental health is influenced by the quality of the child’s relationship with his/her caregiver. A multi-pronged approach is necessary to support healthy emotional environments in which children can develop optimally. Mental health interventions recognize the interdependency between child and family, between child and early childhood provider/teacher/caregiver.

<b>INDICATORS OF PROGRESS</b>	
<b>Mental Health and Social-Emotional Development</b>	% of young children on MO HealthNet that access mental health services % of children almost always coping with failure and frustration at kindergarten entry Number of children screened for emotional, social, behavioral, and developmental factors through the Healthy Children and Youth Program % of child care providers participating in Child Care Orientation Training (CCOT) social-emotional module

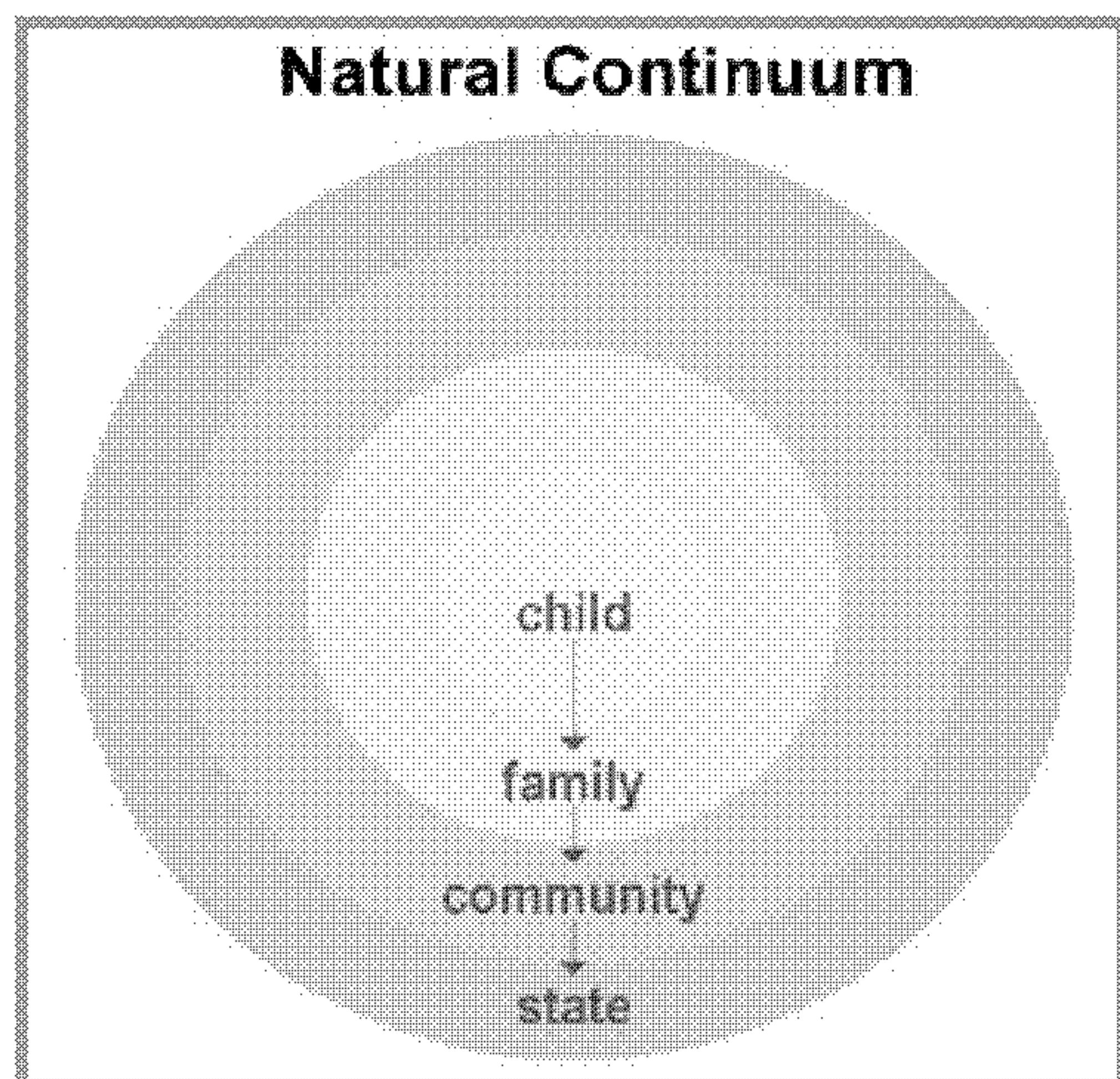
As needs evolve, indicators measuring success will necessarily change accordingly. Indicators, as agreed upon and outlined in the plan, are important for measuring system work



success. The process of choosing and developing indicators, similar to the overall planning process, is a dynamic process. Shared accountability and responsibility are key to this success.

Overall Summary of “Show Me” to the Top. Through development of an Early Learning and Development System addressing the needs of all children, the State of Missouri has identified strategies for strengthening current collaborations and partnerships, as well as implementing new ones with public and private entities. Missouri’s Early Learning and Development System will coordinate its efforts with a focus on access to health care, mental health and social-emotional development, early childhood development, child care, parent education, family support, and reduction in disparate outcomes across multiple variables.

In early 2004, Missouri began planning a statewide early learning and development system to: (a) build an infrastructure to expand the capacity in Missouri to deliver the range of services children need for healthy growth and development; (b) improve the accessibility of services across Missouri regions and populations; (c) build consensus among State agencies, community partners, and Missouri families regarding prioritization of services and supports to promote measurable positive childhood development; (d) develop a collective State response to certain issues posing lifelong consequences for Missouri’s children; and (e) address disparities between the developmental outcomes of Missouri’s children based on cultural, ethnic,

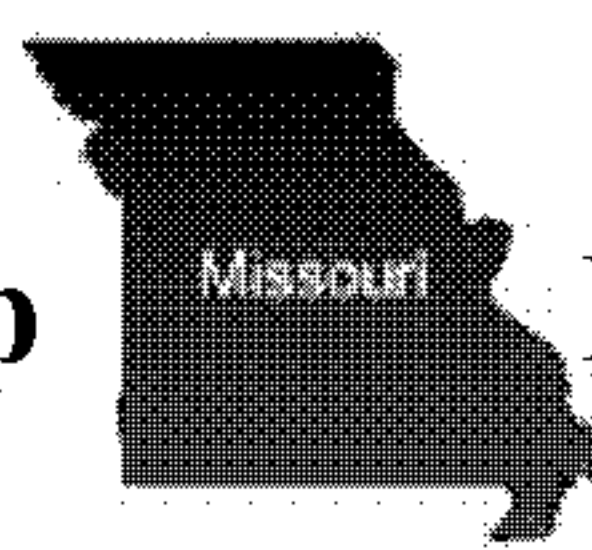


geographic, socioeconomic, and disability differences.

The State’s System is structured along a natural continuum from child and family through community and State. The interdependency of child and family is central to the efforts of the development and implementation of a comprehensive and integrated early childhood system in Missouri. In other words, that which is good for the child should be good for the family, and likewise, that which is good for the family should be

good for the child. Accordingly, child and family are the primary beneficiaries of the Early Learning and Development System. The role of community and State policies and resources is to support the well-being of the family and ultimately the child. The illustration of concentric





circles displays the natural continuum and the centrality of child and family development (Bronfenbrenner, 1979).

As parents, professionals, business leaders, and other stakeholders collaborated to develop an Early Learning and Development System, collective empowerment occurred.

Originally published in October 2005 (and signed by the Governor on May 30, 2006), the State Plan was endorsed by Missouri State agencies, and the Missouri Head Start-State Collaboration Office.

Updated in January 2009 and again in the Summer of 2011, Missouri’s “Show Me” to the Top will transform its disparate early learning services and programs into a coordinated system of supports. In essence, all roads will lead to successful children . . . ready families . . . ready communities . . . ready services . . . ready schools . . . and ready State (through policies and funding).

To get there, key elements will include:

- increasing access to quality early learning programs for children from low-income families;
- designing integrated and transparent systems that align early care and education programs;
- bolstering workforce training and support for early learning providers;
- creating robust evaluation systems to document and disseminate effective practices and programs; and
- providing supports for families to make informed decisions about child care.

Missouri’s “Show Me” to the Top Early Learning Roadmap embodies the shared value of education across Missouri’s communities. It represents breakthrough work that will dramatically improve the quality of Early Learning and Development Programs serving high-needs children. It aligns early learning and development resources and systems as well as standards and assessment, program standards, tiered rating and improvement systems, and early childhood education.

Community Pilots. Change most often happens at the local level. Communities know best what works for their locality. This is where the State will learn the lessons needed to formulate effective policies, procedures and regulations to expand high-quality Early Learning and Development Programs for Children with High Needs.



As a feature of implementation, the Coordinating Board for Early Childhood (CBEC) will finalize the request for community proposals during the first four (4) months of the grant.

Communities will define their boundaries (e.g., county, school district, or three to four rural districts working together, zip code). The community will need a local council made up of representatives of all types of Early Learning and Development Programs, superintendent(s) and other school personnel, health professionals, social services representatives, families, business leaders and more. Some of the components will need to be required, while others may be optional. The ideas listed below will be considered by CBEC as the Community RFP is developed:

- All Early Learning and Development Programs will be identified and supported through ratings of quality and subsequent professional development and targeted technical assistance to improve the programs as needed. Programs will receive coaching and technical assistance based on their ratings or scores.
- All young children will be screened.
- Once the State has an approved Child Assessment Tool for three- to five-year olds, all children will be assessed.
- All data captured will be linked to the Missouri Comprehensive Data System.
- Home visitation and family engagement activities will be essential.
- A plan needs to be developed to braid or raise funds for serving more children from high-needs families, including strategies for sustainability.
- Develop ideas toward aligning the birth to kindergarten entry system with K-3 and after-school programs.
- Create local partnerships with business to generate funds to support facility improvement.
- Facilitate local planning to identify early learning gaps for families (e.g., needing more full-day programs, transportation to and from early learning programs, meals) and develop strategies to address those needs.
- Expand professional development opportunities locally that are aligned with the Core Competencies and are approved through the Enhanced Approval process.

Each Community Pilot applicant will be asked to propose something innovative to help their community reach their goals and share all lessons learned and best practices with the State to inform State policies/funding in the future.



Evidence for (A)(2)

- The State’s goals for improving program quality statewide over the period of this grant.
  - The State’s goals for improving child outcomes statewide over the period of this grant.
  - The State’s goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
  - Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
  - Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
  - Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
  - For each Focused Investment Area (C), (D), and (E), a description of the State’s rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State’s choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State’s ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

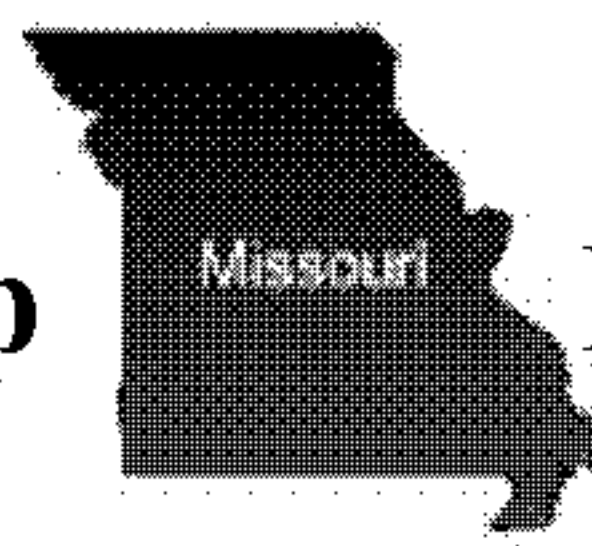
**Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

**Rationale for (C)(1) Developing and Using Statewide, High-Quality Early Learning and Development Standards.**

The Missouri Early Standards (MELS) Missouri’s Early Learning Standards for children birth to kindergarten entry are the mechanism that guides our expectations for young children. Thus, MELS are central to the State Plan and inform all program standards (e.g., QRIS), curricula and activities, child assessment activities, teacher standards (e.g., Core Competencies), and family engagement efforts. Additionally, MELS are linked to the State K-12 Show Me Standards to ensure a logical progression of system efforts



into the public school arena. MELS address physical development, health and safety; social and emotional development, including approaches to learning; language and literacy; math; and science. Additionally, the MELS are developmentally, linguistically, and culturally appropriate. Observable, measurable statements describe what we expect children to know and do when they enter kindergarten. They are designed to improve instruction, parenting skills and behavior, teacher preparation, public knowledge of children’s development, and curriculum.

Advancements have been made in integration of the MELS into one document as opposed to two. As part of this proposal, Missouri Children are Ready for School (Missouri CARES) will support the completion of this process and an innovative approach to provider training that will help to ensure sustainability far beyond the grant period.

**Rationale for (C)(3) Identifying and addressing the health, behavioral, and**

**developmental needs of Children with High**

**Needs to improve school readiness.** Health care experts estimate as many as 20% of all preschool children in Missouri have health and developmental problems, which affect them in their educational years and beyond. Those numbers and the cost associated with them can be substantially reduced through addressing the health, behavioral, and developmental needs of the child. Additionally, two thirds of Missouri’s counties are designated as having a shortage in mental health professionals. Although the urban and larger communities may have access to mental health professionals, even in these areas mental health professionals with expertise in infant/toddler and early childhood are lacking. This leads to significant access and quality of care issues and use of highly restrictive or inappropriate interventions. In the last fiscal year alone, DMH served 1,661 children age 6 years with an identified mental health disorder spending approximately \$3.4 million. The State Plan identifies specific goals and objectives related to children’s health and mental health and Missouri has several promising programs and policies in place.

*“Many things we need can wait. The child cannot. Now is the time his bones are being formed, his blood is being made, his mind is being developed. To him we cannot say tomorrow, his name is today.” —Gabriela Mistral*

DHSS currently funds four (4) Special Needs Inclusion Specialists to provide technical assistance to parents and child care providers for children with special needs. This program provides child care referrals to families, works with child care providers to create capacity for





children with special needs, and trains child care providers in the Child Care Plus modules (a curriculum on inclusion strategies). DHSS recently released new health and safety rules for all child care facilities. These new rules require age-appropriate CPR certification, First Aid training and safe sleep practices for infants. Other new rules relating to the health and safety of children in care are rules requiring written disaster and emergency preparedness plans for child care providers which include evacuation, relocation and reunification plans.

In 2010, the University of Missouri Psychiatric Center received the SAMHSA Project LAUNCH grant to address healthy development of children birth to age 8. Although a local grant, State representatives from DMH and DHSS sit on the local Wellness Council to be able to align work at local and State levels. This five-year grant brings in over \$3 million to Boone County to develop an effective early childhood health/mental health system. Current focus has been on building system leadership skills, early childhood mental health consultation and mental health screening.

In 2008, the Department of Mental Health (DMH) and its partners convened an Early Childhood Mental Health Summit to identify key systems and structural needs to support creating foundations for early childhood social and emotional development. The Missouri Early Childhood Summit was held in February 2011 and was co-sponsored by the Early Childhood Comprehensive Systems (ECCS) grant, the Coordinating Board for Early Childhood (CBEC), the Missouri Head Start-State Collaboration Office and the Missouri Head Start Association. This effort was designed to bring together Local Stakeholder Teams, the ECCS Steering Team, CBEC, Head Start, and Parent Representatives to hear highlights from some of the Local Stakeholder Teams and to participate in roundtable discussions regarding how to move the Early Childhood Comprehensive System forward in Missouri.

Simultaneous to this work, DMH partnered with the MO HealthNet Division (Medicaid) to incorporate key screening indicators at all ages in Missouri's Early Periodic, Screening, Diagnosis and Treatment (EPSDT) with the intent for pediatricians and physicians to be able to provide guidance to parents and allow for earlier identification in the area of social and emotional development.



Missouri CARES includes a comprehensive approach that will support Missouri’s efforts to further develop systems already in place as well as introduce additional activities to support Missouri’s children in their health, mental health, behavioral and developmental needs.

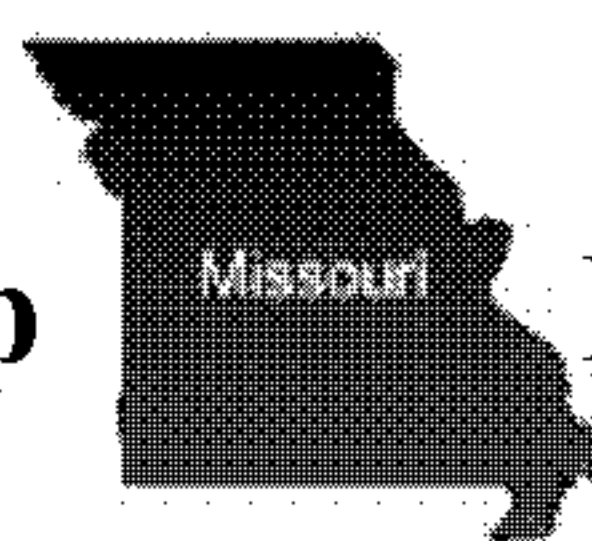
**Rationale for (C)(4) Engaging and Supporting Families.** Missouri is well known for its efforts to engage and support families as the national Parents as Teachers program is Missouri’s “home grown” home visiting program developed in 1970. PAT is offered in all 522 school districts in Missouri, although the funding does not serve every family who desires the services. High needs families can receive Parents as Teachers home visiting programs statewide. At least 75% of PAT dollars have to be spent serving high needs families. In some districts, 100% of funds go toward those most in need.

In addition to PAT, Missouri supports families via Nurse Family Partnership, Early Head Start Home Visiting, and Nurses for Newborns and we have systematically integrated the national Strengthening Families methods and materials into our efforts to ensure a truly comprehensive approach. As part of Missouri CARES, we will take advantage of the new Parent, Family, and Community Engagement (PFCE) Framework and propel family engagement to the next level. Missouri CARES will target efforts to support those children with the highest needs, providing collaborative training of professionals working with Dual Language Learners, children of incarcerated parents, and children with disabilities.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):**  
*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

**Rationale for (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.** Educating young children, once thought to be something any woman could do naturally, is now considered to be a specialized skill. Quality, though, is the key. Quality early childhood education means having teachers who are trained to understand the needs of children and how they learn.



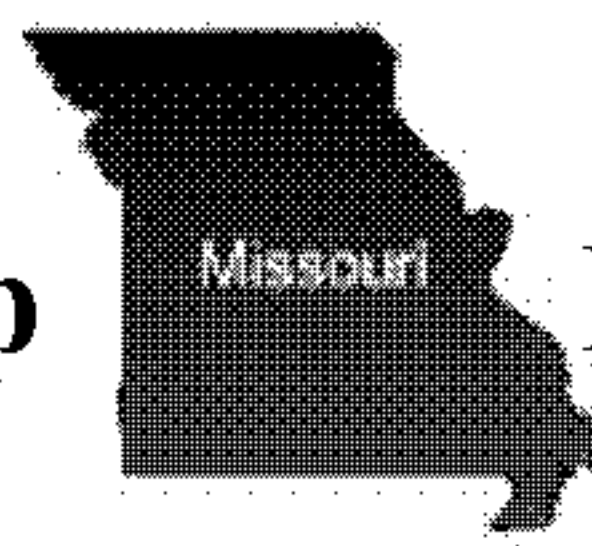
Positive results for young children will come in part from teachers who pursue increased knowledge, skills, and abilities. State policies and programs must provide the opportunity, support, and incentives for professionals to increase their knowledge and skills in order to provide quality early learning opportunities.

Missouri’s newly revised Core Competencies are comprehensive, respond to new theories of practice and serve as the framework for quality and progression of professional development opportunities in the state. Missouri has many local, regional, and State resources that offer educational opportunities (community-based and formal education) for teachers, and foster the growth of early childhood education as a profession. Missouri’s Competency Framework supports self-assessment and supervisor evaluation in the professional development planning process and help to identify needed resources.

Missouri’s Education Matrix provides a clear progression of credentialing and degree opportunities to support systemic professional development planning and allocation of resources. The “Show Me” to the Top proposal will **increase workforce knowledge and skills** by capitalizing on the recent development of the *Basic Knowledge Curriculum*® to create an entry certificate program, supporting articulation and course alignment, and will support the implementation of cloud-based technology to support trainers use of the Core Competencies in Training Quality Assurance System.

**Rationale for (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.** Missouri boasts new requirements, policies, and technology development in its Training Quality Assurance System that support full integration of the Core Competencies in all professional development offerings. The new technology also supports assessment activities (self and director driven) and professional development planning using the Core Competencies. Missouri has supported a focus on teacher education with its implementation of T.E.A.C.H. MISSOURI in 2000.

With these advancements, Missouri is well positioned in the “Show Me” to the Top proposal to **increase workforce knowledge and skills** by increasing the number of trainings aligned to the Core Competencies (i.e., Basic Knowledge Curriculum®) and access to professional development opportunities aligned to the Core Competencies through the Workshop Calendar, provision of innovative, web-based Core Competencies tools to support increased



knowledge and skills, and expansion of T.E.A.C.H. MISSOURI scholarship opportunities. These efforts will further bolster Missouri’s Comprehensive Data System and allow for more representative aggregate workforce reporting.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*

- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

**(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.** While Missouri recognizes the inherent challenges of managing early childhood longitudinal data due to the multitude of settings where children are present (public and private) and the variety of services received and assessments completed; we are positioned to use the foundational work on the Missouri Comprehensive Data System to ensure we are capturing data from birth to the workforce to improve instruction, practices, services and policies. Accomplishments of the Missouri Comprehensive Data System include: 1) a training and support system for teachers and other users; 2) a data repository to consolidate longitudinal data; 3) a portal to manage collection, access, and reporting of data; 4) a set of standards for all agencies sharing data through interoperability including alignment of individual identifiers (e.g., student, teacher, staff); and 5) a comprehensive education reform agenda known as Top 10 by 20 (student scores among the top 10 states by the year 2020).

Through the work of the Council for Early Childhood and School Age Data, Early learning data advancements have been made in the identification of key data systems (workforce data, program data, child data, and parent/education support data). Preliminary linkages have been successful (e.g. childcare subsidy data linkages with PAT service data). Data gaps have been identified (e.g. pre-k assessment, time and attendance for all children and workforce data collection) and prioritized in terms of how critical data are to answering key policy, research and practice questions. Missouri is now poised to move forward and address these data gaps through the Bolster Missouri’s Comprehensive Data System portion of “Show Me” to the Top proposal.





(A)(3) Aligning and Coordinating Early Learning and Development across the State. (10 points, 5 pages)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by—

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing—

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State’s Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies’ existing funding to support the State Plan;

(2) “Scope-of-work” descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--



(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State’s legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children’s museums; health providers; and postsecondary institutions.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)



Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

### **Aligning and Coordinating Early Learning and Development across the State**

From the beginning, all Participating State Agencies and partners will have the advantage of being part of the school readiness collaborative to ensure all children are valued, safe, eager to

**“Leadership should be more participative than directive, more enabling than performing.”**

~ Mary D. Poole, Fellow of the Association for Healthcare Philanthropy

learn and ready to succeed when they begin school.

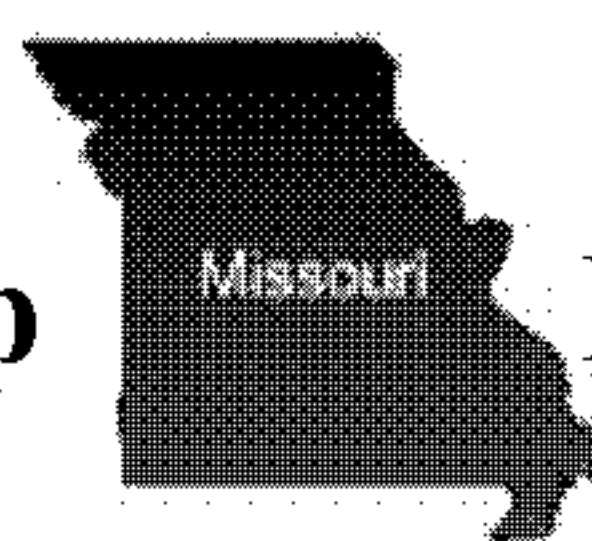
Each Participating State Agency and partner has established approaches to systems building,

collaboration, resource maximization and innovative project implementation. This “Show Me” to the Top

Early Learning Roadmap builds on those efforts by improving program quality and child outcomes statewide, and closing the achievement gap for high-needs children.

Organizational Structure. (See Attachment 6, Organizational Chart.) The Department of Elementary and Secondary Education (DESE) will serve as the lead agency to manage the grant working with the Departments of Social Services, Health, Mental Health, the CBEC, and a number of key partners. Although some positions will be embedded at Participating State Agencies and some key partners’ offices with lead roles in specific areas, they will ultimately report to the Lead Agency for supervision and accountability. Staffing for “Show Me” to the Top will include 8.20 full-time equivalent (FTE) positions. Project Personnel will include the Assistant Commissioner for Early and Extended Learning (.20 FTE), a Director (1.0 FTE), Administrative Assistant (1.0 FTE), a Data Manager (1.0 FTE), an Assessment Coordinator (1.0 FTE) with Support Personnel (1.0 FTE), a Coordinator for Local Engagement (.50 FTE), a Continuous Quality Improvement (CQI) Manager (1.0 FTE), a Nutritionist III (1.00 FTE), .50 FTE of Information Technology Support Division (ITSD) Personnel in Years 1 and 2, and .05 FTE for Years 3 and 4, and a number of contract employees. The State of Missouri is limited by the number of full-time equivalent employees it hires and may choose to use contractors for State work. Contract positions will include a half-time Support Personnel for local community work, a portion of time for the Executive Director of the Coordinating Board for Early Childhood, an Early Childhood Mental Health Coordinator (.50 FTE), and work that varying





Intermediary Organizations will perform. The Assistant Commissioner and Director will provide leadership, consultation, oversight and support to the Race to the Top Early Learning Challenge grant.

Governance-Related Roles and Responsibilities. The Department of Elementary and Secondary Education (DESE), designated Lead Agency for the Race to the Top Early Learning Challenge grant, is the administrative arm of the State Board of Education. It is primarily a service agency that Adult Learning and Rehabilitation Services, College and Career Readiness, Data System Management, Early and Extended Learning, Educator Quality, Quality Schools, and Special Education.

Other Participating State Agencies/Councils poised to work with DESE for the Race to the Top Early Learning Challenge grant include: the Department of Social Services (DSS), the Department of Health and Senior Services (DHSS), the Department of Mental Health (DMH), the Coordinating Board for Early Childhood (CBEC), the Head Start-State Collaboration Office and the State Interagency Coordinating Council for Part C of IDEA (SICC). All of these agencies, collectively and individually, are committed to promoting early learning and development outcomes for Missouri’s children (birth to kindergarten entry) and to work toward an aligned system from birth to third grade, including before and after school programs for primary-aged children.

The Lead Agency and the Participating State Agencies will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant. Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period; and will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top-Early Learning Challenge grant, including when “Show Me” to the Top requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.

Key Partners Roles and Responsibilities. See Table (A)(3)-1a for a listing of Key Partners / Early Learning Intermediary Organizations and their projected roles and responsibilities in “Show Me” to the Top. These partners include the Department of Higher Education, Department of Corrections, ParentLink, the Head Start-State Collaboration Office,





Missouri Head Start Association, OPEN Initiative, Child Care Aware<sup>®</sup> of Missouri, and the Missouri AfterSchool Network.

Decision-Making and Conflict Resolution. 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.

Involving Others. Collective empowerment is a partnership that incorporates synergistic decision-making, invested and committed communication, and creativity (Turnbull, Turbiville, & Turnbull, 2000). Missouri’s stakeholders will engage in collective empowerment by (a) voicing the needs of Missouri’s children and families, (b) sharing responsibility for developing a plan of action guiding further development of the Early Learning and Development System, (c) comprehensively identifying intervention strategies addressing the needs of Missouri’s children and families; and (d) collaboratively integrating all parts into a unified State Plan. Missouri will begin or continue a number of workgroups for which a cross-section of representatives from across the State will participate. Workgroups will include, but not be limited to: Career Lattice Workgroup, Elementary Principals and Superintendents Workgroup, Certification and Course Alignment Workgroup, Regional Councils for Early Intervention, Birth to 3rd Grade Alignment Workgroup, and others.

Strongly Committed Participating State Agencies. See Attachments 7 through 12 for Memorandums of Understanding (MOUs) from the Departments of Social Services, Health and Senior Services, Mental Health, the Coordinating Board for Early Childhood (CBEC), and the Head Start-State Collaboration Office. See also, Table (A)(3)-1, detailing specific roles and responsibilities.



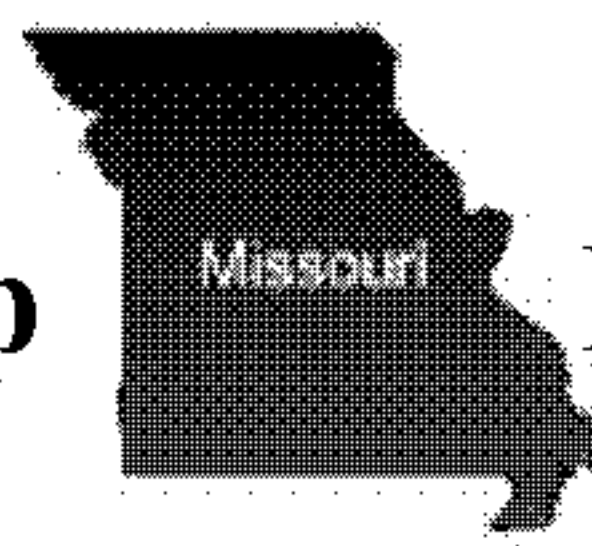
Broad Group of Stakeholder Commitment. See Table (A)(3)-2 for a list of a broad group of stakeholders and Attachment 13 for copies of their letters of support. Letters of support include public and private agencies, superintendents and early childhood directors from school districts, local human service and education organizations, early childhood professional associations, legislators, universities, early childhood programs and more.

Interagency Collaboration. The work of developing this statewide plan was guided jointly by a number of statewide entities intimately involved in early childhood issues, including the four child-serving State agencies: Departments of Education, Health, Mental Health and Social Services, as well as the Coordinating Board for Early Childhood, the Early Childhood Comprehensive System group, the Missouri Head Start-State Collaboration Office and others. The foundation of this plan has been building and evolving over time through various early childhood collaborations, forums, and initiatives at the local, regional, and State levels. While significant effort was made to include a diverse array of community partners in this planning process, there remain other community partners who will need to be identified and engaged in this process.

While the work outlined in this plan will require continuing and perhaps expanded resource investment into the Early Learning and Development System, it is assumed the lead agencies will assist in identifying appropriate sources which will likely be a blend of private and public funds. By integrating services under a shared vision and mission, Missouri sets the stage to implement a successful Early Learning and Development System that maximizes and mobilizes resources.



<b>Table (A)(3)-1: Governance-Related Roles and Responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-Related Roles and Responsibilities</b>
Department of Elementary and Secondary Education (DESE)	<p>In addition to DESE’s role as Lead Agency, the Department will bring all appropriate resources to bear on helping Children with High Needs (from birth to kindergarten entry) and their families have access to high-quality Early Learning and Development Programs and services including, but not limited to:</p> <ul style="list-style-type: none"> <li>• First Steps (Early Intervention, Part C of IDEA)</li> <li>• Parents As Teachers (PAT)</li> <li>• Missouri Preschool Project (MPP)</li> <li>• Early Childhood Special Education (Part B of IDEA)</li> <li>• Title I Preschools</li> <li>• Missouri Comprehensive Data System</li> <li>• Educator Certification</li> </ul>
Department of Social Services (DSS)	<p>DSS (with DESE and DHSS) will serve a Lead Role in FAMILY SUPPORT, ENGAGEMENT AND PARENTING EDUCATION aspects of the State System as well as bring all department resources to bear on helping families and young children be ready for school with programs and services such as:</p> <ul style="list-style-type: none"> <li>• Early Childhood Development, Education, and Care Fund</li> <li>• Home Visitation Services                             <ul style="list-style-type: none"> <li>▪ Stay at Home Parent</li> <li>▪ Child Abuse and Neglect Prevention</li> </ul> </li> <li>• Early Head Start Child Care Partnership Program (Missouri Early Head Start [MO-EHS])</li> <li>• MO HealthNet (Medicaid)</li> <li>• Educare (supports for Family, Friends and Neighbor Care)</li> <li>• Provides data to Missouri Comprehensive Data System</li> </ul>
Department of Health and Senior Services (DHSS)	<p>DHSS will serve a Lead Role in HEALTH, BEHAVIORAL AND DEVELOPMENTAL NEEDS aspects of the State System as well as maximize its resources to contribute to the statewide system of support for young children (Birth to age 5) and their families through:</p> <ul style="list-style-type: none"> <li>• Child Care Licensing and Regulations</li> <li>• Healthy Families</li> <li>• Local Public Health Agencies</li> <li>• Women, Infants and Children (WIC)</li> <li>• Genetic Diseases and Early Childhood</li> <li>• Wellness and Prevention</li> <li>• Immunizations</li> <li>• Provides data to Missouri Comprehensive Data System</li> </ul>



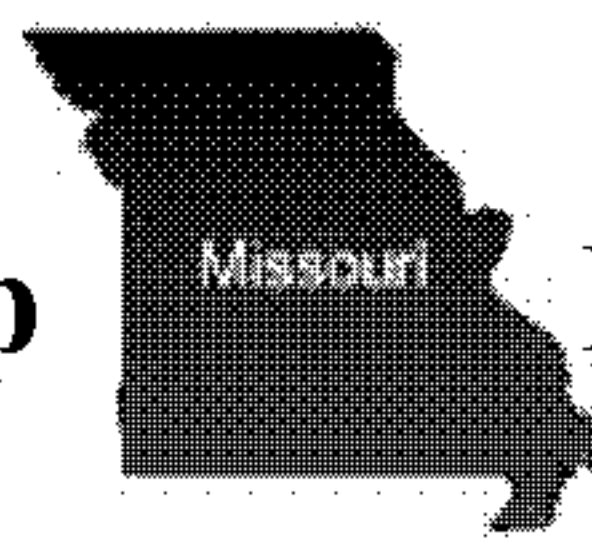
<b>Table (A)(3)-1: Governance-Related Roles and Responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-Related Roles and Responsibilities</b>
Department of Mental Health (DMH)	DMH will serve a Lead Role in MENTAL HEALTH AND SOCIAL-EMOTIONAL DEVELOPMENT aspects of the State System as well as leverage its resources to share in the areas of mental illness, developmental disabilities, social/emotional development for young children and substance abuse prevention.
<b>Other Entities</b>	
Coordinating Board for Early Childhood (CBEC)	CBEC will take a Lead Role in building and expanding the infrastructure elements of the State System. As Missouri’s State advisory council on early childhood education and care, the CBEC will partner its efforts with all Participating State Agencies to support the healthy development and school readiness of all Missouri children from birth through age five. Along with DESE, they will play a major role in the community pilots.
State Interagency Coordinating Council for Part C of IDEA	SICC will identify program supports and services; promote interagency agreements; transition toddlers with disabilities to preschool; report annually to the Governor and Secretary of Education on the status of early intervention programs for infants and toddlers with disabilities and their families; and advise other appropriate agencies in the State about the integration of services for infants and toddlers and their families.

<b>Table (A)(3)-1a: Key Partners / Early Learning Intermediary Organizations Roles and Responsibilities</b>	
<b>Key Partners</b>	<b>Roles and Responsibilities</b>
<b>Department of Higher Education (DHE)</b> (see <u>Attachment 13</u> for Letter of Intent/Support)	DHE will collaborate with all Participating State Agencies and early childhood education preparation colleges and universities to deliver an affordable, quality, coordinated post-secondary education system and increase successful participation, benefiting all Missourians
<b>Department of Corrections (DOC)</b> (see <u>Attachment 13</u> for Letter of Intent/Support) and <b>ParentLink</b>	ParentLink Parenting Corners (display units of parenting information) and access to ParentLink’s Warmline are available in all 21 prisons. There are a variety of parenting programs in one or more of the prisons: <ul style="list-style-type: none"> <li>• Parents as Teachers Home Visiting</li> <li>• PATCHES—parenting education and supervised visits</li> <li>• Parenting from Prison</li> </ul> This grant will allow the State to build a system of support for DOC and Youth Services to support families.





<b>Table (A)(3)-1a: Key Partners / Early Learning Intermediary Organizations Roles and Responsibilities</b>	
<b>Key Partners</b>	<b>Roles and Responsibilities</b>
<b>Head Start-State Collaboration Office</b> (see <u>Attachment 13</u> for Letter of Intent/Support)	In its capacity to assist Head Start grantees establish State and community-based partnerships, it will help them develop and manage community collaborations and resources to work towards outcomes focused on long-term, systemic changes in the community. The Office will also support the integration of Head Start standards into the early childhood system.
<b>Missouri Head Start Association</b> (see <u>Attachment 13</u> for Letter of Intent/Support)	Encompasses statewide needs of training and advocacy for Head Start and Early Head Start.
<b>OPEN Initiative</b> (see <u>Attachment 13</u> for Letter of Intent/Support)	As a career development initiative for Missouri’s early childhood, school-age/after-school and youth development professionals, OPEN will participate in the data-related planning efforts of the Council for Early Childhood and School Age Data and contribute data to the Missouri Comprehensive Data System. Additionally, OPEN will leverage resources such as the Missouri Professional Development Registry, the Missouri Trainer Authorization Process, Core Competencies for Early Childhood and Youth Development Professionals and the Missouri Infant Toddler Responsive Caregiving Checklist to support the quality improvement efforts.
<b>Child Care Aware<sup>®</sup> of Missouri</b> (see <u>Attachment 13</u> for Letter of Intent/Support)	Child Care Aware <sup>®</sup> of Missouri will collaborate through its State department-funded roles for Enhanced Training Approval, training coordination (including management of the online Missouri Workshop Calendar), delivery of sessions from the <i>Basic Knowledge Curriculum</i> ®, <i>Social Emotional Child Care Orientation Training (CCOT)</i> ® and <i>A Place for All Children: Learning about Inclusion</i> ®, as well as Inclusion Services coaching, Accreditation Facilitation coaching, and the T.E.A.C.H. Early Childhood <sup>®</sup> Missouri scholarship and retention program.
<b>Missouri AfterSchool Network</b> (see <u>Attachment 13</u> for Letter of Intent/Support)	The Missouri AfterSchool Network is a key partner in ensuring a seamless transition into K-3 education for Missouri’s young children and working families. MASN recently received private funding from the Charles S. Mott Foundation to continue professional development systems, including a 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.



<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Attachment (Y/N)?</b>
Alliance of Southwest Missouri Project	Y
Boone County Coordinating Board for Early Childhood Education (Columbia)	Y
Bootheel Early Childhood Alliance <ul style="list-style-type: none"> <li>• Mississippi County Caring Communities</li> <li>• Pemiscot County Initiative Network</li> </ul>	
Butler County Community Resource Council (Poplar Bluff)	
Child Care Aware <sup>®</sup> of Missouri – Central Region	Y
Early Learning and Education Collaborative (Springfield) <ul style="list-style-type: none"> <li>• Child Care Aware<sup>®</sup> of Southern Missouri-Council of Churches of the Ozarks</li> <li>• Community Partnership of the Ozarks</li> </ul>	Y
The Family Conservancy (Kansas City)	Y
Jefferson County Community Partnership	Y
Mayor’s Commission for Children (Springfield)	Y
Missouri Valley Community Action Agency (Marshall)	Y
Northwest P-20 Council <ul style="list-style-type: none"> <li>• Heartland Foundation</li> </ul>	Y
Ozarks Area Community Action Corporation Head Start	Y
Success by 6 <sup>®</sup> Partnership <ul style="list-style-type: none"> <li>• United Way of Southeast Missouri (Cape Girardeau)</li> </ul>	Y
Success by 6 <sup>®</sup> Partnership <ul style="list-style-type: none"> <li>• United Way of Greater St. Joseph</li> </ul>	
The Alliance of Southwest Missouri (Joplin)	Y
United Services (St Charles)	Y



<b>Table (A)(3)-2a: Other State Collaborators and Stakeholders</b>	
<b>List Other State Collaborators and Stakeholders</b>	<b>Did this entity provide a letter of intent or support which is included in the Attachment (Y/N)?</b>
Anti-Defamation League	Y
Parents As Teachers (PAT) National Office	Y
Literacy Investment for Tomorrow (LIFT)	Y
Missouri Association of Elementary School Principals	Y
Missouri Association of School Administrators	Y
Institutions of Higher Education (IHEs) w/Early Childhood Education	Y
Missouri Association of Rural Education	Y
Missouri Association for Community Action (MACA)	Y
Association for the Education of Young Children (AEYC)-Missouri	Y
Missouri School Age Community Coalition (MOSAC2)	Y
Missouri Council of Administrators of Special Education	Y
Missouri National Education Association	Y
Office of Social and Economic Data Analysis	Y
ParentLink	Y
Thompson Center for Autism and Neurodevelopmental Disorders	Y
TIPS for Kids and LEND	Y
University of Missouri Extension	Y

**(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points, 8 pages)**

The extent to which the State Plan--

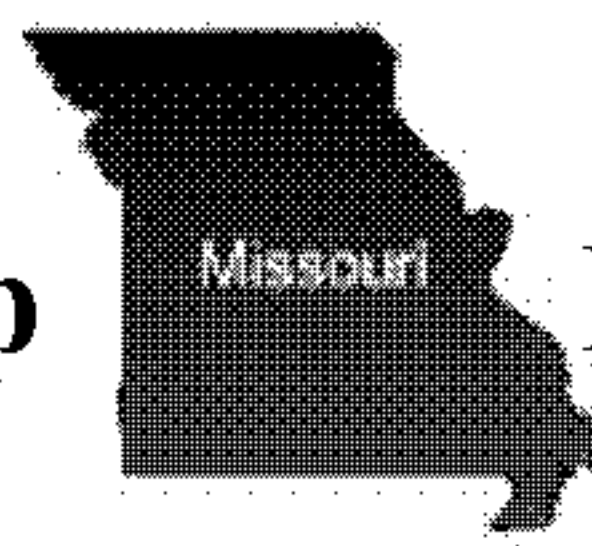
(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other



partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

*The State’s response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State’s Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

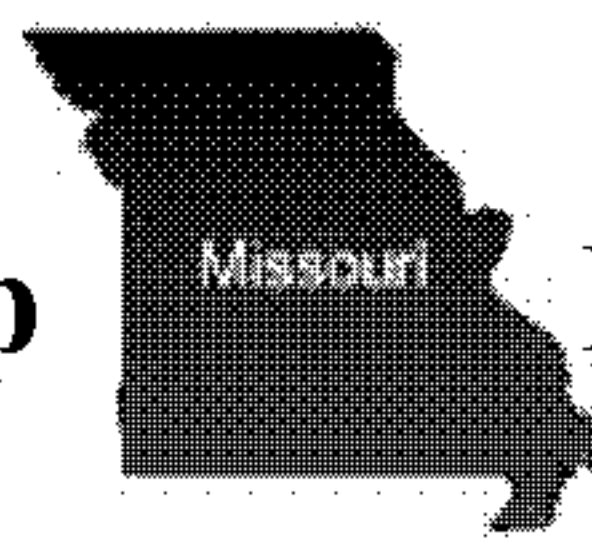
Evidence for (A)(4)(b):

- The State’s budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).





<b>Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.</b>					
<b>Source of Funds</b>	<b>Fiscal Year 2012</b>	<b>Fiscal Year 2013</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Total</b>
Department of Elementary and Secondary Education	\$ 25,888,557	\$ 25,888,557	\$ 25,888,557	\$ 25,888,557	\$ 103,554,228
Department of Social Services	\$186,624,067	\$186,624,067	\$186,624,067	\$186,624,067	\$ 746,496,268
Department of Health and Senior Services	\$172,618,884	\$172,618,884	\$172,618,884	\$172,618,884	\$ 690,475,536
Department of Mental Health	\$ 3,845,932	\$ 3,845,932	\$ 3,845,932	\$ 3,845,932	\$ 15,383,728
Cape Girardeau Success by 6 <sup>®</sup> Partnership	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
Cape Girardeau School District #63 – Local Support	\$ 147,108	\$ 147,108	\$ 147,108	\$ 147,108	\$ 588,432
Child Care Aware <sup>®</sup> of Southern Missouri – Springfield	\$ 350,000	\$ 350,000	\$ 350,000	\$ 350,000	\$ 1,400,000
Children’s Trust Fund – Jefferson County Community Partnership	\$ 188,147	\$ 188,147	\$ 188,147	\$ 188,147	\$ 752,588
Community Partnership of the Ozarks – Springfield	\$ 90,000	\$ 65,000	\$ 65,000	\$ 65,000	\$ 285,000
Francis Family Foundation – Kansas City Metropolitan Council on Early Learning (MCEL)	\$ 70,000	\$ 70,000	\$ 70,000		\$ 210,000
George K. Baum Foundation – Kansas City MCEL	\$ 50,000	\$ 50,000	\$ 50,000		\$ 150,000
Hall Family Foundation – Kansas City MCEL	\$ 300,000	\$ 300,000	\$ 300,000		\$ 900,000
Mother and Child Health Coalition – Kansas City – DHHS/HRSA Funding	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 6,000,000
Springfield Public Schools – Local support for Parents As Teachers	\$ 512,500	\$ 512,500	\$ 512,500	\$ 512,500	\$ 2,050,000
Success by 6 Partnership, St. Joseph	\$ 110,000	\$ 115,000	\$ 120,000	\$ 125,000	\$ 470,000
Trenton R-IX School District	\$ 164,660	\$ 53,716	\$ 53,716	\$ 53,716	\$ 325,808
United Way of Greater Kansas City – Kansas City MCEL	\$ 20,000	\$ 20,000	\$ 20,000		\$ 60,000
Association for the Education of Young Children of Missouri and Affiliate Chapters	\$ 107,500	\$ 107,500	\$ 107,500	\$ 107,500	\$ 430,000
SAMHSA LAUNCH grant – Boone County	\$ 650,000	\$ 650,000	\$ 650,000	\$ 650,000	\$ 2,600,000
<b>TOTALS</b>	\$393,239,355	\$393,108,411	\$393,113,411	\$392,678,411	\$1,572,139,588



## B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points, 5 pages)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that—

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) 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<sup>16</sup> that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components*

<sup>16</sup> See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 [http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII\\_ENG.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf)

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense.

Retrieved from:

[http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF\\_DETAIL\\_1?section\\_id=20.60.500.100.0.0.0.0.0.&current\\_id=20.60.500.100.500.60.60.0.0](http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.&current_id=20.60.500.100.500.60.60.0.0)

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.



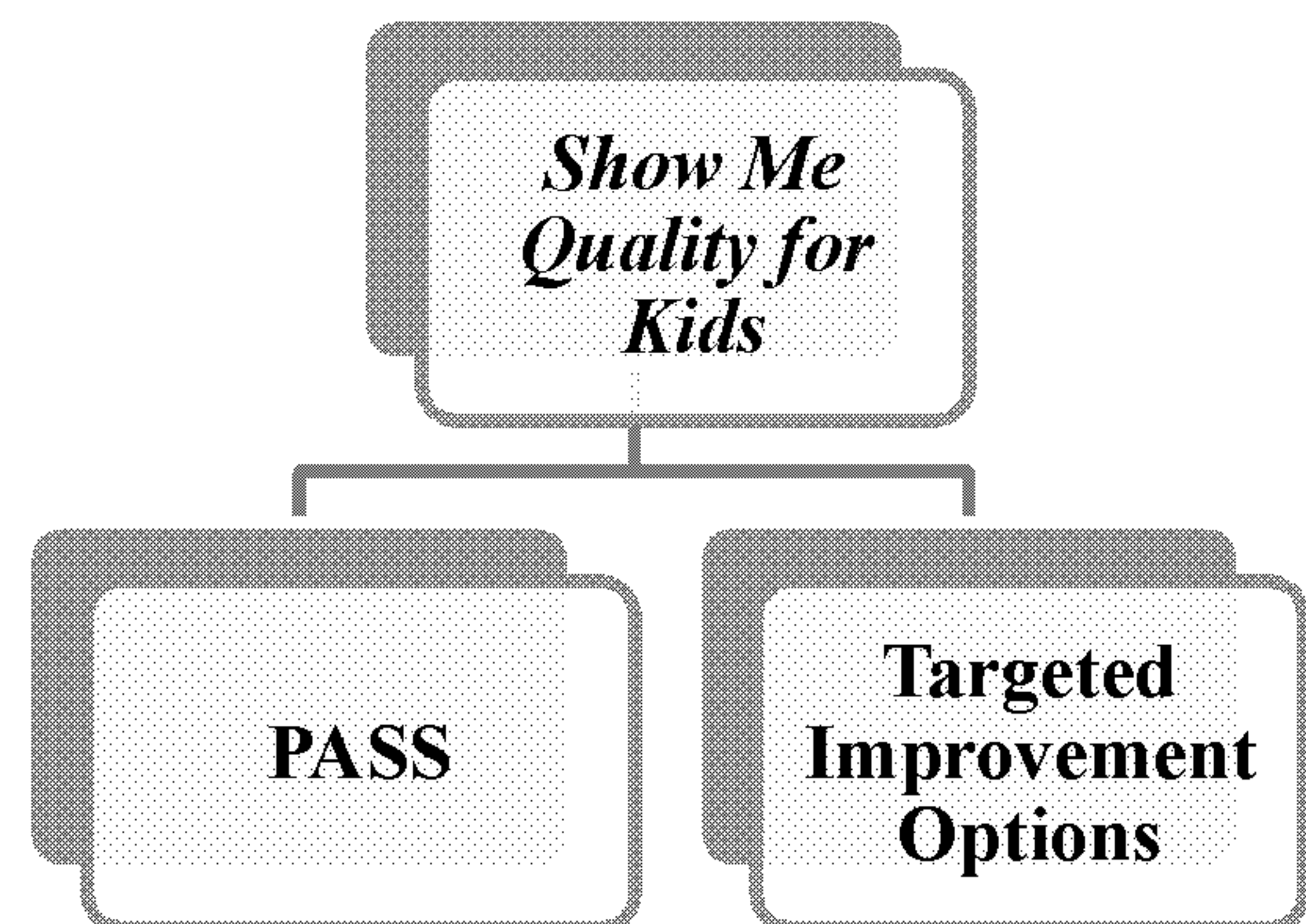
*reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

### **Tiered Quality Rating and Improvement System**

Missouri’s QRIS, *Show Me Quality for Kids*, is designed to inform State policy decisions, investments, and improvement efforts for early education programs for infants, toddlers, and preschoolers (as well as before- and after-school programs). Its goals are to:

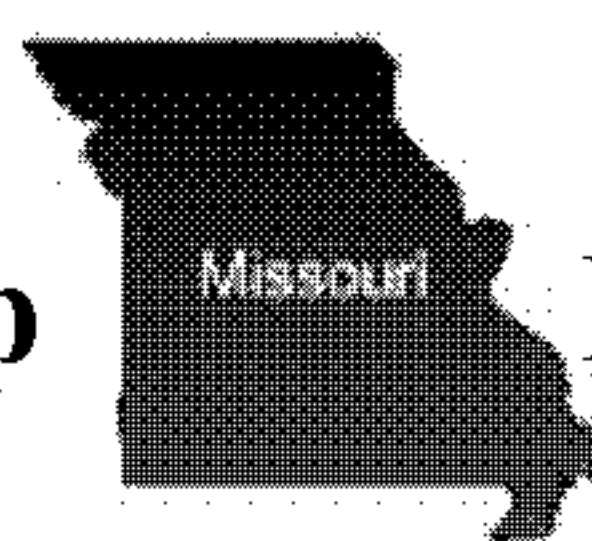
- Improve the quality of early childhood and school-age/after-school programs for Missouri’s young children and youth;
- Raise public understanding about high quality programs;
- Allow children receiving child care assistance access to higher quality programs by linking the amount of assistance to the star levels or scores; and
- Target limited resources and monitor the outcomes of early childhood and school-age/afterschool program investments.

*Show Me Quality for Kids* includes the Program Assessment/Scoring System (PASS), which is the “R” of the QRIS—the quality rating measure, and Professional Development and other supports, which is the menu of “I” options for quality improvement efforts. PASS currently includes multi-tiered measures for licensed programs and will include unlicensed early childhood and family, friends, and neighbor (FFN) care in the near future. Also, PASS includes licensing and accreditation standards, as well as DESE’s Early Learning Program Standards. (See [Attachment 18](#) for *Missouri Early Learning Program Standards*).



During its development, the PASS State Committee completed an exhaustive review of applicable state and national standards, including the Head Start Program Performance Standards, Caring for Our Children, and the standards put forth by the national accrediting bodies. Missouri is recognized nationally for the extensive preparation, planning, and research that resulted in the three models for licensed programs: the Early Childhood Center and Group Home Model, the Home-Based Model, and the School-Age Center and Group Home Model.





The PASS current and proposed models apply to all program types (e.g., child care, preschool, EHS, HS, Title I, etc.) and FFNs serving only 2-4 children in care (FFN Tiered Scoring System is described below). The current models, 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, are objective, valid and reliable measures that result in a star ratings and tailored feedback to the program about the program’s strengths and challenges to inform the improvement process. Each model includes eight components organized into three categories: Program Personnel, Program Content, and Program Management.

Program Personnel verifies:

- Director Education and Training
- Staff Education
- Education Specialization
- Annual Training

Program Content assesses:

- Learning Environment
- Intentional Teaching

Program Management verifies:

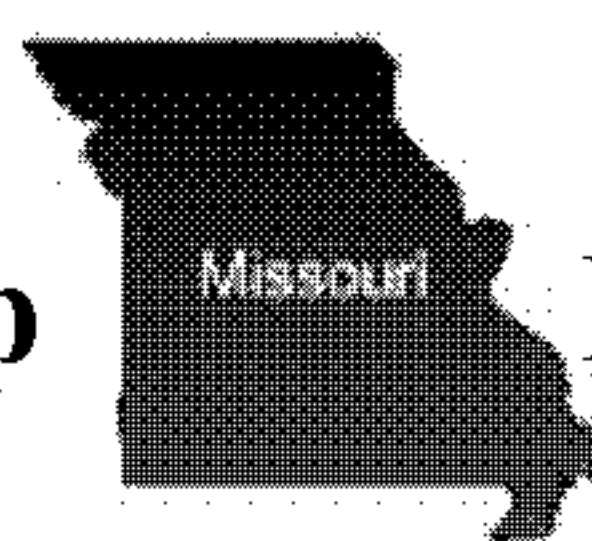
- Family Engagement
- Business and Administrative Practices

Missouri completed pilot and demonstration projects to prepare for larger-scale implementation and is now fully implementing the models and awarding star ratings in select communities. Missouri is on the cusp of the scheduled revision cycle for the current models. As part of the “Show Me” to the Top proposal, *Show Me Quality for Kids* will be expanded to other geographic areas in Years 1-4, and will be upgraded to include non-licensed programs and FFNs in the QRIS in Year 1, with ratings occurring in Years 2-4. Statewide stakeholders will undertake adaptation of Tier 1, which is currently a “licensed program in substantial compliance” for unlicensed programs, so that unlicensed programs can receive a PASS rating. Additionally, PASS will be expanded to include scoring options for family, friend

Local Communities Using Missouri QRIS to Improve Program Quality. Kansas City and St. Joseph have consistently conducted quality assessments of their early childhood programs. For several years, the Metropolitan Council on Early Learning (MCEL) at the Mid America Regional Council (MARC) in Kansas City, Missouri has been funding quality ratings of early childhood programs. Over 40 programs in Kansas City have been rated. Additionally, MCEL is supporting training, technical assistance, and other quality improvements. In Kansas City, quality rating scores are available to families through the Child Care Aware® of Missouri parent referral process.

The United Way of St. Joseph challenged early education centers to participate in the QRIS pilot project. More recently, the United Way has funded another round of quality ratings for 21 programs in the St. Joseph area.

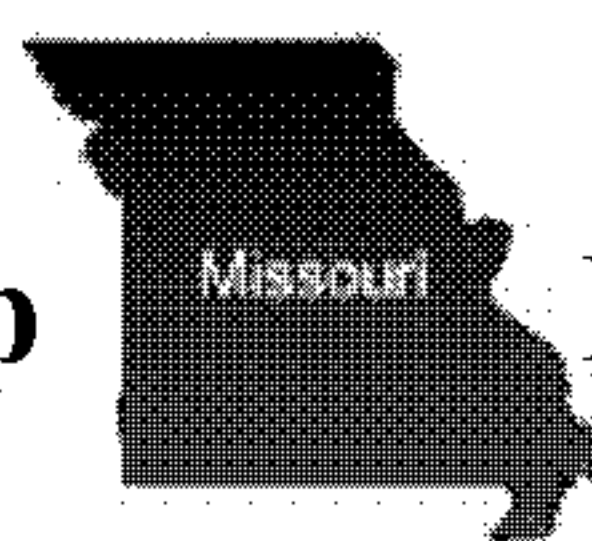




and neighbor (FFN) care. This expansion will use the current infrastructure of assessment and supports provided to FFNs and formalize the scoring rubric and process. Missouri will implement a mobile technology platform, to further unify partnering data systems, increase the capacity of the data infrastructure to handle the increased volume of users, and ensure immediate consumer access (e.g., parents, Early Childhood Educators) and usability to ensure the success of *Show Me Quality for Kids*.

Missouri’s PASS was designed with the expectation that the system will use existing State infrastructure and incorporate all current program and staff standards to provide a logical progression for professional development and program improvement. A description of each standard and which program elements it aligns to follow.

1. Missouri Licensing Rules for Centers, Group Homes, and Family Child Care: The licensing rules for child care represent the foundational health, safety, and nutrition standards for Missouri’s PASS models and address elements of health promotion. While PASS is being updated to include models for unlicensed programs, the Tier 1 requirements for these programs will be based on key health and safety requirements.
2. Missouri Early Learning Program Standards: These standards were developed to provide guidance about quality early learning programming (See Attachment 18). The Program Personnel, Program Content, and Program Management requirements in the PASS models directly align to these standards and address elements of early learning and development standards, a qualified workforce, family engagement and health promotion.
3. Missouri After-School Program Standards: The standards are a resource for programs that highlight the elements of quality programming that lead to positive experiences for youth and families. The Program Content and Program Management requirements in the PASS models directly align to these standards and address elements of youth development standards, a qualified workforce, family engagement and health promotion.
4. Missouri’s On-Site Assessment System: The On-Site Assessment System establishes all assessment and data collection protocol for sites across various assessment projects. This includes protocol for a valid assessment, the requirements, training protocol and reliability standards for assessors, etc. The On-Site Assessment System standards support the Program Content and Program Management data collection, assessment, and



verification activities and address elements of comprehensive assessment systems and effective data practices.

5. State-Approved Accrediting Entities: The State of Missouri recognizes six program accrediting entities based on application and approval process. These six entities include the National Association for the Education of Young Children Program Accreditation, Missouri Accreditation, National Early Childhood Program Accreditation, Council on Accreditation, Rehabilitation Accreditation Commission, and the National Association for Family Child Care Program Accreditation. As Missouri supports programs pursuit and achievement of accreditation, accreditation by one of the above listed accrediting entities is required, in addition to other criteria, in order to earn the highest rating of five (5) stars. Program accreditation addresses elements of early learning and development standards, comprehensive assessment systems, a qualified workforce, family engagement, health promotion, and effective data practices.
6. National Registry Alliance Partnership Eligibility Review: The National Registry Alliance establishes standards for workforce data collection and state registries meet eligibility review through an extensive application and review process. Missouri’s Professional Development Registry, the data collection mechanism for the Program Personnel category of PASS models, is one of only six states approved for Partnership Eligibility Review by the National Registry Alliance. This status addresses elements of a qualified workforce and effective data practices.
7. Missouri’s Education Matrix: This standard outlines levels of education for early childhood and school-age/after school professionals and identifies established depth of study in the field based on the number of early childhood or youth credits completed. (See Attachment 31.) The Education Matrix is used in the Program Personnel category of PASS models and addresses elements of a qualified workforce and effective data practices.
8. Core Competencies for Early Childhood and Youth Development Professionals: The Core Competencies define what professionals need to know and do to provide high quality early learning and youth development experiences for children and youth. (See Attachment 30.) The Core Competencies are included in Program Content and Program



Management categories of PASS models and address elements of comprehensive assessment systems, a qualified workforce, and family engagement, and health promotion. The competencies are aligned with Missouri’s educational standards, CDA standards, and the Head Start Program Performance Standards.

9. Missouri’s Early Learning Standards: The standards are for children from birth to kindergarten entry. (See Attachment 15.) The Program Content and Program Management requirements in the PASS models directly align to these standards and address elements of early learning and development standards, family engagement, and health promotion.
10. Strengthening Families Framework: This family-centered, child abuse and neglect prevention framework includes standards of practice for programs to pursue. The Strengthening Families Framework was used extensively in the development of the Program Management category of PASS models and is already incorporated into the work with FFNs. This framework addresses elements of family engagement and health promotion.

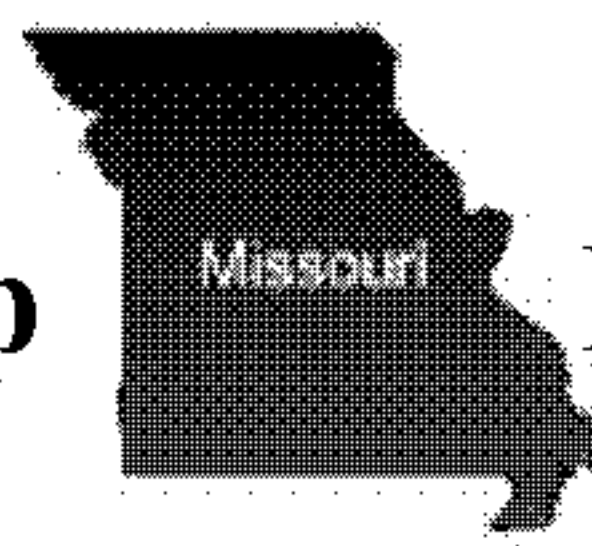
PASS is anchored by two important systems that measure health, safety, and program quality: licensing and accreditation. A program cannot receive a star rating unless the program is licensed or meets key health and safety standards, and a program cannot earn enough points to reach a five-star rating unless it is accredited by a State-approved accrediting entity.

Each model includes eight components organized into three categories. 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 (SCCR) licensing regulations contain the basic standards for Program Personnel, Program Content, and Program Management.

Tiers 2-4 outline the specific requirements for each component.

Tier 5 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.



Every criterion is either verified or assessed and program personnel are provided clear definitions of requirements and expectations related to those requirements.

For a discussion of the extent to which the PASS requirements of the *Show Me Quality for Kids* meaningfully differentiates program quality levels, please refer to section (B)(5).

Family, Friends and Neighbors (FFN) Tiered Scoring System Development. FFN Tiered Scoring System will be a way for informal care providers to become a part of the *Show Me Quality for Kids* system as they pursue safety, training and quality certifications, and will be built upon the current Educare Health and Safety Checklist (see Attachment 27) and the Quality in Informal Care (QIC) measure (see Attachment 22). There are approximately 3,000 providers at any given time caring for children receiving child care assistance in an informal setting. Currently Educare provides on-site coaching and technical assistance to FFN providers along with an informal assessment. Our existing funding for Educare will be used to continue this assessment and provide the services in all counties of the State.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
  - A copy of the tiered Program Standards;
  - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
  - Documentation of how the tiers meaningfully differentiate levels of quality.





Table (B)(1)-1: Status of all Program Standards currently used in the State						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements <sup>17</sup>					
	<i>If the Program Standards address the element, place an “X” in that box</i>					
	Early Learning and Development Standards	Comprehensive Assessment Systems	Workforce Qualifications	Family Engagement	Health Promotion	Effective Data Practices
1. Missouri Licensing Rules for Centers, Group Homes, and Family Child Care			X		X	
2. Missouri’s Early Learning Program Standards	X		X	X	X	
3. Missouri After-School Program Standards	X		X	X	X	
4. Missouri’s On-Site Assessment System		X		X		X
5. National Association for the Education of Young Children Program Accreditation	X	X	X	X	X	X
6. Missouri Accreditation	X	X	X	X	X	X
7. National Early Childhood Program Accreditation	X	X	X	X	X	X
8. Council on Accreditation	X	X	X	X	X	X
9. The Rehabilitation Accreditation Commission	X	X	X	X	X	X
10. National Association for Family Child Care Program Accreditation	X	X	X	X	X	X
11. National Registry Alliance Partnership Eligibility Review			X			X
12. Head Start Program Performance Standards	X	X	X	X	X	X
13. Missouri’s Education Matrix			X			X
14. Core Competencies for Early Childhood and Youth Development Professionals	X	X	X	X	X	X
15. Missouri’s Early Learning Standards	X			X	X	
16. Strengthening Families Framework				X	X	

<sup>17</sup> Please refer to the definition of Program Standards for more information on the elements.



**(B)(2) Promoting Participation in the State’s Tiered Quality Rating and Improvement System.**  
(15 points, 5 pages)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;
- (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and
- (5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

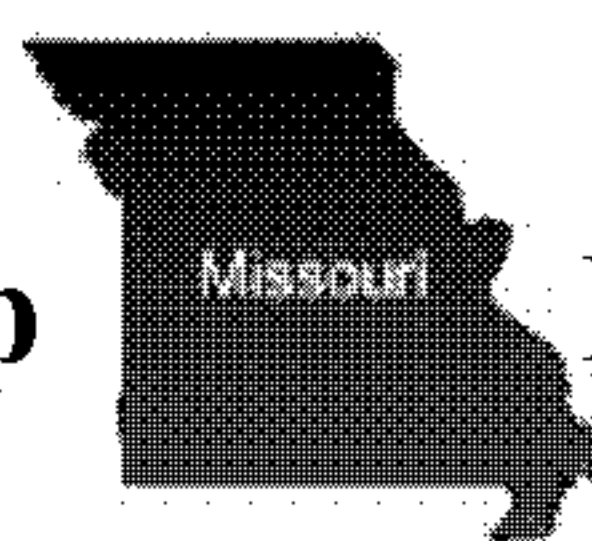
(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).*

**Participation in the State’s Tiered Quality Rating and Improvement System**

*Show Me Quality for Kids* will serve all programs regardless of geography (urban, rural), licensing status (licensed, license-exempt, and FFNs), type (center, home, group home), and setting (school-based, community-based, Head Start). The recruitment strategies include policies



that require participation as well incentives for participation (e.g., coaching). DESE will require state-funded preschools, Title 1 preschools, and ECSE programs in Race to the Top communities to participate in the QRIS. Head Start and Early Head Start already have a history of participating in PASS as well as quality improvement initiatives, and we anticipate that additional programs will voluntarily participate in these activities because of the opportunities to improve their quality. DSS will require programs receiving CCDF funds to participate in the State’s tiered quality rating and improvement system as funding permits. One critical recruitment strategy that will support the goal of all publicly funded programs participating is to ensure local support for QRIS participation. “Show Me” to the Top Community Pilots will be structured to include the identification and rating of all Early Learning and Development Programs and subsequent professional development to improve programs as needed. An incentive for programs to participate will be the coaching and technical assistance they will receive based on their ratings or scores. In addition, some professionals/programs will jointly apply for T.E.A.C.H. scholarships and incentives.

### **Areas with High Concentrations of Children with High Needs**

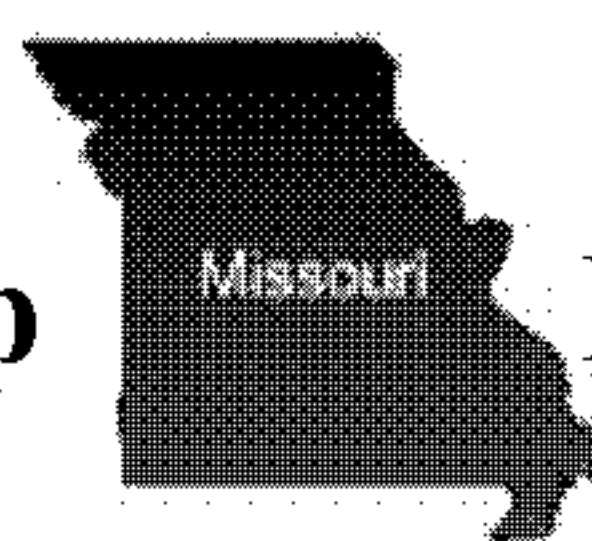
Early Learning and Development Programs have been found to benefit almost all children.<sup>18</sup> This is especially significant for children living in poverty and those of racial or ethnic minorities because they tend to enter school behind their peers on measures of pre-academic skills, including early reading and math.<sup>19</sup> Children living in high-poverty neighborhoods who attend comprehensive Early Learning and Development Programs are less likely to experience abuse and neglect when compared to their peers who did not attend an Early Learning and Development Program.<sup>20</sup> Students in the K-12 setting, who attended early education programs as young children, are less likely to drop out of school or to need remedial

<sup>18</sup>Hertzman, C., & Williams R. (2009). Making early childhood count. *Canadian Medical Association Journal*, 180(1), 68-71.

<sup>19</sup>Magnuson, K., & Shager, H. (2010). Early education: Progress and promise for children from low-income families. *Children and Youth Services Review*, 32, 1186–1198.

<sup>20</sup>Reynolds, A.J., & Robertson, D.L. (2003). School-based early intervention and later child maltreatment in the Chicago longitudinal study. *Child Development*, 74(1), 3-26.





education services when compared to their peers.<sup>21</sup> These same students also have a higher graduation rate and are less likely to be arrested.<sup>22</sup> The economic impact of a comprehensive Early Learning and Development Program demonstrated a return of between \$2 to \$7 for every dollar invested in the program.<sup>22</sup>

The **Missouri Preschool Project (MPP)** has served 3- and 4-year-olds in the State since 1998, with programs situated in public schools, nonprofits agencies, and private child care centers. MPP is supported by state gaming revenues and funding is distributed through the Early Childhood Development Education and Care Fund. While priority is given to programs serving children from low-income families and those with special needs, all MPP funds are awarded through a competitive grant process. Programs use sliding payment scales, which use criteria including free or reduced-priced lunch eligibility. However, the goal is to eventually provide access to all families regardless of income.

One approach to improving and increasing Early Learning and Development Programs is through blending and braiding funds. Funding to support early learning opportunities comes from several different sources. Federal sources include Head Start, Child Care and Development Fund, Temporary Assistance for Needy Families, Title I of the Elementary and Secondary Education Act, IDEA Parts B and C, and Preschool Grants.<sup>23</sup> Some 40% of school districts in Missouri use some Title I dollars for preschool-aged children. Thirty-seven (37) of the 522 districts invest 50% or more of their Title I dollars for preschoolers.

Funding from State sources comes through matching funds from the Child Care and Development Fund,<sup>23</sup> or, from dedicated funds to Pre-Kindergarten programs,<sup>23</sup> such as Missouri Preschool Projects. In addition, counties and cities may choose to allocate local funds to early childhood initiatives. Furthermore, schools may dedicate some of their facilities, transportation and administration in order to operate Early Learning and Development Programs.

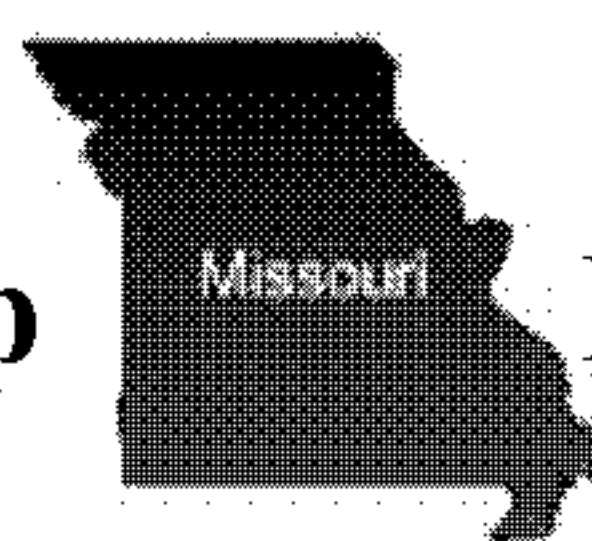
Three strategies for increasing the flexibility of funding sources include coordinating, pooling, and decategorizing funds.<sup>23</sup> Coordinating, or braiding, involves being flexible in the use

<sup>21</sup> Reynolds, A.J., Temple, J.A., Robertson, D.L., & Mann, E.A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest: A 15-Year follow-up of low-income children in public schools. *Journal of the American Medical Association*, 285(18), 2339-2346.

<sup>22</sup> Reynolds, A.J., Temple, J.A., White, B.A.B., Ou, S., & Robertson, D.L. (2011). Age 26 cost-benefit analysis of the child-parent center early education program. *Child Development*, 82(1), 379-404.

<sup>23</sup> Flynn, M., & Hayes, C.D. (2003). *Blending and braiding funds to support early care and education initiatives*. Washington, D.C.: The Finance Project





of existing funding sources. Coordination of funds requires a good plan, a system to manage information and a method to track expenditures. Pooling funds of several programs allows local programs more discretion with using funds. Alternatively, areas can be asked to assess local needs and develop a plan to coordinate programs; the funds are then distributed in block grants. Another strategy to pool funds involves creating a master contract at the State level for several smaller contracts. While this strategy requires cooperation, it also reduces the administrative burden of managing several contracts.

Decategorization involves removing many of the eligibility requirements that disconnect various funding streams. Eligibility requirements may be removed, reduced or realigned in order to support broad reform. However, decategorization requires approval from the State legislature or other agency. This strategy should only be used within the framework of an expansive vision regarding supporting children and families.

Title I Early Childhood Programs. Title I is a supplemental program for children Pre-Kindergarten through grade 12 who are at risk for failing in school and living in poverty.<sup>24</sup> It provides annual funding to qualifying school systems across Missouri to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach (at a minimum) proficiency on challenging State academic achievement standards and assessments. Using Title I funds is the decision of the school and can be used to improve curriculum, instructional activities, counseling, parental involvement, as well as increase staff and program improvement. Districts also have the choice to blend and braid their Title I funds with other funds, which has been reported to serve a larger number of children and increase preventative efforts in early childhood.

Child care and early childhood education should be considered part of the same system—Early Learning and Development Programs. Policymakers can support a system that provides not only high-quality child care but also high-quality early childhood education to all families.

Investment in high-quality early childhood education is a sound economic decision. The return on investment in high-quality early childhood education is significant.

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<sup>24</sup> U.S. Department of Education. (2010). Elementary & Secondary Education, Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A). Retrieved from <http://www2.ed.gov/programs/titleiparta/index.html>



Coordination of funds requires a good plan, a system to manage information, and a method to track expenditures. Policymakers at the State and Federal levels can facilitate the process by providing support for systems that coordinate training and technical assistance, new funding streams, and aligning or adjusting funding requirements.

To successfully increase the flexibility of funding for Early Learning and Development Programs, leaders and policymakers should provide leadership and a clear vision; focus on results; establish collaborative planning processes and structures; understand resource options; allocate resources strategically; and develop needed infrastructure.

**Targets for Participation in Tiered Quality Rating and Improvement System**

Table (B)(2)(c) shows the targets for QRIS participation by type of program. By 2015, we anticipate that 1,662 out of 4,188 licensed and license-exempt programs (40%) will have PASS ratings and 700 of 3,000 FFNs (23%) will have PASS scores. Although these figures do not represent a majority of programs statewide, the Community Pilot concept will allow us to achieve saturation in specific geographic areas and build public awareness and will.

Additionally, we will have substantive participation statewide for state-funded programs such as Missouri Preschool Projects (35%), Head Start/Early Head Start (31%), Title I (40%) and those receiving CCDF funds (39%).

Because PASS is being expanded for non-licensed programs and FFNs, participation numbers are smaller in Year 1.

<b>INDICATORS OF PROGRESS</b>	
<b>Tiered Quality Rating and Improvement System</b>	Number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System  Number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System;  Number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System  Additional evidence for the validity and effectiveness of the State Tiered Quality Rating and Improvement System



<b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b>											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target - end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
<b>State-funded preschool</b> <i>Specify: Missouri Preschool Projects</i>	172	0	0%	15	9%	30	17%	45*	26%	60*	35%
<b>Early Head Start and Head Start<sup>25</sup></b>	352	10	3%	50	14%	60	17%	100*	28%	110*	31%
<b>Programs funded by IDEA, Part C</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Programs funded by IDEA, Part B, section 619</b>	1,226	0	0%	0	0%	65	5%	100*	8%	160*	13%
<b>Programs funded under Title I of ESEA</b>	317	0	0	0	0%	47	15%	77*	24%	102*	32%
<b>Programs receiving funds from CCDF funds</b>	4,971	30	1%	250	5%	555	11%	965*	19%	1,167*	23%
<b>Other</b> Early Childhood and Afterschool Programs NOT receiving CCDF funds	701	12	2%	12	2%	50	7%	75*	11%	100*	14%
<b>Other</b> FFNs (2-4 children in care)	3,000**	0	0%	100	3%	450	15%	550	18%	700	23%
Baseline data are actual data for programs with current ratings. By 2015, we anticipate that 1,662 out of 4,188 licensed and license-exempt programs (40%) will have PASS ratings, as well as 700 of 3,000 FFNs (23%) will have PASS scores. (The 4,971 programs receiving CCDF funds is an estimate based on the knowledge that some of the other programs listed receive subsidy; this should be an unduplicated count.) *Since program ratings are valid for 18 months, many of these programs will be re-rated during these years to monitor improvement. **Subsidy going to FFNs varies month-by-month—3,000 is the average over a several month period.											

**(B)(3) Rating and Monitoring Early Learning and Development Programs. (15 points, 5 pages)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

<sup>25</sup> Including Migrant and Tribal Head Start located in the State.





(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

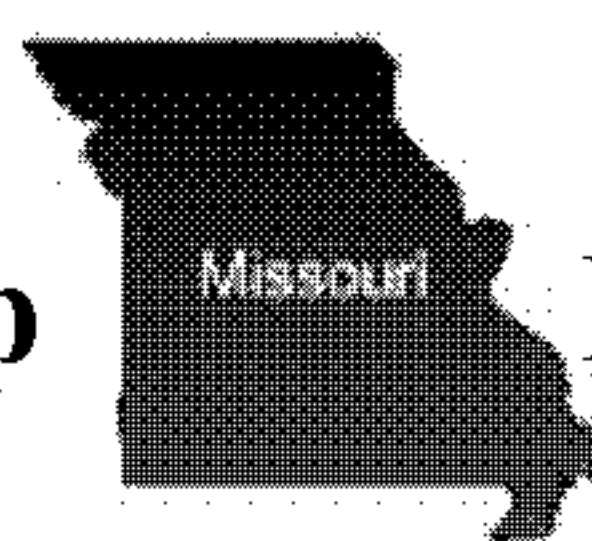
*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

### **Using Valid and Reliable Tool(s) for Monitoring**

PASS, designed to utilize Missouri’s existing early childhood and school-age infrastructure, derives ratings and scores from data collected by the Missouri Professional Development Registry (MOPD Registry) and the Missouri On-Site Assessment Project. The MOPD Registry, approved by The National Registry Alliance for Partnership Eligibility Review, provides verified education and training data to inform the Program Personnel criteria. The MOPD Registry provides a framework to monitor programs’ staffing patterns. The Missouri On-Site Assessment Project provides program structure and process and classroom observation data to inform the Program Content and Program Management criteria. The On-Site Assessment Project includes assessment and training protocols that support a cadre of reliable assessors located throughout the state who complete on-site assessment and verification processes. At minimum, Assessors must be a Level 4b on the Education Matrix (Bachelor’s degree with 15-23 hours in early childhood) and have at least one year experience working with children in group settings and/or substantive experience conducting assessments to be considered as a Beginner





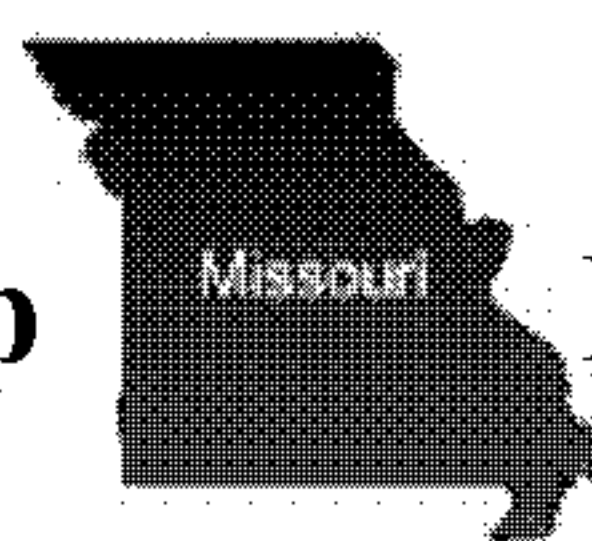
Assessor. Assessors advance by meeting specific criteria, receive ongoing and comprehensive training, and are responsible for meeting rigorous standards of inter rater reliability.

Assessor Levels. There are three level designations for assessors: beginner, intermediate, and master (see Table 1 below and Attachment 23). All assessors start at the beginner level and increase levels by instrument package as they become eligible. There are four dimensions to determine assessor level status: education, reliability, rubric scores, and number of observations completed. The frequency of reliability assessments decrease as assessors increase in level from beginner to master. Beginner assessors must partner with another more experienced assessor and complete inter-rater reliability every fifth assessment. Intermediate assessors complete inter-reliability every tenth assessment and master assessors must complete inter rater-reliability every 15th assessment.

Classroom/group feedback reports are reviewed by a Master Assessor who completes a quality control verification via a rubric. Rubric scores are based on a 0-10 scale, with 10 being the highest score. Rubrics address three areas and are weighted according to three different components: grammar and typing errors (2 points), interpretation issues (4 points), and repeat errors and insufficient details (4 points). The Quality Control Rubric is included in the Appendix, Attachment 24. Assessors must also complete a predetermined number of assessments per instrument package in order to advance levels.

**Table 1. Assessor Levels**

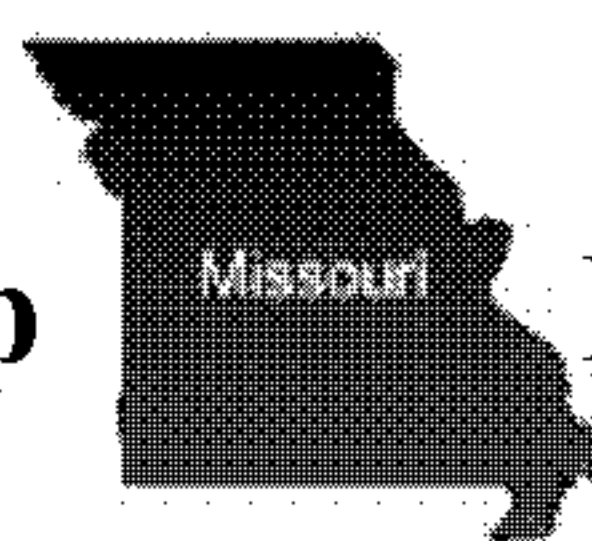
Level	Education	Reliability Frequency per Instrument Package	Rubric Score per Instrument Package	Number of Observations to Advance
<b>Beginner</b>	Baccalaureate degree with 15 ECE credits (Level 4b on <i>Missouri Education Matrix</i> )	1 in every 5 per instrument package with no failed attempts (5 total)	8.5 average to maintain 9.0 to advance to Intermediate	25 per instrument package at the beginner level
<b>Intermediate</b>	Baccalaureate degree with 15 ECE credits (Level 4b on <i>Missouri Education Matrix</i> )	1 in every 10 per instrument package with no failed attempts (3 total)	9.0 to maintain 9.5 to advance	30 per instrument package at the intermediate level
<b>Master</b>	Master’s degree with 24 ECE credits (Level 5c on <i>Missouri Education Matrix</i> )	1 in every 15 per instrument package	9.5 to maintain	NA



Training Requirements for Assessment and Verification. The Missouri On-Site Assessment Project includes a competency-based module system for training assessors. There are fifteen modules, seven of which are required before Assessors are able to be trained on the observational instrument modules. For Modules 1-7, quizzes are given at the end of the module. Assessors are required to pass all quizzes for Modules 1-7 in order to receive training on Modules 8-15. Examples of training modules include Assessor Introductory Training, Scoring Training, Inter-Rater Reliability Training, and Diverse Needs and Abilities Protocol. See Attachment 23 for a full list of Assessor Training Modules.

Reliability Requirements for Assessments. Assessors complete their initial training (Modules 1-7) then begin the process of inter-rater reliability. Each assessor must complete three valid reliability assessments on an instrument package before becoming eligible to assess independently. Of the three valid reliability assessments, two must be with an assessor who has already achieved inter-rater reliability and has observed independently and one must be with a master assessor. Consensus scores for each item must be reached and the assessor's original score is compared with the consensus score for each item. The original score is then determined to be exact or within one point of the consensus score. Exact and within one scores are averaged separately for all items scored, then the overall scores are then averaged together for a total reliability score for both the ERS and intentional teaching instrument. A score of 85% overall agreement (exact and within one) must be obtained on both instruments in a reliability package to be determined a reliable assessment. For example, an assessor who is reliable on the ECERS-R but fails to meet inter-rater reliability requirements for the ECERS-E (intentional teaching) will not be considered reliable for the preschool package, as reliability requirements must be achieved on both instruments. Assessors are trained in detail on the inter-rater reliability procedures (Module 4) and inter-reliability processes are monitored closely by the state assessment coordinator. Reliability is also required as assessors advance levels from beginner to master as previously detailed in Table 1. A thorough explanation of inter-rater reliability procedures is included in Attachment 25.

Competency Requirements for Verification Processes. Assessors are required, as a part of initial training, to demonstrate competency in assessing a sample Program Management Binder, which informs the Program Management scoring. This assessment occurs after a two-



hour training on verification components. If an assessor is unable to correctly assess the binder, then further training will be provided and the assessor will be required to assess a second Program Management Binder. The binder is reviewed on-site either before or after the classroom/group assessment.

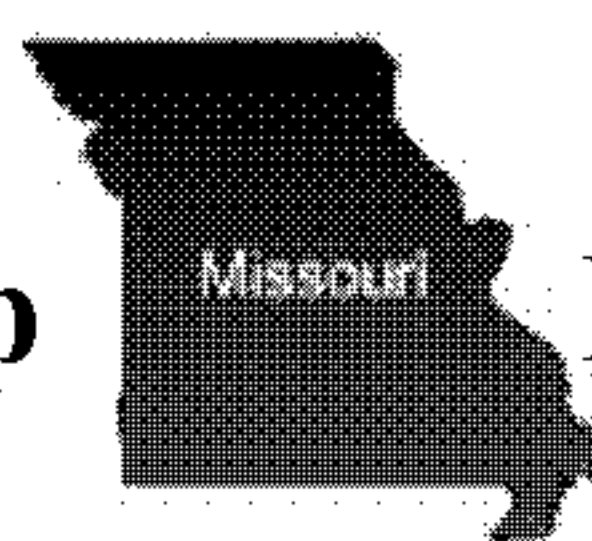
Assessment Packages and Verification Tools. To assess program content, the assessors conduct an on-site assessment using one of the following assessment packages: infant/toddler, preschool, school-age, or family child care. Each package consists of the age appropriate rating scale and the corresponding intentional teaching instrument (see Table 2).

**Table 2. Instrument Packages**

Age Group Package	Environmental Rating Instrument	Intentional Teaching Instrument
<b>Infant/Toddler</b> <i>(Birth to 30 months)</i>	Infant Toddler Environment Rating Scale – Revised Edition (ITERS-R)	Missouri Infant Toddler Responsive Caregiving Checklist
<b>Preschool</b> <i>(30 months to 5 years, not yet in Kindergarten)</i>	Early Childhood Environment Rating Scale – Revised Edition (ECERS-R)	Early Childhood Environment Rating Scale – Extension, 4th Edition
<b>School –Age</b> <i>(Kindergarten to 6th grade)</i>	School Age Environment Rating Scale (SACERS)	Missouri School Age Intentional Teaching Checklist
<b>Family Child Care, Mixed Age</b> <i>(Birth to 6th grade)</i>	Family Child Care Environment Rating Scale – Revised (FCCERS-R)	Corresponds to the highest number of children enrolled in the age groups.

Instruments were chosen because of their reliability and validity. Psychometric data for the ERS instruments have been well-established. Psychometric data for intentional teaching showed good internal consistency reliability as measured by a coefficient alpha (infant/toddler checklist = .81 and school-age checklist = .94) and kappa (ECERS-E range from .83 - .97) (Thornburg, et al., 2011, Sylva, et al., 2011). Correlation with the corresponding ERS instruments for the intentional teaching instruments is also strong: .75 between the Infant/Toddler Checklist and the ITERS-R, .78 between the ECERS-E and the ECERS-R, and .87 between the School-Age Checklist and the SACERS. The infant/toddler and school-age checklists have been modified to be more appropriate, calling for additional reliability and validity study, which is included in this proposal.

To verify Program Management criteria, directors of early learning programs complete a web-based survey indicating what they plan to verify. Directors prepare documentation to verify



the criteria based on verification definitions and requirements outlined in the Director Manual. Assessors receive a copy of the items for verification and review them on site.

Frequency of Rating/Scoring. The PASS rating/scoring cycle is 18 months. This cycle was established to ensure that programs have adequate time to make improvements and ensures that the programs are assessed at different times of the year (rather than just every spring or fall), and produces significant cost savings (as compared to yearly assessments) as Missouri considers sustainability. The PASS State Committee believes this time period sufficiently addresses the issues outlined above and yet is still timely enough to be relevant for programs and families.

### **Quality Rating and Licensing Information to Parents**

Missouri is committed to providing parents with as much information as possible to help them chose an Early Learning and Development Program and to stay updated about the quality of the program as programs participate in licensing and PASS. PASS certificates are provided to programs indicating the star rating or score so that it may be displayed by the program.

Additionally, PASS ratings/scores are exported to the Child Care Aware<sup>®</sup> of Missouri data system and data are included as part of the referral process. Finally, in September 2011, the Department of Health and Senior Services launched a new web feature that allows the general public to search and view licensing inspections for facilities. These records are also available at local licensing offices. In addition, Child Care Aware<sup>®</sup> of Missouri recently launched a web-based feature for programs to load photographs of the program on the parent referral system to help further educate parents about programs.

#### **(B)(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs. (20 points, 5 pages)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and





(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

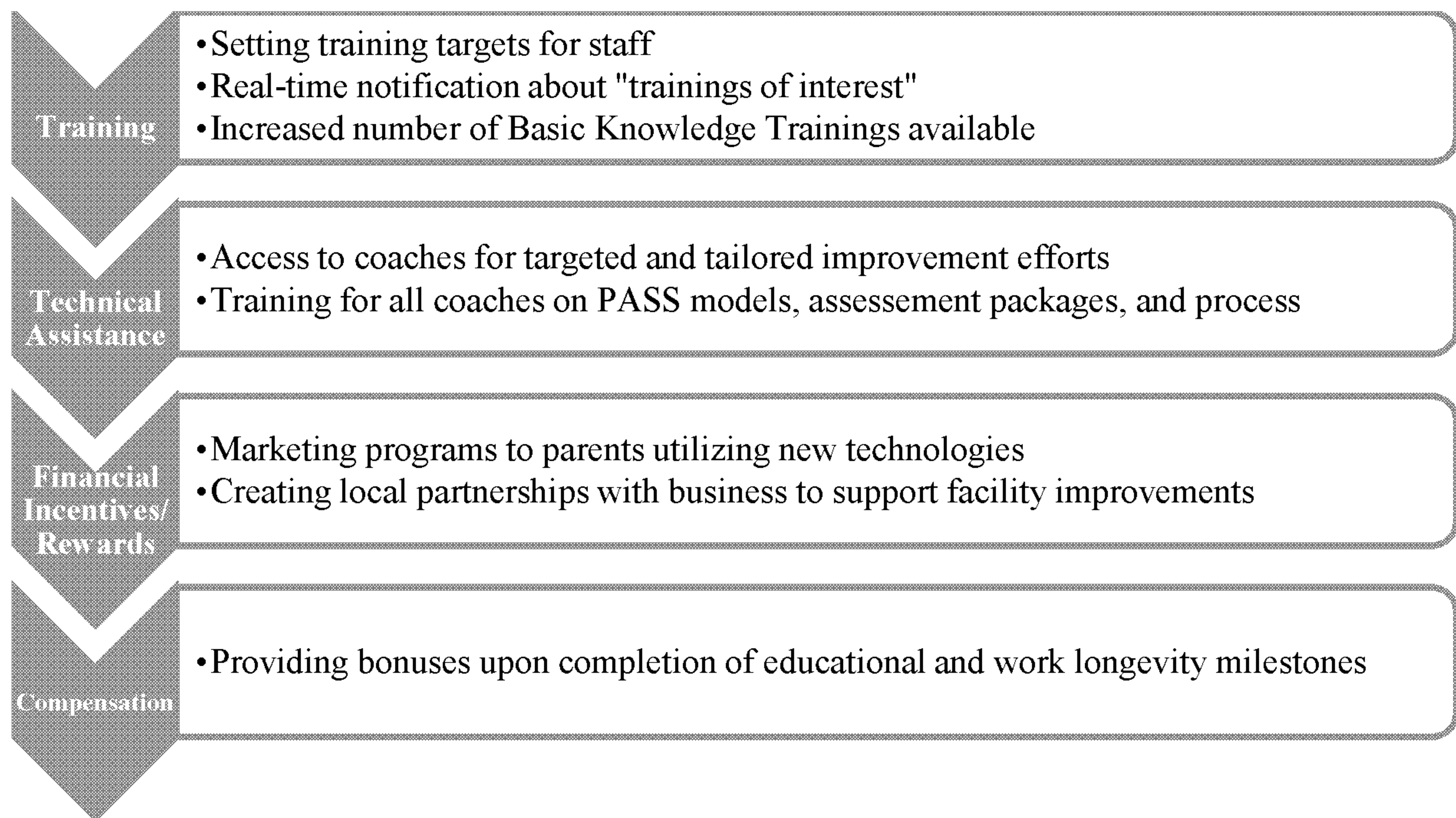
*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).*

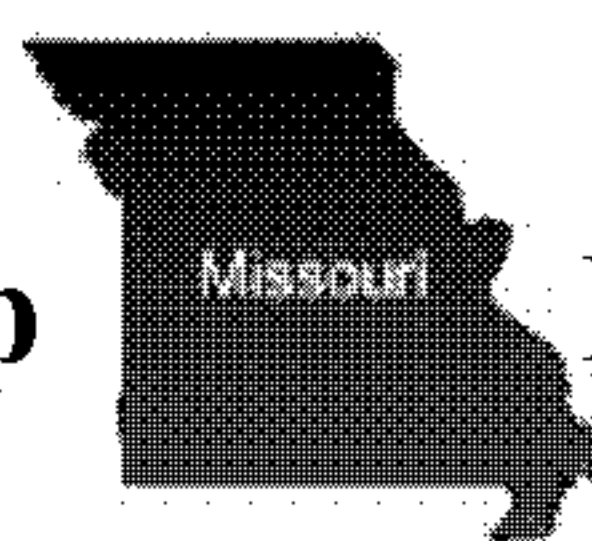
### **Promoting Access to High-Quality Programs**

Professional Development options are a menu of choices for the “T” or quality improvement of the QRIS. In order to promote access to high-quality programs (i.e., top tiers of PASS) and meet the identified targets for program improvement, Missouri recognizes that we cannot apply a “one-size fits all” approach. The options are designed to provide tailored supports for programs to support continuous program improvement and result in an increase in star ratings—ultimately resulting in increased access to high-quality programs. The menu of options include training, technical assistance, financial rewards, and compensation.



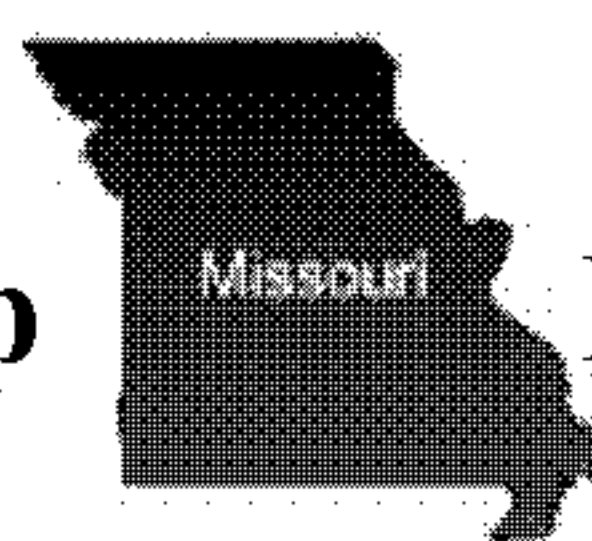
Training- While the “Show Me” to the Top proposal focuses on certificate or credential producing professional development activities, Missouri recognizes the importance of basic training for new professionals and ongoing professional development for all staff members. (See Section D for more information about certificate and/or credential related efforts.) Missouri has made significant strides in the provision of training and requirements related to training for staff.

The Missouri’s Workshop Calendar displays all approved trainings available in the State by Core Competency Content Area and CDA/YDC Functional Areas. Missouri’s Training and Quality Assurance System ensures that all trainings listed are reviewed as part of a basic or enhanced training approval process. The web-based calendar was upgraded in 2011 to include “on-demand” trainings that professionals can complete at any time. Additionally, all early childhood and school-age professionals have a web-based self assessment tool available to them for the Core Competencies. This tool allows them to flag certain content for future training. As part of the Show Me to the Top proposal, a mobile platform is being implemented to provide a real time notification system to professionals about trainings of interest. Additionally, the Basic Knowledge Curriculum trainings supported by Show Me to the Top will significantly increase the offerings on the Workshop Calendar. The Workgroup monitors the Workshop Calendar data (offerings, registrations, etc.) continually to identify training gaps so that funding can be leveraged to address any identified gaps.



The PASS models set specific numerical benchmarks for annual training for directors, lead staff, and assistant staff members and curriculum training for lead staff members. Additionally, completion of portions of the Basic Knowledge Curriculum is being considered as an alternate method for newly hired staff members to meet certain assistant staff criteria. PASS criteria also include content specific benchmarks. Programs are required to provide staff training annually on the Core Competencies, the Early Learning Standards/Missouri Afterschool Program Standards, confidentiality, and child abuse and neglect. Directors are required to complete 3-6 hours on specified Core Competencies Content Areas that relate to their administrative role. As staff members meet these criteria, classroom practices will improve and program scores will increase. Additionally, the classroom/group feedback reports provide a frame of reference for the types of training needed by staff members. These benchmarks and feedback can be used as a planning guide by Directors.

Technical Assistance- *Show Me Quality for Kids* unifies technical assistance activities across funding streams through the standardization of criteria in the PASS models and the classroom/group- and program-level feedback provided as part of the rating process. In Missouri, programs receiving state-funded pre-school grants, accreditation facilitation services, before- and after-school grants, and start-up and expansion grants receive targeted coaching services. Family, Friends, and Neighbor (FFN) providers have targeted coaching services available to them through Educare. Title 1 and Part B program improvement efforts are supported by the administering district. Finally, Head Start and Early Head Start programs have coaching and training resources available at the local and regional levels. For those programs not supported by a coach, “Show Me” to the Top funds will provide targeted coaching services that align with the challenges identified in the PASS feedback report and the overall star rating/score. For example, a program may need support implementing a Family Advisory Board or a classroom may need targeted support related to teaching practices. Lower scoring programs will have a higher number of coaching hours available to them than higher-scoring programs. As part of “Show Me” to the Top, will ensure that all coaches have a basic understanding of the PASS criteria, assessment packages, and process and are prepared to support programs use of local resources to meet criteria and better serve families (e.g. accessing meal programs for food insecure families).



Financial Incentives/Rewards – *Show Me Quality for Kids* includes both direct (i.e., higher child care assistance payments for programs meeting the highest star rating that includes program accreditation, *Show Me Quality for Kids* “support package”, facility improvement planning at the local level) and indirect financial incentives/rewards (i.e., marketing of program quality in community).

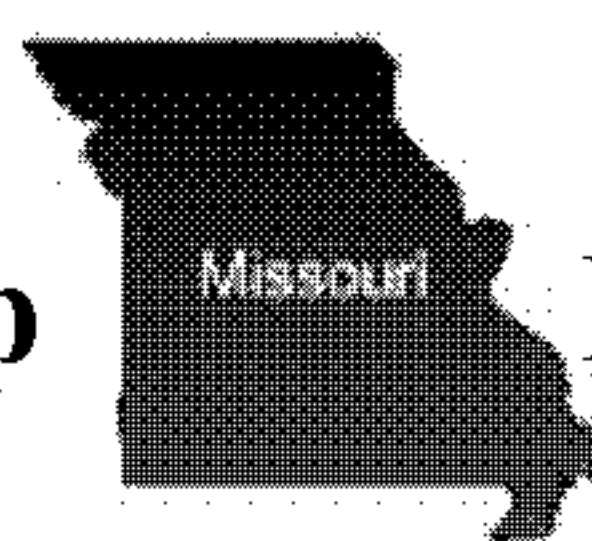
Higher Child Care Assistance Payments: While an ultimate goal of *Show Me Quality for Kids* is to implement tiered child care assistance payments based on program’s scores, Missouri has not transitioned from its current tiered system to one based on the PASS ratings/scores. Across the collaborating State agencies and key partners, there is considerable support for this but not yet a consensus leading to an implemented plan of action. Based on the existing support, *Show Me Quality for Kids*, with leadership from DSS, will implement a work group to identify multiple innovative approaches for this type of tiered reimbursement program. Ongoing discussion focused on implementing a tiered reimbursement program have addressed the following: examining various state approaches currently used with success in states facing similar economic constraints; using braided and blended funding; and, targeting tiered reimbursement on a pilot basis to identify the relation between quality initiatives, program stability, and funding.

*Show Me Quality for Kids* “Support Package”: Participation in *Show Me Quality for Kids* will be available to programs at no cost to the programs, thus eliminating any external evaluation and technical assistance consultation costs. For many sites such as the accreditation facilitation and start-up and expansion grantees, it will expand the scope of the assessment to include all age groups and categories of the PASS models. The value of this package will vary from site to site based on the capacity of the program and level of coaching services needed.

Facility Improvement Planning at the Local Level: The “Show Me” to the Top pilot communities will commit to creating partnerships with local business to generate funds to support facility improvement.

Parent Referral and Marketing Efforts: “Show Me” to the Top includes an extensive marketing campaign to increase parent awareness about program quality and to further market programs based on their ratings/scores via a mobile technology platform. These features will serve as a financial incentive for directors of programs since the marketing and referral will be





free. The platform will function in real time and referral content will be timely and accurate.

Compensation: “Show Me” to the Top includes the provision of 680 T.E.A.C.H. EarlyChildhood® Missouri scholarships. In addition to the scholarships, this program provides a compensation bonus when the educational and commitment portions of the recipient contract are completed. (See Section E for more information about T.E.A.C.H.)

*Show Me Quality for Kids’* PASS models are built on the Strengthening Families framework and include several criteria that address families’ needs. These criteria include family needs surveys, family education events, etc. Missouri’s PASS has collected anecdotal notes from programs where upon completion of the family needs surveys, a weekend backpack meals program was implemented for food insecure families, and carbon monoxide and smoke detectors were provided to families. Missouri also has many local and statewide examples of efforts to ensure that families of children with high needs are able to access programs that meet those needs. Local ECCS groups and community partnerships continue to work with local Chambers of Commerce, business, etc to support quality programming and service delivery for families. The Coalition for School Readiness, a group of early childhood and business leaders, is working on legislation to get universal Pre-K implemented in Missouri with wrap-around care before and after the school day.

“Show Me” to the Top will enhance local and statewide efforts to support working families’ (of children with high needs) access to high-quality programs through a two-pronged approach. The first prong responds to the data about Missourians’ increased usage of mobile technology to access information and resources, regardless of income. The mobile technology platform will expand Missouri’s marketing and referral outreach significantly and extend our capacity to link parents to an early learning program that can meet their child’s needs. The second prong of the approach builds on local capacity, resources, and knowledge. Each of the community pilots will be required to facilitate local planning to identify early learning gaps for families (e.g., needing more full-day programs, transportation to and from early learning programs, meals) and to develop strategies to address those needs.

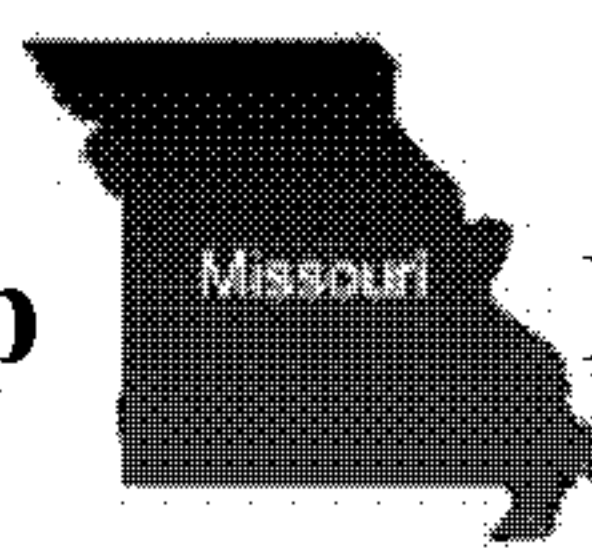


**Targets for Increasing Number of Programs and the Number and Percentage of Children Enrolled in the Top Tiers of *Show Me Quality for Kids***

Table (B)(4)(c)(1) shows the targets for the number of programs in the top tiers of the *Show Me Quality for Kids*. It includes five tiers for licensed and regulated/unlicensed and three tiers for FFNs. By 2015, we anticipate that 997 of the 1,662 licensed and license-exempt programs (60% of those rated) will reach Tiers 3, 4, or 5. By 2015, we anticipate that 245 of 700 FFNs (35% of those rated) will reach Tier A, the highest tier for FFNs. Table (B)(4)(c)(2) shows the targets for the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System. *Show Me Quality for Kids* will dramatically increase the number and percentage of children identified with high needs that will be enrolled in the top tiers. By 2015, we anticipate that 17,727 children with high needs will be served by programs scoring in the highest tiers. We will have a substantial percent of attendance by children with high needs for publicly-funded programs, such as Missouri Preschool Projects (34.6%), Head Start/Early Head Start (31.2%), and Title I (31.8%) and those receiving CCDF funds (24%).



<b>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.</b>					
	<b>Baseline (Today)</b>	<b>Target— End of calendar year 2012</b>	<b>Target— End of calendar year 2013</b>	<b>Target— End of calendar year 2014</b>	<b>Target— End of calendar year 2015</b>
<b>System for Licensed and Unlicensed (5 or more children)</b>					
<b>Total number of programs covered by the Tiered Quality Rating and Improvement System</b>	52	327	780	1,325	1,662
<b>Number of programs in Tier 1 (Lowest)</b>	2	131 (40%)	273 (35%)	331 (25%)	249 (15%)
<b>Number of programs in Tier 2</b>	14	98 (30%)	234 (30%)	331 (25%)	416 (25%)
<b>Number of programs in Tier 3</b>	20	66 (20%)	172 (22%)	398 (30%)	582 (35%)
<b>Number of programs in Tier 4</b>	14	26 (8%)	78 (10%)	212 (16%)	332 (20%)
<b>Number of programs in Tier 5 (Highest)</b>	2	6 (2%)	23 (3%)	53 (4%)	83 (5%)
<b>System for FFNs (2-4 children)</b>					
<b>Total number of FFNs covered by the Tiered Quality Rating and Improvement System</b>	0	100	450	550	700
<b>Number of FFN programs Tier C (lowest)</b>	0	60 (60%)	225 (50%)	192 (35%)	175 (25%)
<b>Number of FFN programs Tier B</b>	0	30 (30%)	135 (30%)	193 (35%)	280 (40%)
<b>Number of FFN programs Tier A (highest)</b>	0	10 (10%)	90 (20%)	165 (30%)	245 (35%)
Baseline data for licensed and unlicensed programs are actual rating figures. The three-tiered system for FFNs will be developed in Year 1 and therefore, 2012 numbers are estimates as a baseline.					



<b>Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target-end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State-funded preschool <i>Specify:</i>	2,600	0	0	225	8.7	450	17.3	675	26	900	34.6
Early Head Start and Head Start <sup>26</sup>	22,203	630	2.8	3,100	14	3,780	17	6,200	27.9	6,930	31.2
Early Learning and Development Programs funded by IDEA, Part C	NA										
Early Learning and Development Programs funded by IDEA, Part B, section 619	11,473	0	0	0	0	585	5.1	900	7.8	1,440	12.6
Early Learning and Development Programs funded under Title I of ESEA	8,975	0	0	0	0	1,316	14.7	2,156	24	2,856	31.8
Early Learning and Development Programs receiving funds from the State’s CCDF program (licensed, regulated, and FFNs)	23,331	546	2.3	1,050	4.5	3,015	12.9	4,545	19.5	5,601	24
<p>The number of children is “actual.” The baseline estimate for children with high needs in CCDF programs is based on an average of 60 children in the 14 top-tier programs, with the assumption that 65% are in the high needs category (546). For Head Start, we based it on an estimate of 35 children from the 10 programs. Top Tiers are defined as Tiers 3, 4, and 5 star ratings. For FFNs, top tier is tier A.</p>											

<sup>26</sup> Including Migrant and Tribal Head Start located in the State.





**(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.**  
(15 points, 5 pages)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State’s Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State’s Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State’s Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children’s learning, development, and school readiness.

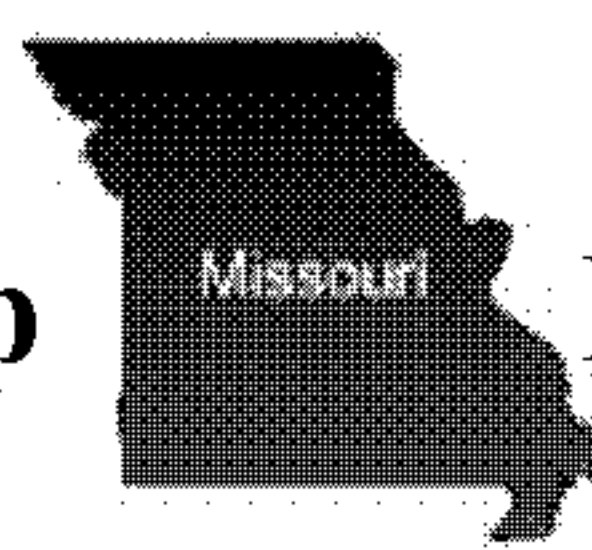
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### **Validating Effectiveness of Tiered Quality Rating and Improvement System**

Missouri has long recognized that one of the most crucial aspects of a Quality Rating and Improvement System is a reliable and valid measure of program quality. The State has done a great deal of work gathering evidence for the psychometric properties of the quality rating portion of the QRIS, known as PASS, and plans future work to enhance and further validate the effectiveness of PASS.

Preliminary Psychometric Study (2008): Examining Internal Consistency and Evidence for Construct, Criterion-Related, and Consequential Validity. As part of the grant awarded to the Midwest Child Care Research Consortium by the Child Care Bureau, the reliability and validity of the then current PASS center- and home-based models was examined. (See Attachments 20 and 21, Show Me Quality for Kids models.) The models have slightly changed since the



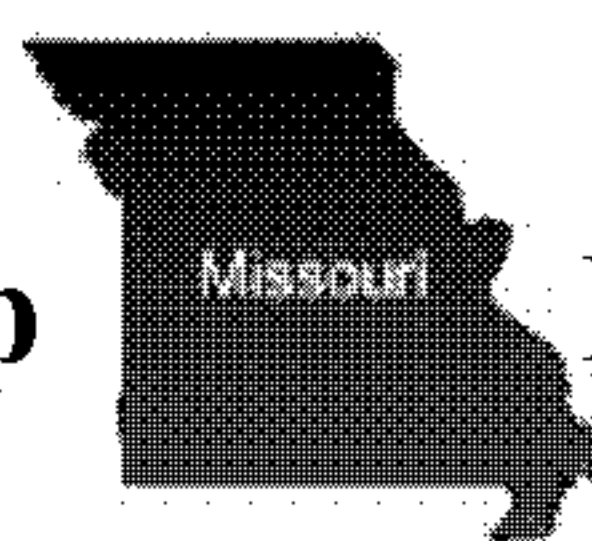
psychometric study. Missouri’s PASS has eight components, each of which is scored from 1 to 5. Although the Learning Environment component is double-weighted in the final scoring for determining star-rating level, the findings presented below treat it as single-weighted.

Using Missouri’s PASS components as items, it was found that internal consistency reliability, as measured by coefficient alpha, ranged from adequate to good. For home-based programs ( $n = 47$ ), coefficient alpha was .70; for center-based programs ( $n = 75$ ), it was .83. Given the relatively few number of “items” used to calculate coefficient alpha, this study provided evidence that PASS is internally consistent—i.e., that the components measure the latent construct of quality with some degree of consistency.

To provide evidence for construct validity, exploratory factor analyses were conducted on the center-based and home-based models using component tier scores as items. For centers, a one-factor solution fit the data best; the single factor accounted for 51% of the variance, and factor loadings ranged from .60 to .81. For home-based programs, a two-factor solution was the best (first factor accounted for 42% of variance, factor loadings ranged from .60-.95). The second factor, which encompassed the Family Involvement and Business/Administrative Practices components, accounted for 20% of the variance; factor loadings were .90 and .75. These two components modestly correlated ( $r = .29$ ). These results provide evidence that Missouri’s center-based PASS model provides a good measure of a unitary construct of quality. However, the results for the home-based model indicate that quality may be more complicated and potentially not a unitary latent construct for family child care homes.

To gather evidence for criterion-related validity of the PASS, we examined the relationship of star ratings with other indicators of quality by model type (see Table 3). Because many of these indicators are part of the PASS models, when appropriate, the star ratings were recalculated with the relevant component removed; this strategy ensures that relationship between the criteria and star ratings are not contaminated.

To examine the relationships between hypothesized quality indicators and star ratings, we used correlational indices. Because we are aware that PASS rating represents an ordinal measure of quality rather than an interval-level measure, two types of nonparametric correlations besides Pearson’s  $r$  were run for all analyses: Spearman rank-order and Kendall tau- $b$ . In fact, all the correlation coefficients were very similar, so ranges are reported in Table 3. With the exceptions



of center-based director hourly wage and the Caregiver Interaction Scale (CIS) for home-based programs, every quality indicator was significantly related in the expected direction to overall PASS star rating. These generally robust associations of quality indicators with PASS star rating provide evidence that programs rated higher on Missouri’s PASS demonstrate higher quality on many program- and staff-level variables that have been shown to be related to overall quality.

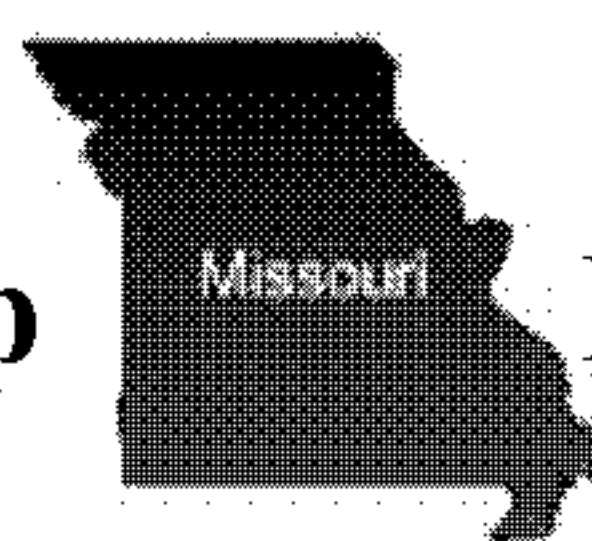
**Table 3. Criterion-Related Validity:  
Correlations of Quality Indicators with PASS Ratings**

Quality indicator	Center-based programs	Home-based programs
<i>Program-Level</i>		
Accreditation status (0 = not accredited; 1 = accredited)	.27-.30**	.26-.36*
Mean environment rating scale score (ECERS-R, ITERS-R, SACERS, FDCRS)	.32-.42***	.35-.43**
Mean Caregiver Interaction Scale score	.35-.46***	.21-.29
Mean ECERS-E score	.37-.51***	.49-.65***
<i>Staff-Level</i>		
Director/owner has at least an Associate’s degree	.47-.50***	.48-.51***
Director/owner has at least a Bachelor’s degree	.40-.46***	.50-.55***
Director/owner has degree in early childhood education/child development	.23-.26*	.46-.50***
Mean director hourly wage	.13-.20	Not available
Lead teacher has at least an Associate’s degree	.43-.49***	Not applicable
Lead teacher has at least a Bachelor’s degree	.28-.32***	Not applicable
Lead teacher has degree in early childhood education/ child development	.42-.45***	Not applicable
Mean hourly wage for lead teachers	.43-.51***	Not applicable

\* $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

In addition to criterion-related and construct validity, we have evidence for the consequential validity of Missouri’s PASS. In St. Joseph, a local initiative designed specifically to enhance the quality of early childhood programs (21 center-based and 1 home-based program)—funded through a braiding of federal grants, state dollars, and private funds—provided individual on-site coaches, teacher scholarships to further education, program





improvement funds, and curriculum training for staff. The average number of onsite technical assistance hours provided by coaches was 22.6; 88 teachers received scholarships; the average program improvement award was \$2,000; and 3 curriculum trainings in High Scope (totaling 4 days) were provided. After one year, 82% of the programs increased their PASS score by at least one star; the mean star score at time 1 was 2.2 and 3.4 at time 2. Of the programs in the rest of the state ( $n = 58$ ) that availed themselves of general technical assistance typically available to most programs (including accreditation facilitation and Educare services), only 34% increased their PASS score. The difference between the two proportions—82% and 34%—is statistically significant and provides further evidence for the validity of Missouri’s PASS in that a “treatment” designed to increase quality was associated with an increase in quality as measured by Missouri’s PASS.

Missouri’s QRIS Child Outcome Study (2009). One of the most important considerations regarding the validity of a quality rating measure is the extent to which child outcomes are related to differences in quality as measured by it. On behalf of the Mid-America Regional Council’s Metropolitan Council on Early Learning, the University of Missouri conducted a study examining whether preschool children (ages 3-5) who attended higher quality programs, as measured by Missouri’s PASS, showed greater gains in school readiness than their peers who attended lower quality programs. For this study, 38 programs (30 centers, 2 group homes, and 6 home-based programs) were evaluated using Missouri’s PASS; 350 children were assessed on a variety of measures—including language, literacy, mathematics, conventional knowledge, physical skills, and social-emotional skills—in the fall and the following spring. Because very few programs scored at the 1- and 5-star levels, three categories of quality were determined based on star rating: low (1-2 stars), medium (3 stars), and high (4-5 stars).

Controlling for demographic differences, researchers found that children in high quality programs, compared to their peers in low quality programs, scored significantly higher on teacher-rated measures of overall positive social and behavioral skills, as well as measures of motivation, self-control, and attachment. The most remarkable finding was that children in poverty made statistically significant gains in receptive vocabulary (as measured by PPVT-4) in medium and high quality programs but not in low quality programs. This effect on receptive vocabulary was absent for children not in poverty. These results provide further evidence for the





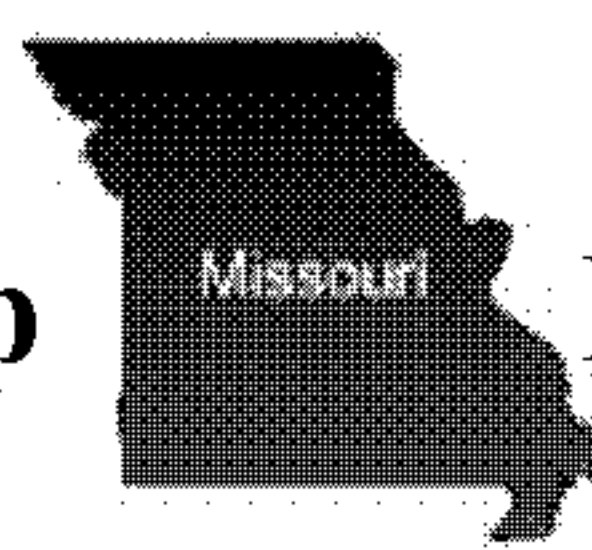
construct validity of Missouri’s PASS and its ability to differentiate quality levels, as well as evidence for the importance of high quality programs for children in poverty.

Further Validation Efforts. Although Missouri has undertaken preliminary efforts to provide psychometric data regarding the adequacy of its PASS models, further research is needed to provide strong evidence that (a) the quality rating measure (PASS) accurately reflects differential levels of program quality, and (b) whether changes in quality ratings are related to progress in children’s learning, development, and school readiness. To address both concerns, two projects are proposed: the PASS Star Level Validation Project and the PASS Child Outcomes Project. For both projects, we will work with an independent evaluator.

PASS Star Level Validation Project. The primary goals for this project are: (1) To re-examine Missouri’s PASS star-level standards to ensure that the correct performance levels have been determined for Missouri’s different models; (2) To provide evidence that Missouri’s models reflect differential levels of program quality by showing that star levels differ with respect to research-based quality indicators; and (3) To revise Missouri PASS models as needed based on the standard-setting work and results of the quality indicators validation work. Missouri’s PASS State Committee determined that the models would be examined and revised every five years. This year is the fifth year of PASS implementation and represents an excellent opportunity to revise the models to enhance their effectiveness. The time line and key activities for this project are shown in Table 4.

**Table 4. Key Activities for PASS Star Level Validation Project**

2012	Activity	Rationale	Who involved	Milestone/Outcome
January	PASS State Committee hosts a standard setting workgroup to determine appropriate cut scores for star levels based on existing data	This workgroup will formally define quality levels and determine, using established standard-setting procedures from the psychometric literature, what the cut scores should be for each star level for each model	20 stakeholders from across the State, including early childhood educators from different types of programs, professionals that provide PD, and other relevant professionals with expertise in differentiating quality levels	A report that provides concrete descriptions of star levels and the empirical process used to set the cut scores based on the expert panel of stakeholders



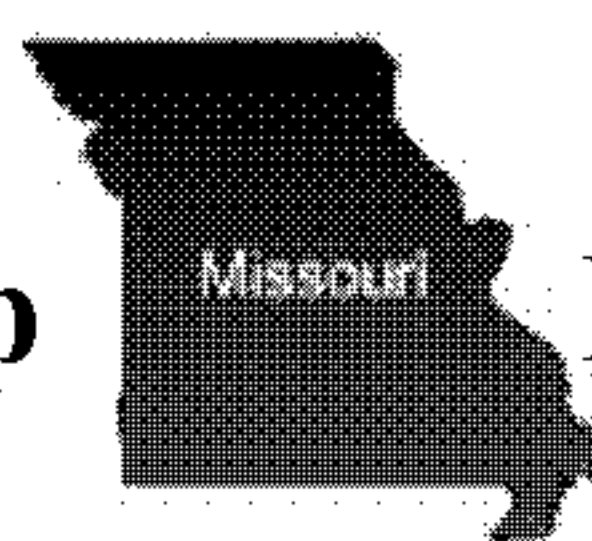
2012	Activity	Rationale	Who involved	Milestone/Outcome
March	The State Committee reviews recommendations from standard setting workgroup and finalizes changes to PASS models	The State Committee will determine the feasibility and logic of the recommendations for statewide implementation		Revised PASS models
May	PASS Validation Workgroup is chosen by the State Committee and determines indicators to use for validation	This workgroup will survey the literature and previous work on Missouri’s PASS to determine which quality indicators are most appropriate for validating star levels across models, <i>with special attention paid to indicators that are sensitive to different types of programs as well as Children with High Needs.</i>	Subcommittee of the PASS State Committee	List of quality indicators to be used in PASS Star Level Validation Project
June	PASS State Committee drafts and sends out RFP for Independent Evaluator to complete PASS Star Validation Project	By working with an independent evaluator, the State Committee will ensure that the results are unbiased		
July	PASS State Committee chooses Independent Evaluator			Contract with independent evaluator that details psychometrically sound study for gathering validity evidence (including new reliability and factor analyses)

**“Show Me” to the Top**  **EARLY LEARNING ROADMAP**

<b>2012</b>	<b>Activity</b>	<b>Rationale</b>	<b>Who involved</b>	<b>Milestone/Outcome</b>
August-December	State Committee and Independent Evaluator work together to coordinate data gathering and implementation of PASS across the State			328 programs will receive PASS scores, along with gathering of pertinent validity indicator data
<b>2013</b>	<b>Activity</b>	<b>Rationale</b>	<b>Who involved</b>	<b>Milestone/Outcome</b>
January-June	Programs will continue to be rated with PASS; independent evaluator continues gathering validity indicator data			
July	Independent Evaluator issues first report on validity findings			
September	State Committee makes changes to models based on findings			Modified PASS models
October-December	Programs will continue to be rated with PASS; independent evaluator continues gathering validity indicator data			
<b>2014</b>	<b>Activity</b>	<b>Rationale</b>	<b>Who involved</b>	<b>Milestone/Outcome</b>
January-May	Continue rating programs with PASS and gathering validity indicator data			
July	Independent evaluator issues second report on validity findings			

PASS Child Outcomes Project. The primary goals for this project are: (1) To determine the extent to which star levels are related to progress in all children’s learning, development, and school readiness; and (2) To provide evidence that Missouri’s Children with High Needs (including those with disabilities, those who are dual-language learners, and those in poverty) also make differential gains based on star level. This project will also focus on preschool children (ages 3-5) given the limitations of assessment instruments for children younger than 3.

Although the PASS State Committee will contract with an independent evaluator to complete this study—and thus will utilize their expertise in making modifications to the study design—the following design is proposed. Stratifying for urbanicity, a random sample of at least 30 programs per star level per model (center- and home-based models only) will be selected to participate, yielding a sample of 150 centers and 150 homes. A goal of five children will be randomly sampled from each classroom; over-sampling for Children with High Needs may be necessary if the proportions of such children are lower than the independent evaluator stipulates for sufficient power to make inferences for those populations. A total of 1,500 children from



center-based programs and 750 children from home-based programs will be assessed. A pre-post design incorporating individually administered measures as well as the observation-based measure that is chosen as the statewide Kindergarten Entry Assessment will be used as outcome variables (See Attachment 19, Missouri’s Comprehensive Early Childhood Assessment System), for a description of pilot study to choose a statewide measure to use for kindergarten entry as well as preschool assessment of status and ongoing learning). The selection of measures will be informed by the PASS State Committee as well as the independent evaluator and will encompass language and literacy development, cognition and general knowledge (including math and science), approaches toward learning, physical well-being and motor development, and social-emotional development. It is anticipated that a multi-level modeling (nesting children within classrooms and within programs) will be used to test whether there are differential gains over time by star level, after accounting for student and family demographics.

The timeline and key activities for this project are shown in Table 5. This project does not begin until PASS models are finalized as a result of the PASS Star Level Validation Project.

**Table 5. Key Activities for PASS Child Outcomes Project**

2014	Activity	Rationale	Who involved	Milestone/Outcome
January	PASS State Committee determines pilot processes, including program recruitment and potential child measures to use, and drafts RFP for Independent Evaluator			RFP for project
February	State Committee holds informational webinar with programs about study and sends out RFP			
March	PASS State Committee gathers RFP applications and chooses Independent Evaluator			Contract with Independent Evaluator
April	State Committee distributes applications to programs that have been rated with the PASS to recruit them for study			
June	Independent Evaluator selects participating programs, oversampling programs that serve Children with High Needs	Oversampling may be necessary to capture the experiences and trajectories of Children with High Needs		Participating programs will be notified of their acceptance into the study





2014	Activity	Rationale	Who involved	Milestone/Outcome
July	PASS State Committee and Independent Evaluator host webinars for participating programs providing further details on the study and preparation for pre-test.			
July	Independent Evaluator trains data collectors for individually administered child measures			
August to September	Child data collectors gather pre-test data	It is important to gather pre-test data as close to the beginning of the year as possible		
December	Independent Evaluator collects pre-test data from observational measure	Because teachers will rate children in the first eight weeks of school, data will not be entered into the chosen system until November.	Independent Evaluator (working with chosen data system)	Individual-level results extracted from the observation measure data system
2015	Activity	Rationale	Who involved	Milestone/Outcome
February	Independent Evaluator issues preliminary report on pre-test findings			
April	Child data collectors gather post-test data (individually administered measures)			
May	Independent Evaluator collects post-test data from observational measure			
September	Independent Evaluator issues final report on child outcome study			

**Focused Investment Areas -- Sections (C), (D), and (E)**

*The State must address in its application--*

- (1) *Two or more of the selection criteria in Focused Investment Area (C);*
- (2) *One or more of the selection criteria in Focused Investment Area (D); and*
- (3) *One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

**C. Promoting Early Learning and Development Outcomes for Children**

*Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.*

*The applicant must address two or more selection criteria within Focused Investment Area (C).*



(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.  
(3 pages)

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State’s K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State’s Workforce Knowledge and Competency Framework, and professional development activities; and

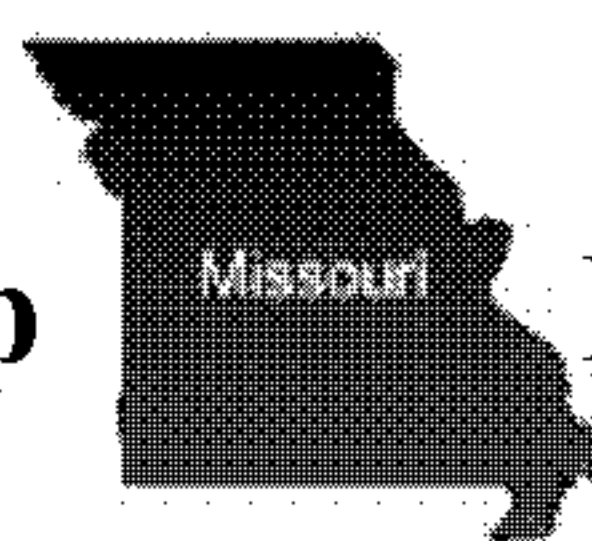
(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
  - Proof of use by the types of Early Learning and Development Programs in the State;
  - The State’s Early Learning and Development Standards for:
    - Infants and toddlers
    - Preschoolers



- Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
- Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
- Documentation of the alignment between the State’s Early Learning and Development Standards and the State’s K-3 standards; and

### **Missouri Early Learning Standards**

All children in Missouri, and especially Children with High Needs, deserve high-quality Early Learning and Development Programs that operate from appropriate Early Learning and Development Standards. Missouri’s Early Learning Standards (MELS), originally developed between 2001 and 2003 for preschoolers and in 2010-11 for children birth to age three, describe what children should know and be able to do and their general disposition to learning. (See [Attachment 15](#) for a sample of the Early Learning Standards.) The MELS result from extensive planning, statewide stakeholder feedback, and input from experts in the field. To support this work, ZERO to THREE provided guidance on the birth to age 3 standards. While these two sets of standards are combined into one comprehensive document, educators are working to reframe the document so that the organization of the content and ideas for parents and teachers truly reflect the age continuum. Currently, the Birth to Kindergarten Entry standards are framed in domains and a structure that emerged from early efforts in response to Good Start, Grow Smart and reflect intentional alignment with Missouri’s K-12 standards. While that was the right response at that time, subsequent attention to incorporating early learning guidelines for infants and toddlers have made it clear that this same framework is not as effective for Missouri’s youngest children. In following the recommendation of ZERO to THREE, standards will be reframed to establish an alignment that “illustrates how the foundations of learning are developed in the first years of life.”<sup>27</sup>

<sup>27</sup> Petersen, Sandra; Jones, Lynn; McGinley, Karen A. (2008). Early Learning Guidelines for Infants and Toddlers: Recommendations to States. Washington, DC: ZERO TO THREE.)





b. Creates and duplicates three dimensional and two dimensional shapes using a variety of materials.

<b>The infant Birth to 8 Months...</b>
<ul style="list-style-type: none"> <li>• mouths objects to feel their shapes.</li> </ul>
<b>The infant 6 to 18 Months...</b>
<ul style="list-style-type: none"> <li>• stacks a tower of three blocks.</li> <li>• scribbles back and forth.</li> </ul>
<b>The toddler 16 to 36 Months...</b>
<ul style="list-style-type: none"> <li>• makes circular scribbles.</li> <li>• rolls play dough into ropes or flattens balls into circles.</li> <li>• copies a circle drawn by an adult.</li> <li>• builds block towers and construction.</li> </ul>
<b>The preschool child...</b>
<ul style="list-style-type: none"> <li>• uses blocks to make other shapes or objects.</li> <li>• makes shapes with play dough, pipe cleaners, string or yarn.</li> <li>• attempts to draw shapes and make pictures using shapes.</li> <li>• says, after cutting the sandwich, "Look, I made a triangle (or rectangle) with my sandwich."</li> </ul>

Missouri is committed to providing examples for each development group (birth to 8 months, 6-18 months, 16-36 months, and preschool). As part of this proposal, Missouri Children are Ready for Elementary School (Missouri CARES) will support the completion of this process. In addition, Missouri CARES will support our work with native Spanish and Bosnian (third-most spoken language in state) families to make certain the standards are sensitive and appropriate to their cultures. Final standards will then be printed in English, Spanish, and Bosnian in Year 2 of the grant with train-the-trainer and “on-demand” training in Years 2, 3, and 4 to further promote teachers’ understanding and use of the MELS. Missouri CARES will support training for ~2,000 teachers in Year 2; ~4,000 in Year 3; and ~6,000 in Year 4. This will result in approximately 60% of the workforce receiving this training to create a training delivery model that supports long-term sustainability.

MELS cover all domains of school readiness, which is important for all of Missouri’s children under the age of six, including those children who will require special education and remedial services. MELS address physical development, health and safety; social and emotional development, including approaches to learning;

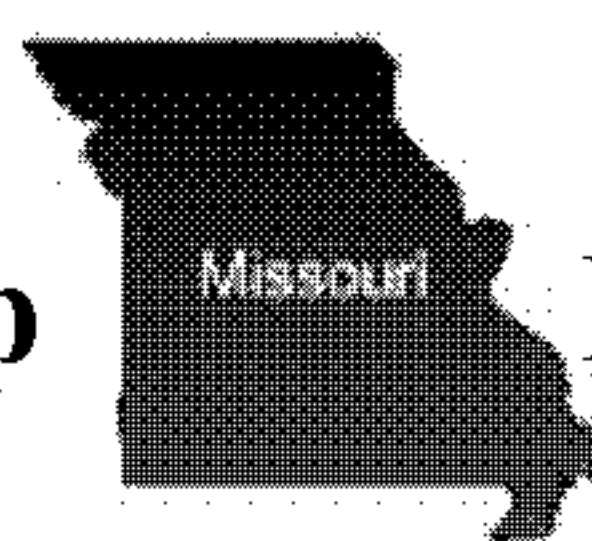
language and literacy; math; and science.

Additionally, the MELS are developmentally, linguistically, and culturally appropriate. Observable, measurable statements describe what we expect children to know and do when they enter kindergarten.

**Example of the Speaking / Expressive Language indicator:**

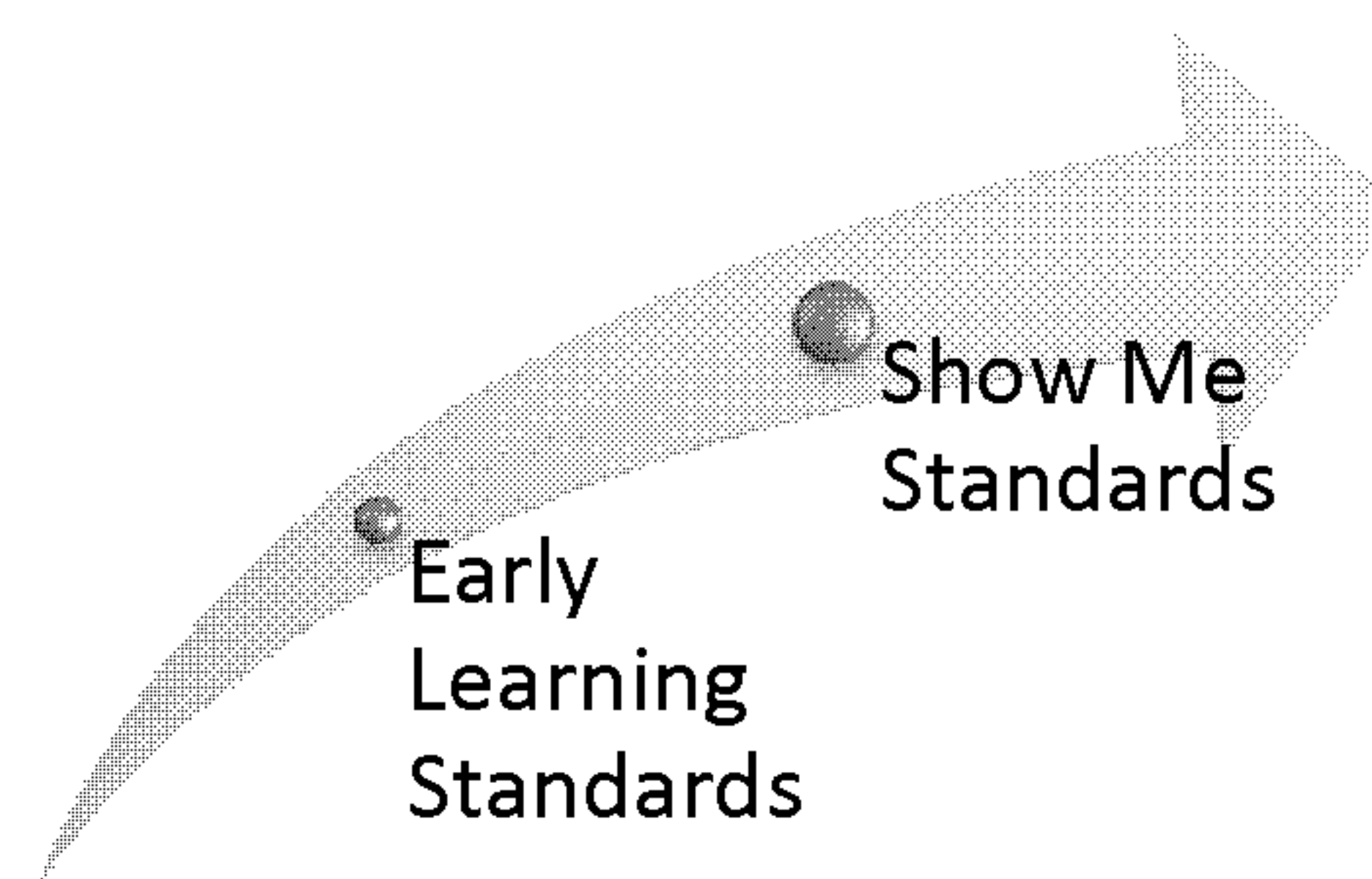
Communicates in home language and is understood by others (examples: English, Spanish, sign, or other native language for a variety of purposes.)





They are designed to improve instruction, parenting skills and behavior, teacher preparation, public knowledge of children’s development, and curriculum. The MELS contain practical suggestions for creating engaging, developmentally-appropriate learning communities where each child’s individual development and acceptance of difference is fostered. While the MELS represent a shared set of expectations for young children developed by drawing upon current research about how young children learn, it is important to keep in mind, however, that children learn and develop in their own unique ways. While research demonstrates that these standards are appropriate for most children who are about to enter kindergarten, it is the educator’s responsibility to assess where each child is on the continuum and build on what that child knows and can do.

MELS are aligned with the Head Start Outcomes Framework and the Missouri Show Me Standards for K-12. In sync with the Show Me Standards, “We live in an age in which ‘knowledge’ grows at an ever-increasing rate, and our expectations for students must keep up with that expanding



knowledge base” (Show Me Standards, 2008). Given that children must anticipate an expanding, diverse, global community, combining what they must know and what they must be able to do requires teachers and districts to adapt their curricula appropriately.

Missouri’s State Plan calls for statewide use of Early Learning Standards that are intended for all adults who work with young children and their families—teachers, caregivers, and/or parent educators and their integration into all applicable standards and evaluation protocols. The State has supports in place to promote the understanding of, adoption of, and commitment to MELS across early learning programs. MELS have been well received by all stakeholders as evidenced by the progress made in the following areas.



Target Area for Integration of MELS	Examples of Progress to Fully Integrating MELS in the State System
Program Standards	<ul style="list-style-type: none"> <li>• Early Learning Program Standards, developed in 2007, were crafted to ensure that programs meeting these Standards were addressing MELS and preparing young children for school</li> <li>• MELS and the Head Start Early Learning Framework are aligned. (See <a href="#">Attachment 17</a>)</li> </ul>
Professional Development Activities (Curricula and Activities)	<ul style="list-style-type: none"> <li>• Both approved trainings and coaching use MELS as a basis for what is appropriate in workshops, conferences, and for on-site mentoring and coaching.</li> <li>• Overview and implementation training on MELS has been available to teachers and parent educators starting in 2009.</li> </ul>
Comprehensive Assessment System	<ul style="list-style-type: none"> <li>• PASS models include criteria that support the importance of incorporating MELS in high quality programs, such as (a) programs making MELS available to families, (b) providing training on MELS to staff, (c) using MELS to guide individual and group instruction for each age group served, and (d) developing individualized transition plans based on MELS guidelines. (See <a href="#">Attachments 20 and 21</a>)</li> <li>• All three instruments selected for the kindergarten entry assessment pilot exhibit good alignment with MELS.</li> </ul>
Core Competencies for Early Childhood and Youth Development Professionals	<ul style="list-style-type: none"> <li>• Core Competencies were aligned to MELS to ensure that all domains of school readiness were addressed from the perspective of what professionals need to know and be able to do in order to prepare young children for school. (See <a href="#">Attachment 30</a>)</li> </ul>

The Show Me Standards are designed for students in kindergarten through grade 12 and serve to ensure that graduates of Missouri’s public schools have the knowledge, skills, and competencies to lead productive, fulfilling, and successful lives. However, the foundations for



learning are laid well before a child enters kindergarten. In fact, research tells us that the Pre-Kindergarten years provide crucial opportunities for educators and caregivers to influence children’s growth and development. The goal is that every child enters kindergarten ready to learn and succeed. Pre-Kindergarten educational standards provide shared understandings about the competencies critical for this to occur. In addition, early learning standards provide a direct link to the Show Me Standards (K-12), so children are being prepared for the high expectations they will encounter as they progress through school (See [Attachment 16](#)).

(C)(2) Supporting effective uses of Comprehensive Assessment Systems. (3 pages)

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators’ understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

[Although we are not writing to (C)(2), our plans to incorporate the Early Childhood Assessment System are briefly discussed on pages 14 and 104 and in [Attachment 19](#).]





(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. (3 pages)

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children’s health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children’s physical, social, and emotional development across the levels of its Program Standards;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children’s Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

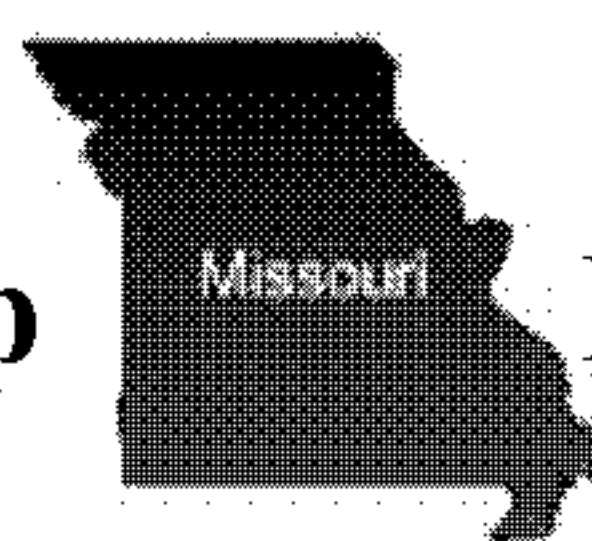
(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).*





Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--
  - The progression of health standards used in the Program Standards and the State’s plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

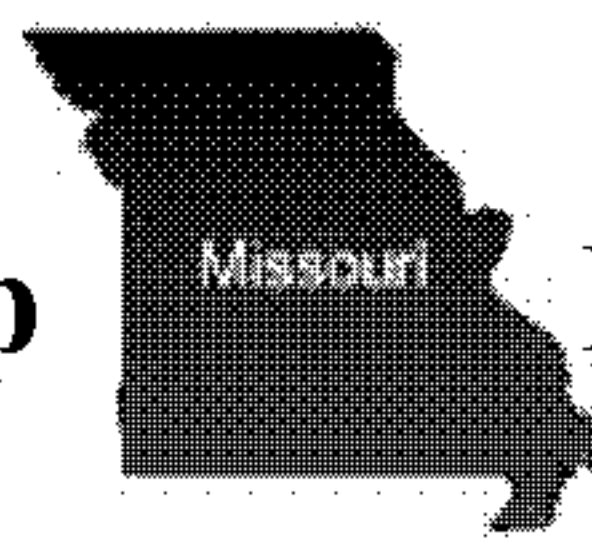
Evidence for (C)(3)(d):

- Documentation of the State’s existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

## **Identifying and Addressing Health, Behavioral, and Developmental Needs**

See *Logic Model C / Theory of Change for Promoting Early Learning and Development Outcomes for Children* in Attachment 28.

Missouri is committed to all children being healthy and ready to succeed in school and recognizes the role that parents and early learning providers play in children’s health. Missouri’s Early Childhood State Plan (See Attachment 1) is inclusive of health and development efforts, including social/emotional behavioral health, that target the early learning environment and teachers and the family environment with ways to support parents/caregivers. In order to carry out the health-related goals and objectives in the State Plan, Missouri uses the following standards to inform the State’s approach to working with early learning programs and teachers. The standards that inform Missouri’s approach to working with families are inclusive of the home visiting programs operated in Missouri, including Parents as Teachers, Early Head



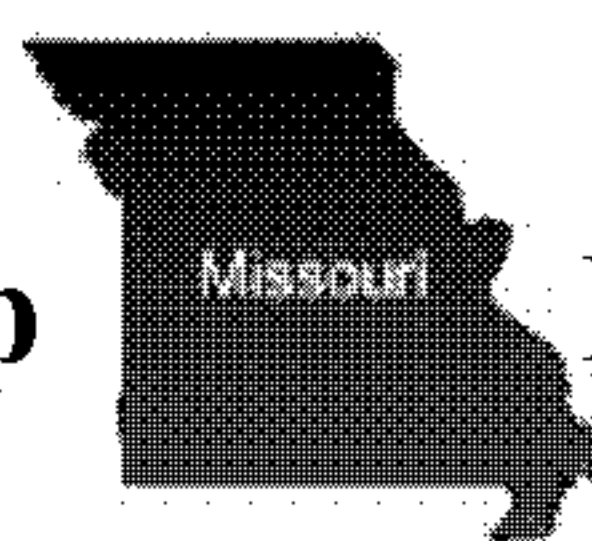
Start, First Steps, and Home Visitation Services (see [Attachment 37](#)) for the Home Visiting Program Matrix for detailed information about the standards within the home visiting models.)

It should be noted that the home visiting models address all elements including the following: health and safety, developmental, behavioral and sensory screenings, referral and follow up, health promotion, oral health, social and emotional development, and health literacy among parents and children. Collectively, these provide a framework for a progression of standards for ensuring children’s health and well-being and outline what teachers and families need to know regarding children’s health.

<b>Early Learning Program Standards that Inform Missouri’s Approach to Children’s Health</b>					
<b>Elements of Health Identified in Criterion</b>	<b>Child Care Licensing</b>	<b>Missouri Eat Smart Guidelines</b>	<b>Early Learning Program Standards</b>	<b>Accreditation</b>	<b>Show Me Quality for Kids</b>
Health and Safety	X		X	X	X
Developmental, Behavioral and Sensory Screenings				X	X
Health Promotion	X	X		X	X
Oral Health	X			X	X

<b>Teacher Standards that Inform Missouri’s Approach to Children’s Health</b>				
<b>Elements of Health Identified in Criterion</b>	<b>Child Care Licensing</b>	<b>MELS</b>	<b>Core Competencies</b>	<b>Show Me Quality for Kids</b>
Health and Safety	X	X	X	X
Developmental, Behavioral and Sensory Screenings		X	X	X
Referral and Follow Up		X	X	
Health Promotion		X	X	X
Oral Health		X	X	X
Social and Emotional Development		X	X	X

As part of this proposal, the Missouri CARES will formalize and cross reference the progression of standards into a unified Child Health Standards document to further support the implementation of the State Plan and ensure that Missouri’s children are healthy.

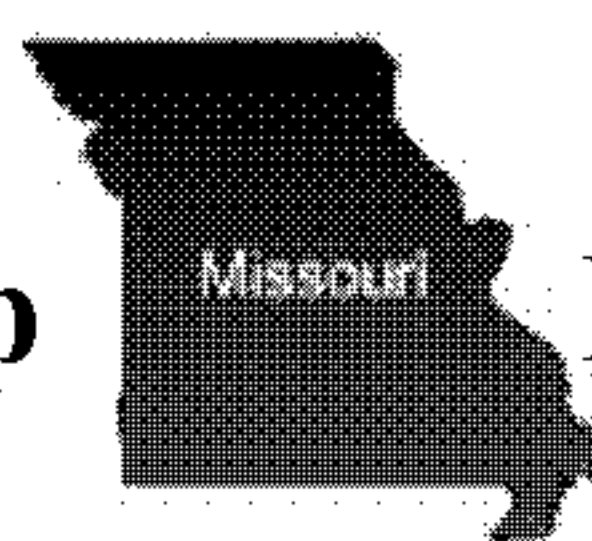


## **Training and Supporting Early Childhood Educators in Health, Behavioral and Developmental Needs of Children**

Early Childhood Teacher/Program Training: Missouri boasts of several top-notch training programs that support and increase teachers’ knowledge and skills related to children’s health, behavior and development. First, through a collaborative project between the DHSS and the local public health agencies (LPHAs), health consultation and training services are provided to early childhood teachers. 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 early learning setting. Second, through a partnership between DMH, DHSS, and Child Care Aware® of Missouri, the Child Care Orientation Training includes two modules on social emotional development and recognition of early indicators of mental health issues and needs.

As part of Missouri CARES, work will be initiated through DHSS with providers to develop policies and environmental changes, including a recognition program to promote the health and safety of children in child care settings. Additionally, a partnership will be continued with the American Academy of Pediatrics (AAP) to provide medication administration training to child care providers state-wide. The Child Care Orientation Training on social-emotional development will be expanded into a 14-hour training curriculum for early learning providers and parents.

Early Childhood Mental Health Worker/Educator Training: Earlier this year, CBEC convened an Early Childhood Mental Health Workgroup to map out an “early childhood mental health system” that supports a continuum of mental health services and supports from healthy development to early intervention and treatment. Work has already been accomplished in identification of screenings completed in statewide programs. To be able to have a fully developed early childhood mental health system, families and early childhood providers require access to a well-trained workforce that can provide mental health consultation and services. This system will support young children with mental health needs in their natural environments, including their homes, communities and early childhood programs. As part of this proposal, Missouri CARES will enable DMH to take the lead in working with partner agencies in the following key strategies:



- Making early identification a priority and training those working with high risk populations of young children, including those going into State custody, incarcerated parents, and parents with mental illness;
- Creating capacity for child-centered mental health consultation that works specifically with early learning providers in the natural environment; and
- Creating 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.
- Increasing capacity to engage and support families after first having their child diagnosed with a developmental disorder.

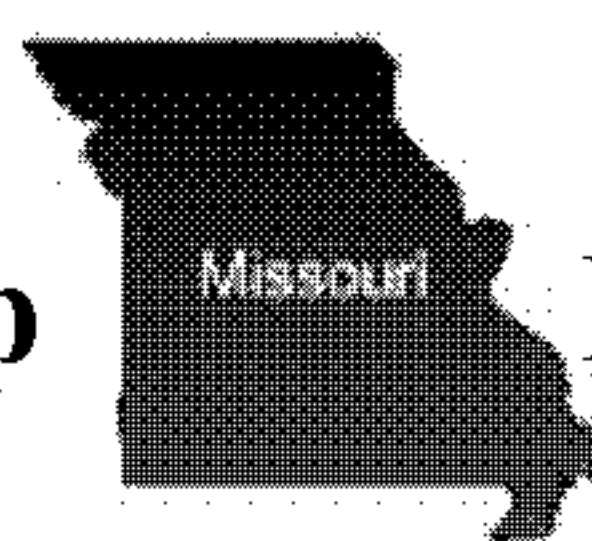
Parent Education: While parent support and training is valuable for all families, it is essential for children who are at risk. Missouri is committed to supporting the adults caring for children of incarcerated parents. As part of Missouri CARES, Parents as Teachers will be provided to family members who are caring for a child during the parent’s incarceration.

### **Promoting Healthy Eating Habits, Improving Nutrition and Physical Activity**

The State Plan specifically identifies areas of nutrition and obesity. Toward this end, Missouri is currently implementing two programs. The Missouri Eat Smart Guidelines are a set of nutrition related recommendations for child care facilities. They were written to help child care providers create a food and nutrition environment that will ultimately improve the health of Missouri’s children. The *Guidelines* challenge child care facilities to gradually work toward improving their meal service by following a set of nutrition recommendations. When a facility meets all the recommendations for either the intermediate or advanced level, it is recognized as an “Eat Smart Child Care.” The I am Moving, I am Learning (IMIL) is a physical activity and nutrition initiative developed in coordination with the national Office of Head Start to promote moderate vigorous physical activity during daily routines, improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices every day.

As part of this proposal, Missouri CARES will provide outreach to child care facilities and the Missouri Eat Smart Guidelines will be distributed to non-CACFP child care centers to





assist them in meeting the Eat Smart Guidelines. Activities will also include developing and providing training materials, reviewing menus, providing technical assistance, conducting on-site assessment, conducting assessment of second year applicants, and coordinating with other state agencies and organizations to promote the Eat Smart Guidelines. Additionally, Missouri CARES will support the Head Start Missouri Training and Technical Assistance team to provide ongoing support and onsite individualized guidance to grantees on IMIL planning and implementation. The Missouri Head Start Association (MHSA) will offer IMIL training opportunities throughout the year. This one day training highlights key elements and concepts of IMIL. Trained facilitators will conduct 20 annual training sessions for non-CACFP child care centers in IMIL.

### **Leveraging Existing Resources**

DMH continues its commitment to working with its early childhood partners in the State to create an early childhood workforce that is well-educated and prepared to recognize and support the social and emotional development of infants and young children. In 2008, DMH and its partners convened an Early Childhood Mental Health Summit to identify key systems and structural needs to support creating foundations for early childhood social and emotional development. Three areas for systems work was identified which include 1) Financing/Mapping current funds and policies being utilized in the State for early childhood social and emotional issues; 2) Identify common/cross-systems child indicators for healthy social/emotional development; and 3) Create a professional development coaching system (in-service and pre-service).

Simultaneous to this work, DMH partnered with the MO HealthNet Division (Medicaid) to incorporate key screening indicators at all ages in Missouri’s version of Early Periodic, Screening, Diagnosis and Treatment called Healthy Children and Youth so that pediatricians and physicians are able to provide guidance to parents and allow for earlier identification in the area of social and emotional development.

As part of this proposal, Missouri CARES will enable DMH to continue and expand these efforts by: 1) Developing a public awareness campaign on the importance of an intentional focus on early childhood social and emotional development; 2) Training, through a series of webinars for physicians, on social and emotional development and identification of key risk and protective factors; 3) Statewide training for the early childhood workforce on social and



emotional development and mental health needs of infants, toddlers and young children; and 4) Continuing work with the MOHealthNet Division to be able to enhance and utilize the results of EPSDT screening data for the early childhood population. This will allow us to track children as to their participation in on-going health care.

<b>Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.</b>					
	<i>Baseline and annual targets</i>				
	<b>Baseline (Today, if known)</b> <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	<b>Target for end of calendar year 2012</b>	<b>Target for end of calendar year 2013</b>	<b>Target for end of calendar year 2014</b>	<b>Target for end of calendar year 2015</b>
<b>Number of Children with High Needs screened</b>	204,055	Increase by 10% the unduplicated number of children screened	Increase by 10% the unduplicated number of children screened	Increase by 10% the unduplicated number of children screened	Increase by 10% the unduplicated number of children screened
<b>Number of Children with High Needs referred for services who received follow-up/treatment</b>	110,995	Increase by 5% unduplicated number of Children with High Needs	Increase by 5% unduplicated number of Children with High Needs	Increase by 5% unduplicated number of Children with High Needs	Increase by 5% unduplicated number of Children with High Needs
<b>Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care</b>	Unavailable at this time				
<b>Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care</b>	Unavailable at this time				

(C)(4) Engaging and Supporting Families. (3 pages)

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

- (a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children’s education and development;



(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an ongoing basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
  - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children’s development and learning. A State’s family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;
  - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children’s education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of





these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

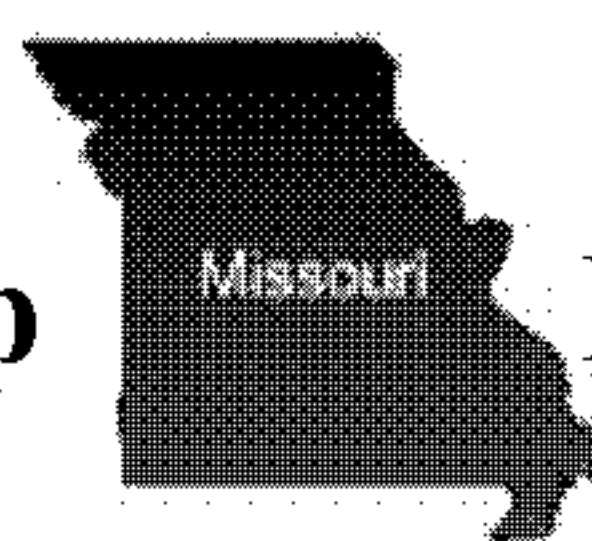
- Documentation of the State’s existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

### Engaging and Supporting Families

Missouri recognizes the family’s role as the first and primary educator and the State Plan includes a focus on engaging and supporting families so that they may in turn support their child’s education and development (see [Attachment 1, Missouri’s Early Childhood State Plan](#) and [Attachment 28, Logic Model C/Theory of Change for Promoting Early Learning and Development Outcomes for Children](#)). Much of the State’s efforts are based on the Strengthening Families Framework and build on Head Start legacy of engaging families and supporting children’s ongoing learning and development. Both frameworks/ approaches are embedded in the *Show Me Quality for Kids*, the Early Learning Program Standards, and the Core Competencies. In order to carry out the family-related goals and objectives in the State Plan, Missouri uses the following standards to inform the level and type of interventions and activities. The table below shows the standards that inform Missouri’s approach to working with families and the extent to which they address family engagement elements.

Elements of Family Engagement	Strengthening Families	Head Start	<i>Show Me Quality for Kids</i>	Early Learning Program Standards	Core Competencies
Parent Access	X	X		X	
Two-Way Communication	X	X	X	X	X
Parent Education (child development and transitions)	X	X	X	X	X
Outreach to Fathers and Other Family Members	X	X		X	
Social Networks	X	X	X	X	
Intergenerational Activities	X	X			
Community Linkages	X	X	X	X	X
Parent Decision Making and Leadership	X	X	X		X





As part of this proposal, Missouri CARES will enable the Coordinating Board for Early Childhood (CBEC), comprised of public/private membership, to provide leadership and support in taking Missouri to the next level of family engagement. Through coordination and implementation of Early Learning Standards and Dual Language trainings for Head Start, local education agencies, and other early learning programs and the work of a dedicated Family Engagement workgroup, there will be strategic activities aimed at educating stakeholders on the importance of family engagement and the

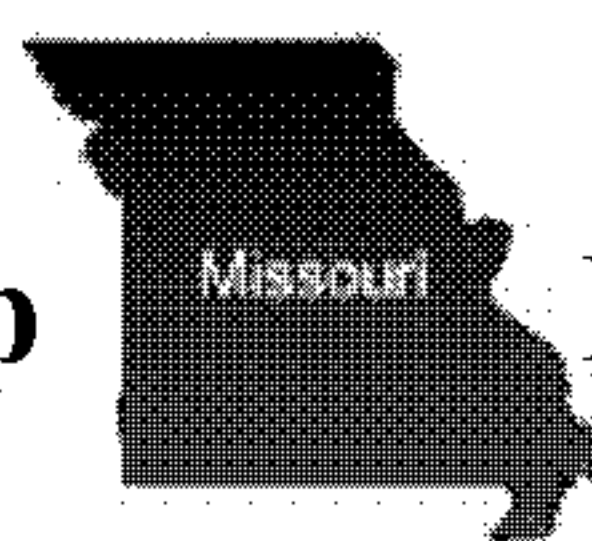
**Head Start Parent, Family, and Community Engagement (PFCE) Framework**

The PFCE Framework is a research-based approach to program change that shows how an agency can work together as a whole, across systems and service areas, to promote parent and family engagement and children’s learning and development. The Framework is divided into three sections. It:

- outlines the importance of a systemic, integrated and comprehensive approach to family engagement
- discusses parent and family engagement activities in the context of Program Foundations and Program Impact Areas achieved
- includes ideas for how programs might

connection to school readiness. The workgroup will also utilize the recently released *Head Start Parent, Family, and Community Engagement (PFCE) Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8* to engage in systemic, integrated and comprehensive change. The workgroup will utilize the PFCE Framework as a blue print in establishing systemic change within the context of an integrated and comprehensive approach to family engagement. Activities critical to this workgroup will include (a) reviewing Missouri’s Program Standards, including the Tiered Quality Rating System and Early Learning Standards; (b) mapping the elements and indicators of the PFCE Framework to these standards to identify potential gaps; and (c) making recommendations to support family engagement strategies that are culturally and linguistically appropriate within the context of the framework.

While the PFCE Framework was developed with Head Start as the target audience, it aligns with the vision in the state plan on family engagement in Missouri. We acknowledge that before we can implement such a vision statewide, we must move from a series of activities and interventions to a coordinated and intentional plan of action.



As noted in Table (A)(1)-9, many Missouri Early Learning and Development Programs have regular family engagement strategies for their programs. Incorporating the new PFCE Framework into the Missouri CARES approach is another strategy that aimed to enhance statewide family engagement. While this plan is appropriate for engaging all families in supporting their children, we recognize the importance of addressing the special concerns of children with high needs when providing parenting education and teacher training. Therefore, within the comprehensive scope of Missouri CARES, intentional support and collaborative training of professionals will relate to the vulnerable children and families within the high needs categories of: Dual Language Learners, children of incarcerated parents, and children with disabilities.

Dual Language Learners.<sup>28</sup> Dual language learners (DLLs) are children who are learning a second language while still acquiring their first. Families, communities, services and schools can work together to get DLL children ready to succeed in the early years of education.

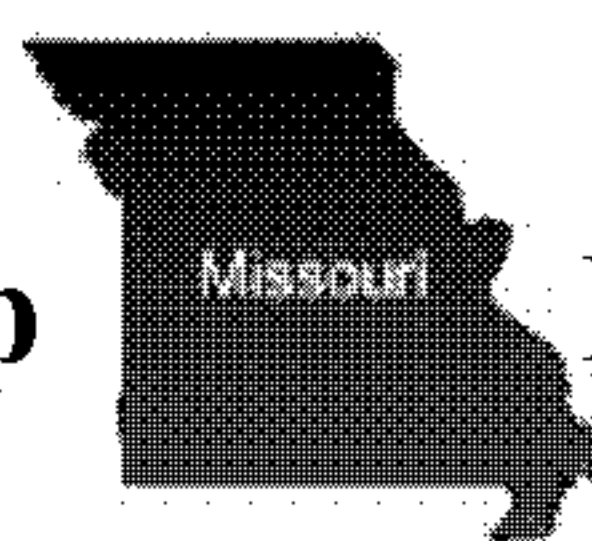
In Missouri there is an achievement gap between DLLs and monolingual English speaking children, even after these children have spent five or six years in schools. These children are also more likely than other learners to come from low-income communities. This means that these learners come from communities where:

- Their parents are less likely to have graduated high school.
- They are less likely to have access to the full gamut of health care services in the critical earliest years of life.
- They are less likely than other children living in poverty to attend preschool, despite the fact that preschool attendance has more of a beneficial effect for Spanish-speaking dual language learners than for any other comparable demographic group.

Our plan will provide the teachers the evidence-based strategies they need to effectively work with DLL families and children.

Children of Incarcerated Parents are at increased risk for a whole host of issues: behavior problems, attachment insecurity, cognitive delays, and other negative outcomes (Murray & Farrington, 2005; Murray et al., 2009; Poehlmann 2005a, 2005b). Children affected by parental incarceration interface with a wide array of services from child welfare, corrections, education,

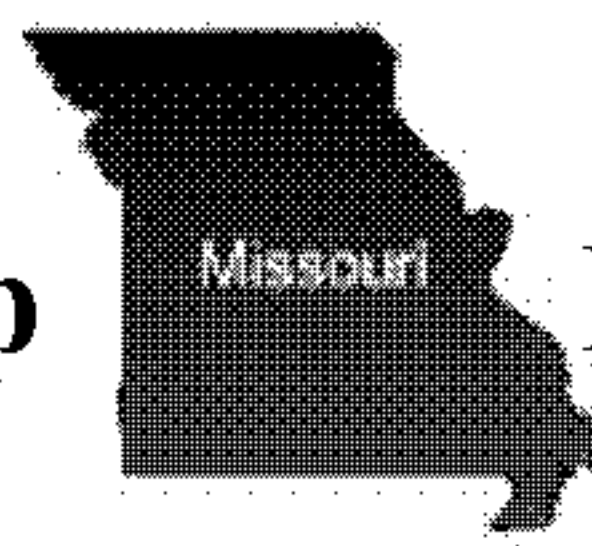
<sup>28</sup> National Clearinghouse for English Language Acquisition (NCELA) (2008). Dual Language Learners in the Early Years: Getting Ready to Succeed in School. Washington, D.C.: NCELA.



and health care (Eddy & Poehlmann, 2010). Collaborative efforts are a must to fully support young children of incarcerated parents. We estimate that 39,000 children younger than age 4 have a parent in the Missouri Correctional System—11,000 who have a parent incarcerated; 28,000 who have a parent on probation or parole—not taking into account the children who have a parent in county jail or Federal prison. Even when one parent is incarcerated, ParentLink and Parents as Teachers will support the “other” parent, who is often a grandparent or other relative, as well as the parent in prison or on parole. Families will receive support planning for changes and at least 20 visits a year to support the family and provide parenting information to this vulnerable population.

Parents after Child’s First Diagnosis of Disability or Special Health Care Need: Parents of children with disabilities often enter into a confusing world when they first receive a diagnosis for their child. This experience is often a personal emotional rollercoaster of both love and joy for their child as well as anxiety about the unexpected. Compounding these feelings is the confusion and vastness of the maze of services and options available to them and their child. Research has shown that parent-to-parent support and information support can decrease feelings of isolation and depression and can increase self-efficacy and problem solving for family members.

DMH-Division of Developmental Disabilities has partnered with the Family-to-Family Disability and Health Information Center (MoF2F) to identify strategies for connecting families early in the diagnosis process to other families and to provide information to assist them in their current needs, as well as planning for the future across the lifespan. This statewide partnership provides a direct referral process for families from DMH, outreach and awareness, and technical assistance to service coordinators. Many partnership efforts in Missouri have focused on reaching families sooner and the Race to the Top grant will strengthen these efforts further. The recent award of a HRSA Evidence-Based Practice grant also focuses on the development of a framework for pediatric offices to directly refer newly diagnosed families. This initiative will build similar partnerships with State systems and organizations within the early childhood arena that can refer families who have recently received a diagnosis for their child to the MoF2F. Utilizing the framework developed through existing HRSA initiatives, RTT-ELC grant funding will expand its target to organizations and systems not currently focused on, such as child care



centers, Family Support office locations, and other family and pediatric practices. This activity will help create a seamless, coordinated system for information and peer support for families of children with disabilities and special health care needs.

### **Leveraging Existing Resources**

Parents as Teachers programs serve families in every school district in the state. In addition, the Maternal, Infant and Early Childhood Home Visiting grant has added capacity to Nurse Family Partnerships and Early Head Start. The Educare program, working in 90 of Missouri’s 115 counties, also supports FFNs in working with families. In addition, ParentLink’s Warmline staff provides problem-solving support to approximately 1,800 individuals per year (half are parents, grandparents, foster parents, etc., and the other half include parent educators, counselors, caseworkers, juvenile officers, ministers, etc.). ParentLink also makes about 4,500 referrals a year, primarily from young moms. This grant will allow us to expand our work and reach more families.





## D. A Great Early Childhood Education Workforce

*Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (D).*

**(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.** (5 pages)

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

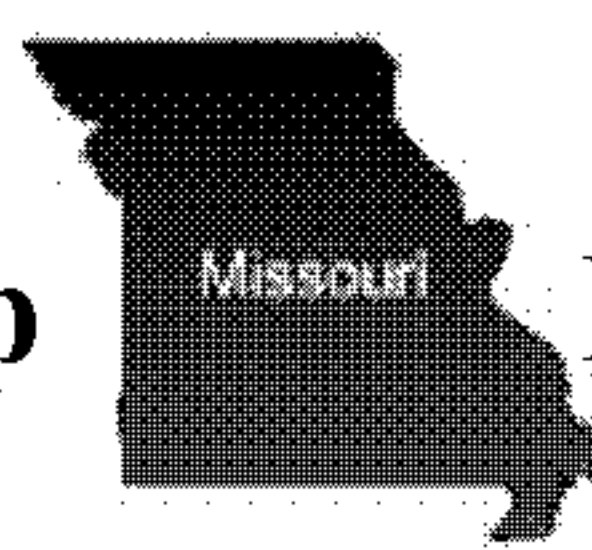
(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State’s Workforce Knowledge and Competency Framework.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
  - The Workforce Knowledge and Competencies;
  - Documentation that the State’s Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children’s learning and development and improve outcomes.



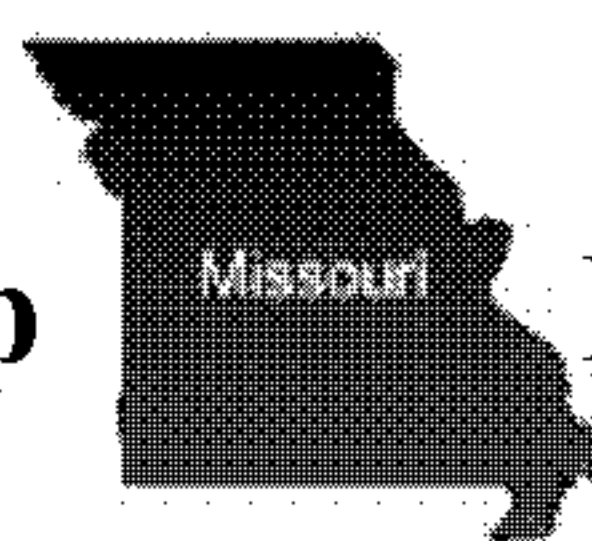
## Workforce Knowledge and Competency Framework

Missouri is a leader nationally in its approach to Core Competency development. First developed in 1999, the *Core Competencies for Early Care and Education Professionals* was a bi-state collaboration with Kansas. Although the bi-state collaboration required extensive stakeholder input and feedback, it resulted in a document that was aligned with two states’ education and early learning standards as well as national standards. Then, in 2006 the *Core Competencies for Youth Development Professionals* was developed using the same organizing framework.

In 2011, the two states once again collaborated to publish a revised and combined set of competencies for early childhood and youth development professionals that outline the knowledge and skills necessary for professionals to work with children from birth into the teenage years. A two-year process was completed to garner input from multiple stakeholder groups including early childhood and afterschool professionals, higher education faculty, mental health professionals, social service workers, and special needs educators. In order to address deficits identified in the prior versions and incorporate new standards of practice, revisions focused on the following areas: children’s mental well being, principles embodied in the Strengthening Families framework, nutrition, oral health, and concepts of empowering children and youth and supporting diversity in practice. Additionally, the revision process included alignment to the following national and state standards:

- Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old
- Missouri Early Learning Standards
- Missouri Teacher Standards
- 2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs
- Child Development Associate (CDA) Content Areas
- Youth Development Associate (YDC) Content Areas
- Strengthening Families Self-Assessment Checklist (see [Attachment 26](#)).

This holistic approach to the revision process resulted in a comprehensive set of standards that are designed to promote quality early learning and youth development



experiences, promote child/youth learning and development, and improve outcomes for children (see [Attachment 30](#)). In late 2011, the Spanish translation and printed documents will be available to professionals. A companion document outlining specific indicators of each competency will be released in December 2011. This document will have general indicators, as well as those related to the age of the children served (infant, toddler, preschool, and youth development), and the role performed (administrative and teacher). The revised competencies have had a national impact as well, as many states and the National Afterschool Association (NAA) have used the Kansas and Missouri document as a basis for their core knowledge and competency work.

The *Core Competencies for Early Childhood and Youth Development Professionals* are organized into eight (8) content areas. Content areas include: Child/Adolescent Growth and Development; Learning Environment and Curriculum; Child/Adolescent Observation and Assessment; Families and Communities; Health, Safety, and Nutrition; Interactions with Children; Program Planning and Development; and Professional Development and Leadership.

Each sub-content area is divided into five levels. The levels of competency establish a continuum from the preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience. Professionals progress from one level to another through a combination of formal study and reflection on practice. Depending on the professional’s role, setting, or experience, she or he may have skills at varying levels in the different areas.

The five levels are intended to be cumulative. For example, a professional with an Associate’s Degree has knowledge and skills to meet the competencies at Levels 1, 2, and 3. Professionals become increasingly specialized as they achieve

**Core Competency Levels**

**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.





higher levels of formal education. Therefore, professionals at higher levels are expected to demonstrate a general set of competencies with a specific area of specialization. In addition, these professionals are expected to assume a leadership role in the field, collaborating with other professions to promote awareness about early childhood education or youth development.

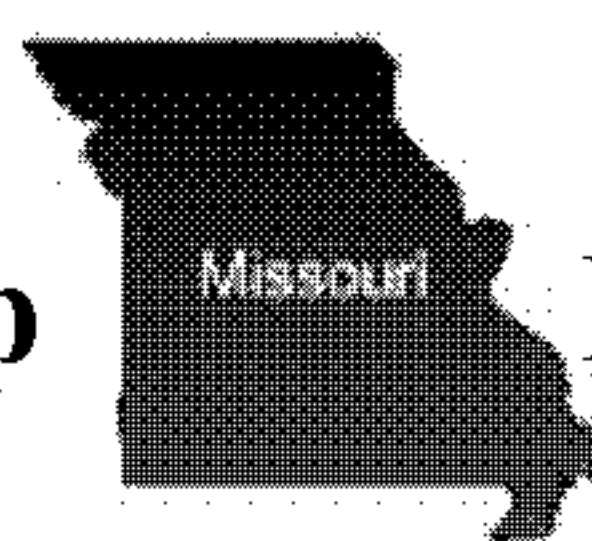
The Core Competencies meet and exceed the Workforce Knowledge and Competency Framework outlined in the definition in Section III. The Core Competencies serve as the organizing tool for Missouri’s Early Learning System. Specifically, the Core Competencies:

- are evidence based, incorporating the latest research on learning and development and cross walked with CDA/YDC and current degree requirements,
- align with Missouri’s Education Matrix and serve as a common set of professional standards regardless of higher education institution,
- incorporate feedback from a variety of higher education professionals,
- outline effective instructional practices for beginner through advanced practitioners that apply to all content areas,
- weave working with children with special needs throughout all content areas,
- expand the expectations of staff in relation to communicating with and involving families in their child’s learning and development,
- emphasize the social and emotional development of children and the role professionals play in regulating behavior, developing a sense of self, and positive child and youth development,
- include competencies related to child, staff, and program assessment and the use of data to improve child outcomes,
- incorporate the expectations outlined in other key foundational documents such as the Early Learning Guidelines, Early Childhood Program Standards, and Missouri AfterSchool Standards,
- are included in assessment processes (e.g., PASS models include Core Competency-related requirements)
- provide the foundation for the Training Quality Assurance System (e.g. trainers are authorized to train on sub-content areas and trainings are organized by the Competencies)
- are available online for self- and staff-assessment and professional development planning.

### **Progression of Credentials and Degrees**

Missouri is committed to supporting professionals as they pursue higher levels of training and education. Focus in recent years has shifted to certificate-, credential-, and or credit/degree-





producing educational endeavors that align with the Missouri Education Matrix (see Attachment 31). The “Show Me” to the Top proposal will **increase workforce knowledge and skills** through the formalization of the *Basic Knowledge Curriculum*® into a certificate program, and support planning for course alignment with the newly-revised *Core Competencies for Early Childhood and Youth Development Professionals*. An overview of the progression of credentials and degrees follows with examples of how these opportunities are integrated into the State system.

Level 1: Introductory Training for Professionals: In January 2011, Missouri implemented a *Basic Knowledge Curriculum*®, which incorporates all Level 1 and about one-third of Level 2 competencies. Plans to begin marketing a certificate for completion of all 42 hours, and to train high school Family and Consumer Science teachers to offer it, leading to high school graduates with a Basic Knowledge Certificate are underway.

*System Integration Efforts: As part of the PASS revision process, completion of specific Basic Knowledge Curriculum® modules within a specified time period will be considered as a potential acceptable pathway for assistant staff.*

Level 2: Vocational Credentials for Professionals: Missouri recognizes professionals’ completion/maintenance of the Child Development Associate credential and the Youth Development Credential. A CDA-preparation course and CDA-renewal course are available online to help prepare Early Childhood Educators through Child Care Aware® of Missouri. Additionally, TEACH Missouri offers a CDA scholarship program for early childhood professionals.

*System Integration Efforts: As of the 2008-2009 school year, the Missouri Preschool Project requires assistant teachers in both public and nonpublic settings to have a Child Development Associate credential, as well as experience working in a program with young children and their families.*

*Additionally, through private funding from the Charles S. Mott Foundation, the Missouri AfterSchool Network will support the development of a Level 2 version of the Basic Knowledge Curriculum® (name still to be determined). When professionals complete both the Level 1 Basic Knowledge Curriculum® and Level 2 curriculum individuals will be*



*eligible to articulate the curriculum training to college course credit that would apply to an associate degree program.*

Levels 3-5: Formal Study in the Field: Given the extensive revisions to the Core Competencies, it is necessary for faculty to revisit alignment of course content and the competency statements. This process is facilitated by the fact that many higher education faculty from both 2-year and 4-year institutions were involved in the revision process. At the Associate Degree level, faculty members are currently meeting to re-design coursework in order to base it on the newly revised Core Competencies. Plans are underway for community colleges to offer “like” courses to facilitate articulation efforts. At the Bachelor’s Degree level, faculty members are meeting to develop two certification programs instead of the current one certification for birth to 3rd grade. To better prepare infant/toddler teachers, parent educators, and special education teachers in early intervention, there will be separate Birth through Pre-K certification and a Pre-K through 3rd grade certification.

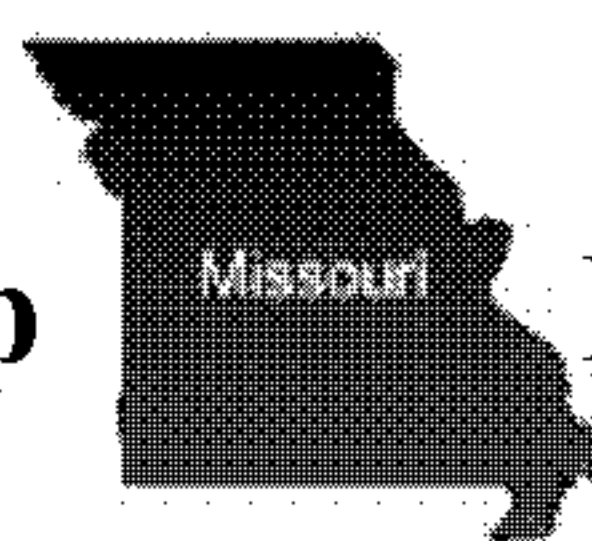
*System Integration Efforts: Teachers hired for Start-Up and Expansion classrooms (infant/toddler) and Missouri Preschool Project (MPP) are required to have a bachelor’s degree as well as a specialization in early childhood.*

### **Engaging Higher Education Faculty and Trainers in Aligning Professional Development Opportunities**

See *Logic Model D / Theory of Change for Workforce Knowledge and Competency Framework and Progression of Credentials*, Attachment 29.

The “Show Me” to the Top proposal will **increase workforce knowledge and skills** by supporting articulation and course alignment. Additionally, this proposal will support the implementation of cloud-based technology to support trainers.

Engaging Higher Education Faculty: With 43 higher education institutions offering early childhood coursework and degree programs, it is essential that coursework is aligned with the Core Competencies and can easily articulate from one institution to another. The Missouri Access to Early Childhood Higher Education (MAECHE) Initiative began in 2004 with funding from the Missouri Head Start Association. This group worked on articulation among other issues. Several early childhood articulation agreements were forged; some 2+2 agreements (e.g., Penn Valley Community College in Kansas City and Park University, and Moberly Area



Community College and University of Missouri). Community college and four-year university faculty continue to meet to work on statewide articulation agreements and common coursework. In this same time frame the Missouri Coordinating Board for Higher Education convened AA/AAS faculty to create AAT degree to articulate into BA/BS degree programs that lead to early childhood certification.

Engaging Trainers: In September 2011, Missouri implemented its Training Quality Assurance System (TQAS). The Training Quality Assurance System, including both the Standard Training and Enhanced Approval processes, streamlines the process by which professional development hours are submitted and approved, attendance is tracked and entered, and providers can locate and register for trainings that meet their needs. In order for professional development hours to count for Missouri licensing requirements, they must be approved through the Training Quality Assurance System. This system has two separate pathways that trainers may choose to use depending on the needs, desires and requirements of their situation. The Standard Training Approval process, which is administered by DHSS, is the traditional approval system for clock-hour trainings that are submitted to DHSS for content approval. DHSS has regulatory authority for training approval in the state of Missouri and their process is guided by their statutory authority and Departmental policy. The Enhanced Approval process provides trainers an opportunity to demonstrate that they meet education and training thresholds and that their training has passed a higher level of scrutiny. This enhanced process includes a review of trainer credentials (Trainer Authorization) and training content (Enhanced Training Approval). While the Standard Training Approval process offers the Core Competencies as a guideline, the Enhanced Approval process of the Training Quality Assurance System requires use of the Core Competencies for both Trainer Authorization and Enhanced Training Approval. Trainer Authorization provides authority to train on specified Core Competencies content areas and levels. Enhanced Training Approval allows authorized trainers to seek approval for trainings that address specific Core Competencies and Indicators. The Enhanced Training Approval process is a method for trainers to market their skills and expertise related to the core standards document for the State, the *Core Competencies*. TQAS utilizes web-based technology to manage all approval and registration processes. These processes will be expanded upon with the implementation of cloud-based technology that enables trainers to use multiple delivery methods.





<b>INDICATORS OF PROGRESS</b>	
<b>Workforce Knowledge and Competency Framework</b>	Number of “aligned” institutions and providers, (D)(2)(d)(1) Number of Early Childhood Educators credentialed by an “aligned” institution or provider, (D)(2)(d)(1) Number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework, (D)(2)(d)(2)

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.  
(5 pages)

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State’s Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

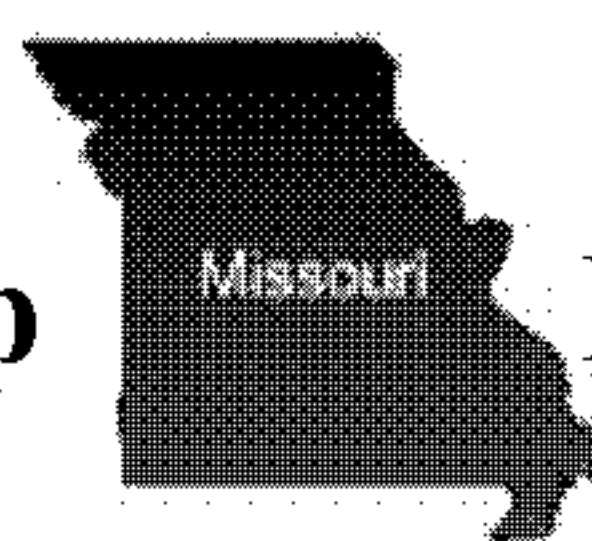
(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) 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.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the*





*unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(c)(1) and (D)(2)(c)(2).*

## **Providing and Expanding Access to Effective Professional Development**

Missouri strives to provide a coordinated and comprehensive professional development system for early childhood professionals that encompasses the *Core Competencies* and leads to **increased knowledge and skills**. Well-trained and adequately compensated professionals will strive to provide the highest quality early learning experiences for children. As discussed in (D)(1), Missouri has policies and procedures in place to support the alignment of professional development opportunities to the Core Competencies and increasing the quality of those offerings. Additionally, significant strides have been made in the past year in regard to increasing the number of professional development opportunities that are aligned to the Competencies and providing web-based tools that support assessment/evaluation and planning based on the Competencies. State agencies funding professional development coordinate training efforts to ensure no duplication of effort occurs and to maximize funds. “Show Me” to the Top will **increase workforce knowledge and skills** by further expanding access to professional development opportunities linked to the *Core Competencies* and integrating new technologies into the professional development system.

Increased Number of and Access to Professional Development Opportunities Aligned to the Core Competencies: The Missouri Workshop Calendar, the data system that allows all early childhood and youth development professionals to search for approved workshops, register for approved workshops, and (through data exchange with the Missouri PD Registry) to track their participation in those workshops, will help increase professionals access to these trainings as all approved trainings must be posted on this site. During the previous year, 1,123 training events were voluntarily posted on the Workshop Calendar. This number is expected to significantly increase due to the implementation of the Training Quality Assurance System.

Thirty-two (32) sessions of the competency-aligned *Basic Knowledge Curriculum*® were offered in FY11 and this number will increase to 52 sessions in FY12. Over the 4-year period, the *Basic Knowledge Curriculum*® will be provided to 2,500 providers, with priority in the



registration process given to employees of facilities that serve high needs children. Additionally, “Show Me” to the Top Community Pilots may opt to increase the number of professional development opportunities offered that meet the enhanced training approval and thus these trainings will be clearly linked and aligned to the *Core Competencies*.

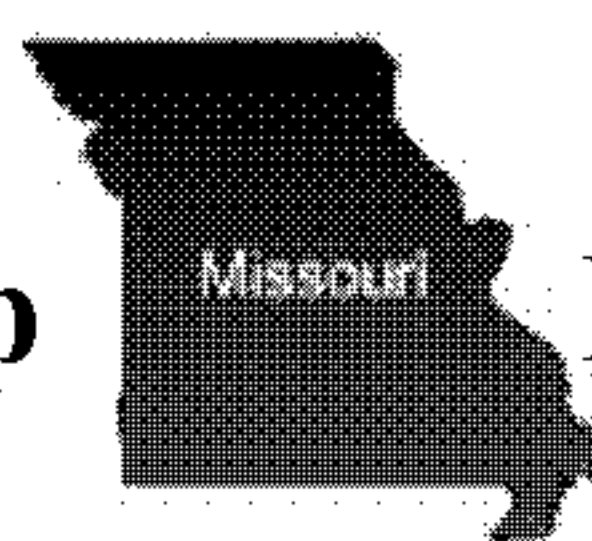
Provision of Web-Based Core Competencies Tools to Support Increased Knowledge and Skills. The revised Core Competencies for Early Childhood and Youth Development Professionals have been integrated into the MOPD Registry online application allowing individual staff members to complete a self-assessment and program directors can complete staff-assessments using the Core Competencies. When completing the self-assessment, individuals may flag particular competency statements to be included in their professional development plans or for needing additional training. The integrated professional development plan functionality allows staff to select competencies to work toward including setting benchmark activities and timelines. New technologies will focus on three key areas to support increased knowledge and skills:

- Real Time Access to Professional Development Planning Tools. “Show Me” to the Top includes targeted recruitment of early childhood professionals in the TQAS, as described in Section E. These build upon the online Core Competencies efforts ensuring real-time access to professionals so that the system may “push” mobile text alerts and emails to Early Childhood Educators about new training opportunities and/or regulations. This will enable supervisors and early childhood education teachers to develop and manage a personal growth trajectory planning system using any mobile device. In this way, information about courses and resources will be able to be “pushed” to Early Childhood Educators and their goals and accomplishments will be able to be tracked.
- Job-Embedded Professional Development Platform. To rapidly scale an effective early childhood workforce, it is imperative to provide early childhood teachers with engaging activities that they can easily integrate into their classrooms and centers. To accomplish this, a job-embedded PD social network specifically geared to the needs of early childhood teachers will be implemented. This network will allow early childhood teachers to ask questions about how to better



serve children and receive real time answers. It also will allow master teachers to upload lesson plans and classroom activities connected to Missouri’s early learning standards, thereby providing a virtual file cabinet of engaging interventions connected to Missouri’s early learning standards that every Missouri early childhood teacher can instantly access and use.

- Video Library. A video library will be developed to demonstrate best strategies for integrating mobile technology applications into the classroom and home to improve student outcomes and track student learning. Tablets such as the iPad are proving to be game-changers when used in early learning classrooms as part of a blended model. Effective applications allow children as young as three and four to take control of their own learning for short periods of time and practice literacy and numeracy skill development. This will not take the place of teachers and parents working with children, but will be a supplement for children already savvy about these devices. It also allows for a stronger school-home connection by giving parents a window into what’s happening in the classroom and allowing them to engage in educational learning activities with their children. To ensure that mobile education apps are used effectively, Missouri will host short three-minute videos demonstrating how to effectively integrate apps into the classroom and home to accomplish specific learning objectives. This is not intended to take the place of the special learning opportunities with parents, teachers, and peers, but to enhance it. In many cases, children will be working alongside an adult or another child.



### Implementing Policies and Incentives

Missouri has many and varied efforts statewide that will play major roles in moving high quality, accountable programs forward in making sure Children with High Needs and all Missouri young children enter school ready to succeed.

The T.E.A.C.H. Early Childhood<sup>®</sup> Missouri Scholarship has been active in Missouri since 2000. Based on the belief that Teacher Education And Compensation Helps, T.E.A.C.H. MISSOURI is one of 23 states participating in a nationwide movement to improve the quality of early learning for all children.

The program is an investment in Missouri’s early childhood workforce, increasing access to educational opportunities and professional development. Educated early childhood professionals bring their new knowledge and skills to their classrooms and practices. These changes lead to enhancements in how and what children learn, improving their overall early childhood education.

The T.E.A.C.H. MISSOURI Scholarship is designed for teachers, directors and family child care staff in licensed child care programs serving children birth through after school. A partnership between the scholarship recipient, the sponsoring employer and T.E.A.C.H. MISSOURI, the program is comprised of four fundamental elements: scholarship, education, compensation, and commitment. Offered statewide, the scholarship has three levels available to support college credit hours towards both two- and four-year degrees in early childhood education. The result is a better educated, compensated and retained early childhood workforce that delivers higher quality care and education to the children in Missouri. Since 2000, more than 1,900 early childhood professionals have been awarded scholarships.

Child Care Aware<sup>®</sup> of Missouri will operate T.E.A.C.H. MISSOURI in support of teachers attending college, paying for substitutes, and providing compensation bonuses upon degree completion.

T.E.A.C.H. MISSOURI offers programs for CDA, AA /AS and BA/BS at the following two- and four-year colleges and universities.

- ❖ In 2011 more than 580 scholarship contracts were awarded
- ❖ More than 5,330 college credit hours were earned with an average GPA over 3.0
- ❖ More than \$268,000 in tuition and related fees were paid to Missouri-based colleges and universities
- ❖ Average wage increase due to the scholarship year was 5%
- ❖ Ninety-four percent of all T.E.A.C.H. MISSOURI scholars completed their contractual education and commitment time





**T.E.A.C.H. MISSOURI  
Participating Colleges and Universities**

<b>TWO-YEAR COLLEGES AND UNIVERSITIES</b>	<b>FOUR-YEAR COLLEGES AND UNIVERSITIES</b>
Crowder College	Central Methodist University
East Central College	Hannibal-LaGrange University
Jefferson College	Harris-Stowe State University
Metropolitan Community College	Lincoln University
Mineral Area College	Missouri Southern State University
Missouri State University-West Plains	Missouri State University
Moberly Area Community College	Missouri Western State University
North Central Missouri College	Northwest Missouri State University
Ozark Technical Community College	Park University
St. Charles Community College	Southeast Missouri State University
St. Louis Community College	Southwest Baptist University
State Fair Community College	Stephens College
Three Rivers Community College	University of Central Missouri
	University of Missouri - Columbia
	University of Missouri - Kansas City
	University of Missouri - St. Louis
	Williams Woods University

As part of “Show Me” to the Top, the T.E.A.C.H. Early Childhood<sup>®</sup> Missouri Scholarship Program will award 680 scholarships and incentives. Other incentives include:

- The scholarship pays for 85% to 90% of tuition and books, depending on the scholarship level chosen, each semester classes are taken;
- A compensation bonus is included when the educational and commitment portions of the recipient contract are completed;
- In two of the three scholarship models offered, reimbursement to the sponsoring employer for release time given to recipients to work on homework or attend college classes; and,
- The Level 3 scholarship also includes an accessibility stipend recipients use towards transportation or internet accessibility for classes.
- Sustainability of T.E.A.C.H. MISSOURI will occur by working with DESE, DSS, and private funders to secure sustained state funding for the scholarship program.

CBEC will be working closely with the Missouri AfterSchool Network to continue development of a career lattice and salary recommendation document – work started in 2010 by



the Department of Higher Education. By making clear the expectations for career advancement, professionals will be supported as they increase their education, training, and experience.

**Publicly Reporting Aggregated Data**

Missouri is a data driven state and has released a series of publications in reference to aggregate workforce data. The newly implemented TQAS and the data exchanges between the implementing partners of the TQAS and the MOPD Registry will enable Missouri to report on workforce trends with greater confidence as rates of participation increase. These data will be included in the Missouri Comprehensive Data System and quick fact report and guided queries will be available through the Missouri Professional Development (MOPD) Portal website, the single point of entry for individuals wishing to use the Missouri TQAS and a portal for early childhood professionals accessing data from the Missouri Comprehensive Data System. As can be seen in the tables below, we have set targets that we believe are achievable with the supports provided in this grant.

<b>Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework</b>					
	<b>Baseline (Today)</b>	<b>Target - end of calendar year 2012</b>	<b>Target - end of calendar year 2013</b>	<b>Target - end of calendar year 2014</b>	<b>Target – end of calendar year 2015</b>
Total number of “aligned” institutions and providers	1	2	4	8	16
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	100	150	200	250	300
<b>Related to YDC coursework</b>	<b>Baseline (Today)</b>	<b>Target - end of calendar year 2012</b>	<b>Target - end of calendar year 2013</b>	<b>Target - end of calendar year 2014</b>	<b>Target – end of calendar year 2015</b>
Total number of “aligned” institutions and providers	1	2	3	4	5
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	125	135	145	155	165



**Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.**

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
<b>Credential Type 1</b> <i>Specify: Basic Knowledge</i>	0	0	0	0	150	2.6%	500	8.8%	2,500	44%
<b>Credential Type 2</b> <i>Specify: Child Development Associate (CDA) /Youth Development Credential (YDC)</i>	335	1.7	370	2	400	2.1	450	2.4	500	2.7
<b>Credential Type 3</b> <i>Specify: Early Childhood Education Certificate (1-year)</i>	86	.5	96	.5	110	.6	125	.7	140	.7
<b>Credential Type 4</b> <i>Specify: Associate of Arts (AA)/ Associate of Arts and Science (AAS) / Associate of Arts in Teaching (AAT)</i>	615	3.2	625	3.3	640	3.2	660	3.5	700	3.7
<b>Credential Type 5</b> <i>Specify: Bachelor of Arts or Bachelor of Science/ Masters/PhD</i>	1871	9.4	1900	9.6	1925	9.7	1950	9.9	1975	10

All numbers are estimated on the data from the Missouri Registry, which includes 34% of our licensed workforce. The Basic Knowledge Certificate would be available beginning in late 2012 to the 26% of the workforce without a credential beyond high school (5,677). The rest of the categories of education are based the estimated 21,716 workforce calculated for Table (A)(1)-10. We have not included the approximate 3000 FFNs in this table. Once we include them in our Data System, we will be able to track them. The denominator is based on the number of workers eligible for the credential/degree in the current year and accounts for educational advancement. For example, to calculate the percent of workers eligible for Type 3, the 86 plus 615 plus 1871 with the degree or higher degrees are subtracted from the denominator, since they would not be in a 1-year certificate program.





## E. Measuring Outcomes and Progress

*Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (E).*

**(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies. (8 pages)**

The extent to which the State has a High-Quality Plan to enhance the State’s existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system—

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*





## Building or Enhancing Early Learning Data System

See *Logic Model E / Theory of Change for Building or Enhancing an Early Learning Data System*, Attachment 32.

Essential Data Elements. The Missouri Comprehensive Data System has all 10 Fundamentals for a Coordinated State Early Care and Education Data System in place and will be able to track children and report on the effectiveness of early childhood programs statewide.

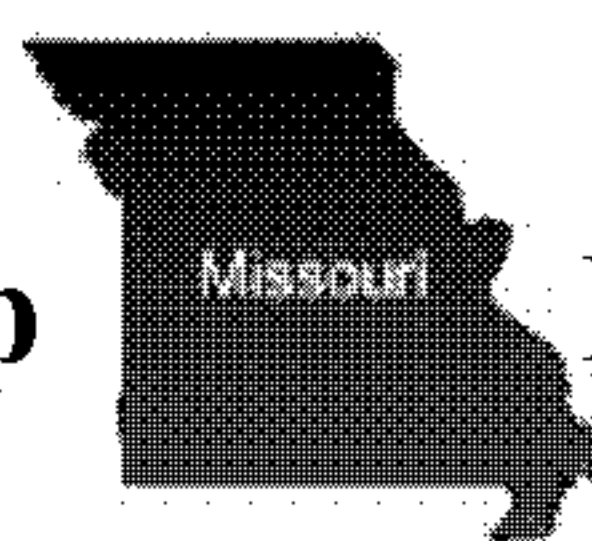
### Essential Data Elements

Description	Status
<ul style="list-style-type: none"> <li>Unique statewide child identifier or another highly proven method to link data on that child</li> </ul>	<p>There are two primary identifiers used in Missouri to track a child’s participation in State services and/or state-supported services.</p> <p>Department Client Number (DCN): DCNs are assigned when children are born in Missouri or when they begin receipt of social or health services. These unique IDs are generated by either Social Services or Health and Senior Services and are used by Mental Health as well.</p> <p>Missouri Student Information System (MOSIS) Student ID: MOSIS Student IDs are assigned when children receive educational services from a public school district or one of their partner agencies.</p> <p>Probabilistic matching exercises were completed on the DCN and MOSIS ID resulting in match rate of over 92%. DESE and DSS complete matching procedures on child identifiers on a regular basis to support administrative functions and linkages for the state longitudinal data system.</p>
<ul style="list-style-type: none"> <li>A unique statewide Early Childhood Educator identifier.</li> </ul>	<p>The Missouri Professional Development (MOPD ID) is generated for all early childhood educators who interact in the Missouri Training Quality Assurance System. The MOPD ID is generated after an authentication process is completed using the First Name, Last Name, Date of Birth, and Last 5 Digits of the Social Security Number. Currently, DHSS is working toward a requirement for all providers working in licensed programs to have a MOPD ID.</p> <p>All non-regulated providers caring for children and receiving payment from the Department of Social Services have a Department Client Number (DCN).</p> <p>All certified teachers working in the public school system are tracked by the Department of Elementary and Secondary Education using their Social Security number.</p> <p>Although Missouri does not have one unique identifier for workers, probabilistic matching is possible to link records.</p>



Description	Status
<ul style="list-style-type: none"> <li>A unique program identifier.</li> </ul>	<p>There is one primary identifier used in Missouri for licensed and registered, licensed-exempt programs: the Department Vendor Number (DVN). Like the DCN, the DVN is a shared identifier between the DSS, DHSS and is accessed by DMH.</p> <p>As part of the TQAS, any site that is license-exempt and not registered can get a Professional Development Organization ID (MOPD ORG ID) for use by the Missouri Comprehensive Data System.</p> <p>DESE will work to obtain MOPD ORG IDs for non-licensed programs in the public education system.</p>
<ul style="list-style-type: none"> <li>Child and family demographic information</li> </ul>	<p>Child and family data are available from multiple State data sources. Please see <a href="#">Attachments 33 and 35</a>.</p>
<ul style="list-style-type: none"> <li>Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information</li> </ul>	<p>The Missouri Professional Development (MOPD) Registry contains data on 34% of the workforce for licensed programs. Although a voluntary system, most quality initiatives, including PASS, require MOPD Registry participation in order to track educational achievements. The MOPD Registry captures employment, education, credential, and training data. The MOPD Registry meets the National Registry Alliance’s Partnership Eligibility Review Standards. Additionally, the MOPD Registry has training data on non-members who participated in the state TQAS.</p> <p>DESE maintains an education licensure system that includes employment, education, credential, and training data.</p>
<ul style="list-style-type: none"> <li>Program-level data on the program’s structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the QRIS</li> </ul>	<p>Program structure data, program quality, staff retention, staff compensation, and work environment data are available from DHSS licensing section, DESE MOSIS data, Child Care Aware<sup>®</sup> of Missouri program referral database, and the OPEN Data System. All applicable PASS data are included.</p> <p>DESE MOSIS data include child suspension and expulsion records for young children participating in public education systems.</p>
<ul style="list-style-type: none"> <li>Child-level program participation and attendance data</li> </ul>	<p>Child-level program participation data are available on children attending Title 1, ECSE, Head Start, Missouri Pre-School Project programs. Additionally, data are available on children receiving child care assistance.</p>

Uniform Data Collection and Easy Entry. The Missouri Comprehensive Data System relies on contributions from multiple participating state agencies and programs. The protocol for inclusion of data into the system includes the identification of the primary or authoritative source



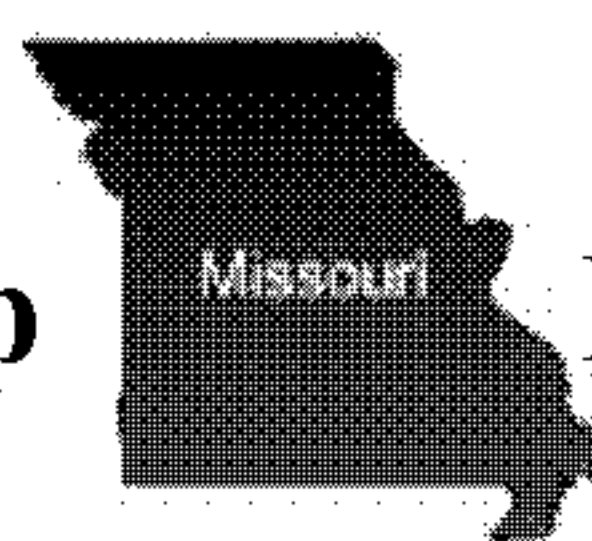
of data when data are collected more than once. As part of this decision-making process, method of entry and data field parameters and definitions are reviewed.

Uniformed data collection is being achieved in many cases through administrative data exchanges. For example, administrative data exchanges have been established between many of the participating state departments to support uniform data collection of the primary identifier and to determine program eligibility. Administrative data exchanges are in place between the state contractors (i.e. OPEN Initiative and Child Care Aware<sup>®</sup> of Missouri) for Missouri’s Training Quality Assurance System to support inclusion of workforce data in the Missouri Comprehensive Data System.

While the Missouri Comprehensive Data System requires uniformed data collection prior to inclusion, it is essential that the contributing data partners have production systems that facilitate data entry of the essential data elements and maintains industry standards for quality data. The State has leveraged resources (ARRA and IES/LDS funds) to build and upgrade production systems to support Missouri’s Training Quality Assurance System (TQAS), including the MOPD Registry and the Workshop Calendar. One essential production system missing from the data environment is a time and attendance tracking system for all young children across all learning environments. It should be noted that Missouri’s Comprehensive Data System includes time and attendance data on children participating in state and federally funded programs or receiving state or federal childcare assistance. As the children participating in these programs (subsidy-receiving, Head Start, etc.) are economically disadvantaged, this limits our ability to complete comparative analyses.

Adding the elements of Pre-K assessment, time and attendance for all children in Missouri—not just those who are economically disadvantaged and completing workforce recruitment in the TQAS will Bolster Missouri’s Comprehensive Data System.

Data Exchange Among Participating State Agencies. Metadata are information that describes data maintained within the enterprise data system. A crucial success factor for an enterprise data system is the adoption of comprehensive metadata standards. Missouri uses a metadata management tool DataSpecs. The data used within the Missouri Comprehensive Data System has standardized data elements, indicators, naming conventions, definitions, codes and formats for improved data quality and increased reliance on collected data. More specifically,



DataSpecs is used by Missouri to manage the documentation of each data collection/contributor, data repository, indicator/index, and query/report through the metadata services. The data elements entered into DataSpecs can be linked (related) with data elements in existing agency data dictionaries or to national standards, (i.e. the National Center for Education Statistics (NCES) Handbooks).

Use of this tool ensures interoperability among the various levels and types of data:

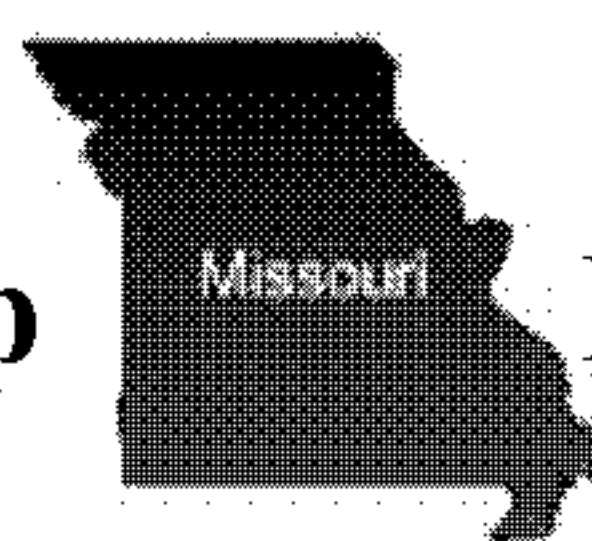
- Through a comprehensive inventory of existing data elements in a custom metadata dictionary.
- By helping users locate data elements in collections from which they are being gathered, repositories where they are maintained, and outputs where they are used.
- Allowing certified users to enter, modify, and track elements as they appear throughout the agency in collections, repositories, and outputs (reports).
- Assigning each collection/repository to a data steward – an office or person who is the owner of the metadata and responsible for its maintenance.

Data exchanges are governed by Memorandums of Understanding. Although historically each data exchange was negotiated individually, the Departments are pursuing a standardized Memorandum of Understanding and process to facilitate ongoing and future data exchanges.

Timely Generated Information. Five principles inform the Missouri Comprehensive Data System and ensure that it is relevant and accessible and provides data for continuous improvement and decision-making.

1. Learner-Centered: Designing learner-centered systems means a dramatic shift in current practice—away from compliance-focused data needs, such as reporting for federal programs, and toward information that children, families, and teachers can use to support day-to-day decisions about learning and achievement. Like a GPS navigation system, a learner-centered system tracks a child’s progress and provides individualized guidance on the paths and actions to take toward his or her learning goals. It combines hard data and qualitative information to give a full picture of learning and performance throughout a child’s entire educational experience. The information is timely and accurate. And, it is specific enough to inform the actions of teachers,

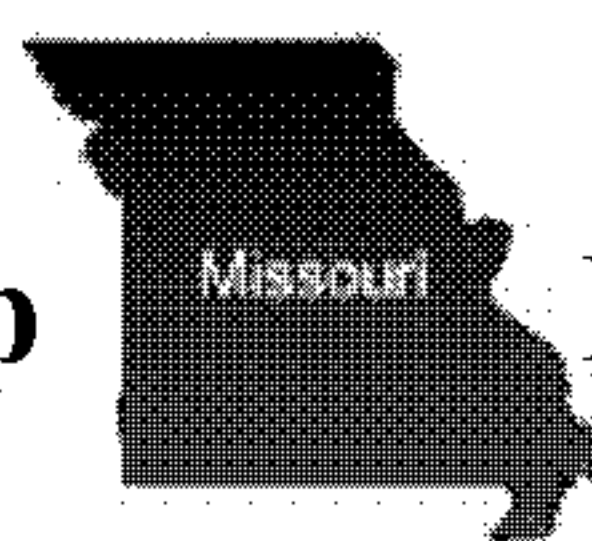




children, their families, and the variety of persons who support learning, including instructional coaches, tutors, after-school and youth workers. **Bolster Missouri’s Comprehensive Data System** includes the development of a learner-centered social network and “push” technology to provide parents with the knowledge and tools to turn every day routines into educational experiences.

2. Information Flows Across Institutions: Children are increasingly mobile and not just across Early Learning and Development Programs, schools, districts, and states, but across a number of different learning opportunities within both the traditional school day and out-of-school programs. Yet, a teacher cannot use information for a transfer student when it’s trapped in another program’s data system; if you can’t mobilize information, you cannot use it. A learner-centered system operates across institutions, integrating important information from a wide variety of schools, programs, and interventions into a more complete and accurate depiction of a child’s progress. It allows adults who work with children to better communicate and to understand more about those children. And, it enables programs, schools, districts, states, and the federal government to improve the accuracy, timeliness, and efficacy of data-gathering. Internet-based platforms that enable this seamless exchange of information, rather than costly projects to integrate systems on a one-by-one basis, are critical to learner-centered approaches. **Bolster Missouri’s Comprehensive Data System** will focus on further unification of Missouri’s early learning data with a dedicated staff member to oversee the linkages across institutions and agencies and integration of data.

3. Usefulness and Usability Drive Adoption: Good teachers strive to know their children better. To be successful, data initiatives must inform the work flow, incentives, and actual day-to-day practices of educators, but avoid “one-size-fits-all” solutions. And, unless systems are designed to be valuable to these educators in their daily work with children and provide insights into children’ goals, use of data will be limited. The best tools won’t require extensive training or campaigns to convince educators of their value—they’ll be so intuitive and easy to use that adoption comes naturally. Importantly, educator use will ensure that data is more accurate, allowing for better information and decision-making at all levels. **Bolster Missouri’s Comprehensive Data System** will include a job-embedded professional development platform which will allow teachers to find both engaging and practical activities for children. This



platform will produce transactional and assessment data for inclusion in the Missouri Comprehensive Data System.

4. Common, Yet Open Systems: The nation’s massive and ongoing investments in similarly focused health care initiatives, such as electronic medical records, which strive to use information technology and better data to radically reform and improve health care, provide an important lesson: Open, yet standards-based systems are critical. Here, good governance is essential to ensure that common policies, technical standards, privacy protections, and usage protocols across institutions are enacted and attended to on an ongoing basis. This facilitates use and allows educators to easily exchange information. But, monolithic systems are neither effective nor easily adopted. Local districts, schools, and a wide variety of other programs, from after-school to internships, will be able to tailor and customize systems for their particular information needs. The iPhone (and other “smart” phones) provide good examples: They adhere to recognized (or what might be considered standards-based) protocols so that they can operate across common voice, data, and GPS networks. The software, however, also enables the easy development and integration of an unending variety of useful applications, or “apps,” that users can install to customize and extend the use of their phones. State longitudinal data systems, which currently exist separately from district systems, could be designed in a similar way—so that they provide the core of data for every district, but enable districts to easily tailor and extend beyond the core for their unique needs. A Missouri specific example is The Missouri Professional Development Portal, launched in 2011, to provide a single point of entry for individuals wishing to use the Missouri TQAS. This resource is provided by DSS, DHSS, OPEN and Child Care Aware® of Missouri to increase access to the resources provided by these organizations including but not limited to individual and program-level training and education reports, classroom- and program-level assessment results, and individual professional development plans. **Bolster Missouri’s Comprehensive Data System** will include a mobile platform to support the TQAS notification system.

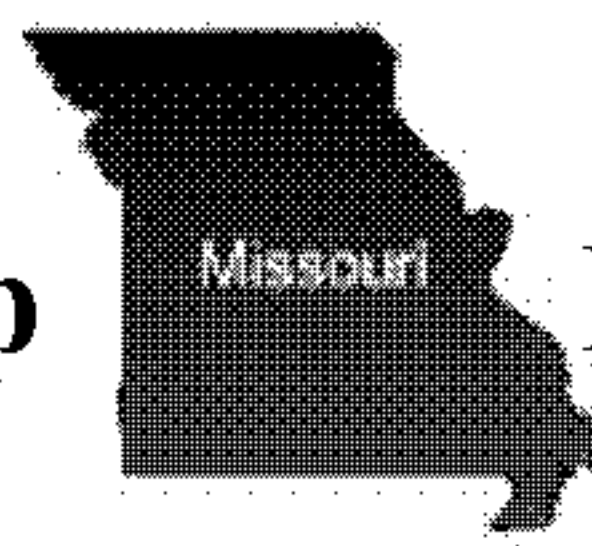
5. Get the Right Data: The right data allows us to not only assess performance—for children, educators, and administrative systems—but more importantly, to understand the processes and changes that could lead to improvement. While improvement is still not optional, the message is no longer just “You’re failing.” Instead, it’s “Here’s where you are. Here’s where



you need to go. And here’s data, information, and suggested actions to help you get there.” Just as using data to inform student learning can empower children, providing high-quality data to educators, schools, and districts about their practice will also be enabling. The most successful performance management initiatives—those that actually change practice—will engage educators and put student success and responsibility at the center.

The potential for better data to improve education is real. Data and data systems are used to help inform and improve decision-making in almost every field of human endeavor—from health to sports to crime prevention to finance to even the production of motion pictures. Schools and districts are beginning to see results. But it is astoundingly difficult to impact day-to-day classroom practices. And unless we design data systems with a primary goal of improving classroom teaching and learning, investments will show little return. **Bolster Missouri’s Comprehensive Data System** will maximize the DESE Portal for the Missouri Comprehensive Data System to present timely data in the form of quick facts, guided inquiries, and advanced inquiries to support real time learning.

Data System Oversight Requirements and Privacy. Efforts to date have resulted in stringent oversight requirements and assured compliance with Federal, State and local privacy laws. DESE has formally adopted a Data Access and Management Policy (see Attachment 36). This policy meets and exceeds the oversight requirements listed in the grant.



## VII. COMPETITION PRIORITIES

*Note about the Absolute Priority: The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority*

### Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

*Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or “competitive preference” points.*

### Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points, 8 pages)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015—

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.





## Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System

Currently, programs that serve four or fewer children do not have to obtain a license in Missouri. This grant, however, will give us the opportunity to develop a tiered rating system for those programs that serve at least two unrelated children and we will provide a “coach” to help those that have a lower rating improve their quality. The new rating system will be developed in Year 1 of the grant and will have three tiers. Each of these programs accepts at least one child who is receiving child care assistance. Our various types of licensed/inspected programs are described below.

### Licensed Programs (October 2011)

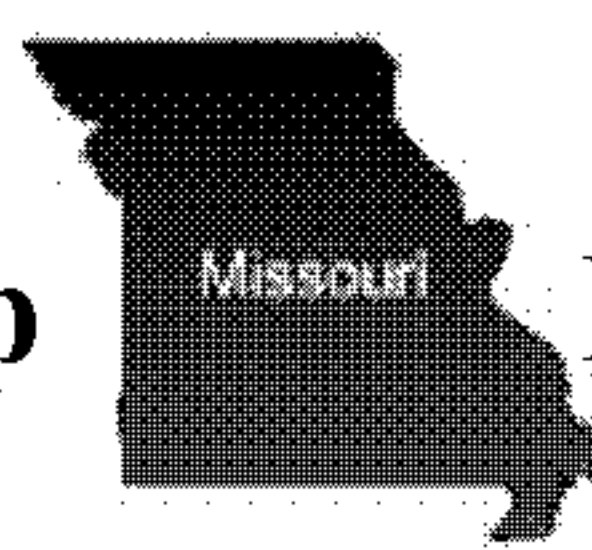
Facility Type	# of Facilities	Capacity
Licensed Centers	2,041	134,738
Licensed Group Homes	178	3,480
Licensed Family Homes	1,396	13,796
License Exempt Centers (Inspected)	573	Unknown
<b>Statewide Total of Regulated Facilities</b>	<b>4,188</b>	<b>152,014</b>

License Exemptions. Certain child care facilities are not required to obtain a child care license from the Department of Health and Senior Services. Additionally, programs that are exempt do not fall under DHSS’ full regulatory authority. To document the exemption, these programs may file a Program Evaluation Questionnaire (DC-20) with DHSS to obtain an exemption assessment.

Exemptions are set forth in Missouri Statute, 210.211, RSMo. Any person who is caring for four or fewer \*unrelated children is not required to be licensed and does not have to contact DHSS to report s/he is providing child care.

Other programs such as nursery schools and programs operated under the exclusive control of a religious organization are license-exempt. Programs such as these, under the exemptions stated in 210.211 RSMo, should file a Program Evaluation Questionnaire (DC-20) provided to DHSS so an exemption assessment can be made.

We are happy to have this opportunity in include more providers under the umbrella of our tiered *Show Me Quality for Kids* system.



Missouri’s *Show Me Quality for Kids* is a systematic approach for benchmarking quality, as well as identifying and rewarding Early Learning and Development Programs that provide high quality services.

Quality rating and improvement systems (QRIS) development and implementation is part of a larger system around what defines quality for Early Learning and Development Programs and what the essential building blocks are for a well-financed, high-quality early care and education system.

Missouri’s *Show Me Quality for Kids* (which includes rated licensing and voluntary and mandatory rating systems of programs based on indicators of program quality) is used for (1) greater consumer awareness of quality programs, (2) increasing resources to help programs improve and sustain higher quality, (3) and lead to system wide improvements in the quality of all programs, including all settings and auspices and ages of children served.

Missouri’s system provides a number of tiers in order to provide a continuum that sets clear benchmarks of quality that build upon each other, leading to the top tier that includes program accreditation by a national early learning and development program accreditation system, including NAEYC accreditation for center-based and school-based programs, and other recognized national accreditation systems for family child care and school-age care.

Missouri’s tiered rating is supported by a system wide strategy for:

- Improving professional development and higher education opportunities for program staff and directors linked to a career pathway in the field of early childhood education.
- Enhancing compensation that reflects additional education and retention in the field.
- Increasing reimbursement rates/payments to reflect the cost of quality programs and other mechanisms to ensure that high quality programs are affordable for all families.
- Expanding family involvement and understanding of quality early childhood education in ways that are inclusive and respectful of the diversity of families and children with special needs.
- Fairly evaluating programs for meeting evidence-based conditions for quality and



- Promoting programs’ continuous improvement to encourage achievement of higher tiers.

Missouri’s rating builds upon child care licensing standards while addressing:

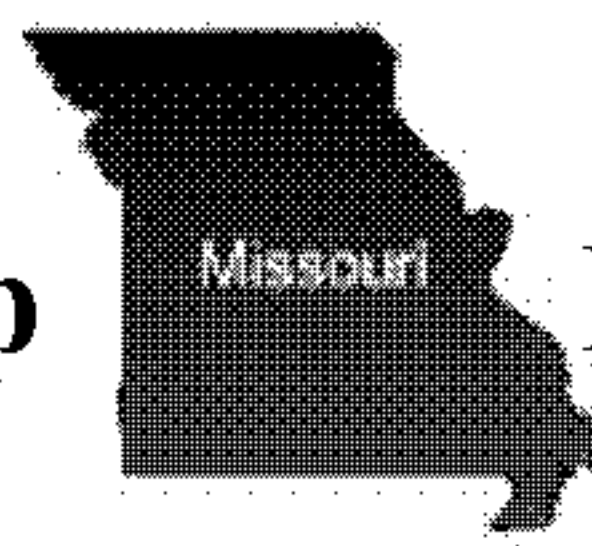
- Physical environment, including class size and ratios as well as health and safety.
- Staff qualifications and professional development.
- Interactions between teachers, children and families.
- Developmentally and culturally appropriate curriculum and classroom practices.
- Regular program evaluation and public reporting.
- Adequate number of well-trained evaluators and access to technical assistance and mentoring to help programs reach the next level of the quality rating.
- Continuous program quality improvement.

The grant will allow us to work with faith-based providers in modifying Tier 1 of the current QRIS. In addition, a statewide committee will work with FFNs to finalize a structure that will result in a three-tier system to measure quality. Once these two activities are completed, there will be a tiered quality rating system, with professional development activities available, for all types of programs in Missouri.

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

- (a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or
- (b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.



Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State’s High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State’s current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

**Sustaining Program Effects in the Early Elementary Grades**

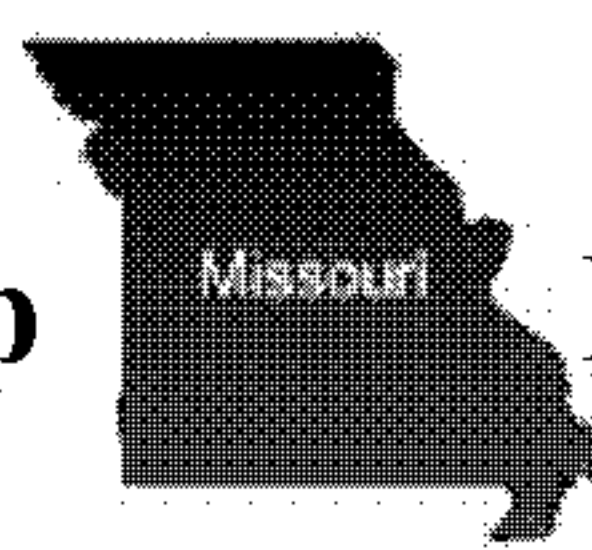
The National Association of Elementary School Principals (NAESP) Foundation’s Task Force on Early Learning recently released the report *“Building & Supporting an Aligned System: A Vision for Transforming Education Across the Pre-K-Grade Three Years.”*

In the report the Task Force notes that the full continuum of early learning is birth through grade three. It focused its recommendations, though, on children age 3 through grade three.

Often disconnected policies, practices and funding structures that oversee early learning systems, but Missouri will follow the recommended 10 action steps for policymakers and stakeholders to take as they work to build the necessary infrastructure to ensure the strong early learning experiences that young children need. These actions steps are right in line with the Race to the Top Early Learning Challenge grant application and will serve as a guide for Missouri to follow.

- Better integrate and align federal policy, regulation and funding to enable states and communities to build a coherent system of early learning from Pre-K through third grade.
- Coordinate and streamline State and local governance.



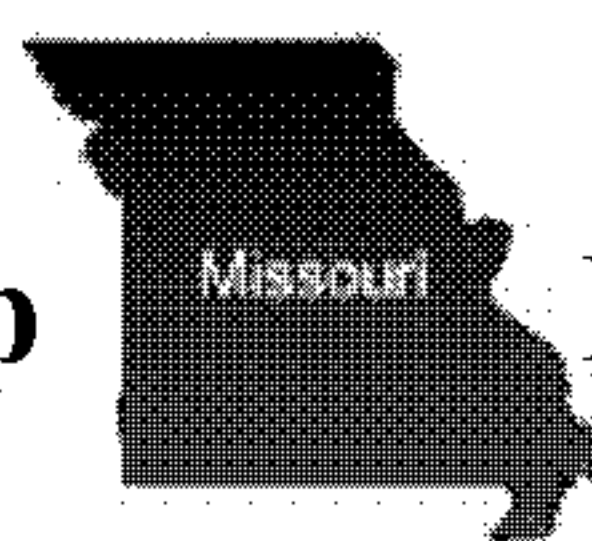


- Expand funding for Pre-Kindergarten through third grade learning to ensure that all children – particularly the most at-risk children – have access to high-quality, full-day learning experiences.
- Ensure that funding for the full continuum of Pre-K through third grade learning is directed to programs of high quality
- Leverage and integrate private funding with public resources.
- Create an aligned continuum of research-based, age-appropriate standards for young children that includes a focus on social, emotional, cognitive, language and physical development, and creative learning, as well as school-related skills.
- Develop and support an effective, well-compensated workforce with high-quality teacher and administrator preparation programs, professional development, and continuing education. These educators should be versed in the full continuum of early childhood education.
- Develop and administer age-appropriate assessments that include both formative and summative evaluations to help guide teaching and learning and to inform program effectiveness.
- Develop State and local longitudinal data systems that include Pre-K student and program information.
- Evaluate models of early learning integration and alignment through research.

Missouri Ongoing Efforts to Sustain Program Effects in Early Elementary Grades.

Missouri has a number of established programs and efforts that are working to bridge the effects of early childhood education through the early elementary grades. Three efforts include the Missouri AfterSchool Network (MASN), the Missouri Statewide Early Literacy Intervention Program (MSELIP), and work currently being done in Metropolitan Kansas City.

Missouri AfterSchool Network. As mentioned throughout the proposal, the early childhood and before- and after-school systems have been intentionally linked in Missouri. When young children enter kindergarten and the early elementary years, the need for quality care and educational enrichment does not end. The same families that participated in Head Start, state-funded Pre-K, and private child care programs still need a care and education system that supports them and their children. MASN and its partners work closely with early childhood systems builders in the State to ensure that children, families, and program staff have seamless transitions between the early childhood and afterschool care and education offerings in the State.



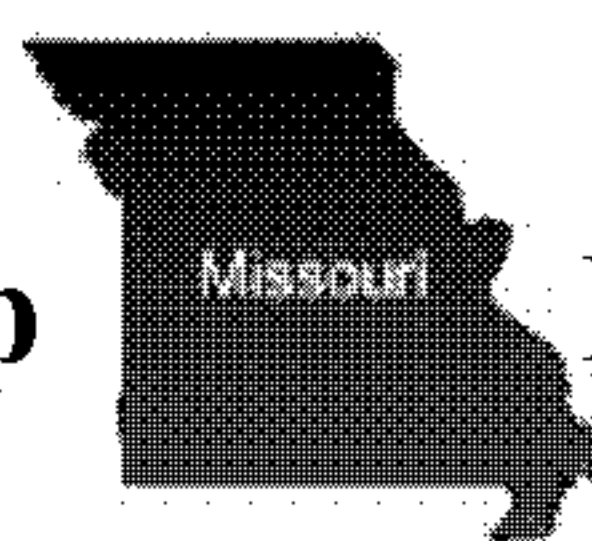
Previous efforts to coordinate between early childhood and afterschool have resulted in the *Core Competencies for Early Childhood and Youth Development Professionals*, parallel Director Credentials, and aligned *Basic Knowledge Curriculum*® (Level 1 training series).

Similar to the reform agenda outlined in this proposal, MASN has recently received funding from the Charles S. Mott Foundation to continue to develop and implement a comprehensive approach to child, staff, and program support. Components of the plan align with the priorities included in this proposal including using the State’s *Show Me Quality for Kids* Program Assessment/Scoring System (PASS) and Targeted Improvement Options, aligning afterschool standards, enhancing workforce supports, and contributing to the P-20 longitudinal data efforts.

Many afterschool programs throughout the State already provide wraparound services for half-day and full-day preschool children. These programs regularly communicate with the preschool teachers just as they communicate with the elementary teachers of younger primary students. Licensed afterschool programs are required to have a copy of all IEPs of enrolled students and many actively participate in the IEP process, particularly for Kindergarten students just entering the K-12 system. Additionally, most families are familiar with the “care” setting by kindergarten entry and often share more with the afterschool staff about the previous child care or preschool setting during transition times.

Missouri Statewide Early Literacy Intervention Program (MSELIP). Eighty-eight percent (88%) of children who have difficulty reading at the end of 1st grade have similar difficulties at the end of 4th grade (Juel, 1988); while 75% of students who are poor readers in 3rd grade will remain poor readers in high school (Shaywitz et al., 1997). Research indicates that early intervention can correct reading deficiencies in all but about 3-5% of the children (Torgesen, J.K., 2000). One program in Missouri has taken the lead on helping children read at grade level by the end of third grade.

MSELIP is designed to ensure that all Missouri children will be able to read by the third grade. MSELIP includes an early literacy group component and professional development for classroom teachers. In 1997 the Missouri Legislature provided bipartisan support to establish MSELIP housed at Southeast Missouri State University. MSELIP has funded training for teacher leaders and classroom teachers across the State interested in intensive reading interventions. A



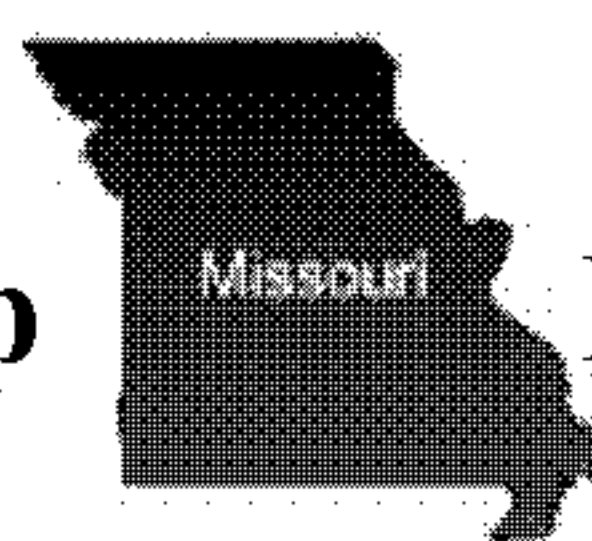
Steering Committee of State literacy leaders currently leads MSELIP and continues to serve as the coordinator of regulations, data and services across the State in conjunction with the University of Arkansas in Little Rock and Southeast Missouri State University. There are currently 244 schools in 107 school districts across the State involved. Since the start of MSELIP over 172,000 Missouri children have had a successful experience with early literacy intervention.

Grant funds can also be used to expand MSELIP services across the State to children in grades K-1. Effective short-term intervention of one-to-one instruction for the lowest achieving first grade students in reading and writing development helps. Teachers work for a maximum of 20 weeks with four individual students and use the rest of their day for intervention groups (approximately 20 additional students). It is considered a Tier III intervention with strong scientifically-based reading research (What Works Clearinghouse, 2008). This is recognized as the most effective response to intervention (RTI) model and usage currently available. It is most successful when fully implemented (available to all first graders) and used with strong, collaborative classroom teaching. By partnering with the existing framework of MSELIP, this grant has the potential to increase the percentage of children who are able to read at grade level by the end of third grade.

Metropolitan Kansas City. Early Learning and Development Programs have been a major agenda item for metropolitan Kansas City, focusing on improving access and quality. The goal is for all children to enter school ready to succeed. Access and quality are inextricably connected and ever evolving. Today, thanks to the work of many partners, parents, funders, policymakers, and researchers access and quality are much improved and the ideas around what constitutes access and quality are much more advanced.

This evolution included national accreditation for well over 100 early learning programs, scholarships to help hundreds of teachers advance their education, improved compensation for teachers, numerous centers and family home programs engaged in a Quality Rating and Improvement System (QRIS), the development of reciprocal Kansas and Missouri Early Childhood Directors' Credentials, and much more.

Building blocks that have led to the evolution of access and quality have been the result of an intentional strategy in Greater Kansas City for over 20 years. Improved child outcomes,

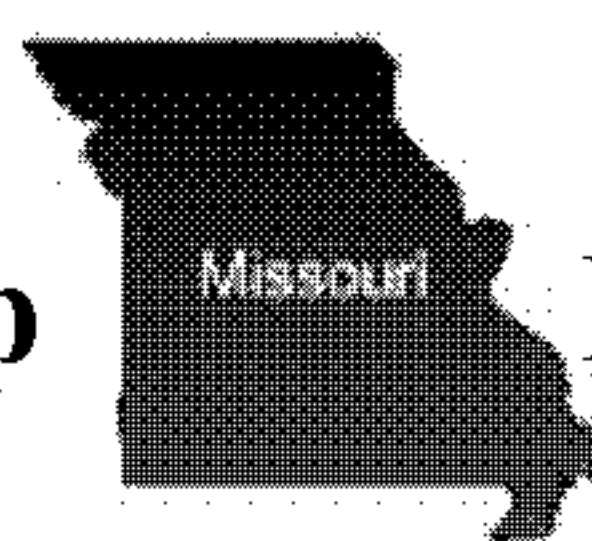


successful transitioning of children from age three to grade three, improved education and training for center directors, and advancements in the workforce are the current strategies to support the community’s continued progress toward access and quality early learning.

Kansas City is interested in building a seamless age 3 to grade three pipeline. The pipeline will assist with curriculum alignment, family support, child health and nutrition, and school performance. Each child in the project will be assigned a Missouri Student Information System (MOSIS) number to track children throughout their educational career while attending Missouri schools. Some of the variables tracked will include: parents engaged in support programs such as Parents as Teachers, children enrolled in quality early learning programs, collaborations between early learning programs and local school districts to assure smooth transitions from age three to grade three with alignment of curriculum, number of children reading at grade level by the end of third grade, increased school attendance for children age three to grade three, and enrollment in summer programming. This is the model for what Missouri wants to see all across the State for children and families, although we will look at children beginning at birth.

Leveraging Funds. State departments, school districts, programs and organizations will repurpose a percentage of their Federal, State, and local resources for implementation and sustainability of the Missouri Early Learning and Development System. For example, after-school programs have the ability to leverage Federal, State, and local resources, including parent fees, private foundations, and business contributions to support the care and education of children. The State offers two grant opportunities to start up or expand afterschool programs: School Age Care grants and 21st Century Community Learning Center grants. State funds are also available to Community Partnerships for use in afterschool settings. Many afterschool programs utilize Title I funds for transportation or an afterschool liaison, Child and Adult Care Food Program (CACFP) for meals and snacks, and CCDF for child care subsidy. Other programs benefit from local taxes and rely on school districts to share space and cover utility costs. Several private foundations and large corporations actively support afterschool systems and local programs including the C.S. Mott Foundation, Noyce Foundation, J.C. Penney’s, Target, Lowes, Home Depot, and Walmart. As a partner in the activities outlined in this proposal, the afterschool community serving children up through age eight looks forward to





continuing collaboration with the early childhood field and to enhancing State systems for all children birth through age eight.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

**Encouraging Private-Sector Support**

A way to predict the future is to look at the past. The private sector has stepped up to support high quality early learning in Missouri over the years. The Hall Family Foundation, the Francis Family Foundation, Chambers of Commerce, and many businesses have helped support quality early learning. Business leaders have contributed their time and expense to serve on various boards and commissions and to participate in early learning State planning such as the “Pre-K Panel for Voluntary Pre-K”. Business and community leaders have been actively engaged in bringing their resources to the table to support passage of legislation that would improve quality early learning.

One example of how the private sector can be involved is the Metropolitan Council on Early Learning (MCEL). This group’s vision is that all children will enter school prepared for success. A part of the Mid-America Regional Council (MARC) since 1989, MCEL serves as a think tank and change catalyst for the development and implementation of an early learning system in Greater Kansas City to make this vision a reality.

In the eight-county MARC region, approximately 650 centers and 1,700 family child care programs provide early learning programs to nearly 50,000 children daily. MCEL works with an extensive network of community partners from the public and private sector to develop and implement an early learning system that supports families and prepares children for success in school. Through Partners in Quality, leaders from early learning initiatives and programs, business, elected officials, and education guide the work of MCEL through strategic planning, advocacy, and the development of short- and long-term work plans.

Furthermore, Missouri advocacy partners have begun the Missouri Coalition for School Readiness. This emerging coalition includes early learning advocates and practitioners, business leaders, parents, law enforcement, and other interested Missourians who want to come together



to support investment in early childhood education so that children are better prepared for success in school. The mission of the Coalition is to work to ensure that Missouri children under the age of five have access to high-quality early learning programs that prepare them for the best success in school and in life.

The long-term goal of the Coalition is to create a statewide voluntary Pre-K program as part of a comprehensive birth-to-five system that ensures all Missouri children, and especially those most at-risk, have access to high-quality early learning programs. To accomplish this goal the Coalition will work to build grass-tops leadership, build legislative support for investments in Pre-K during future legislative sessions and work to make Pre-K a campaign priority for candidates and voters in the upcoming elections.

The private sector will continue to provide support by engaging their communities around the Early Learning Challenge Grant implementation. Communities will approach the private sector for resources, both fiscal and human, to engage in implementation of their early learning initiatives. Faith communities, chambers of commerce, business roundtables, philanthropic organizations, and service clubs will be engaged (see [Attachment 13](#) for Letters of Support.)

With the business community, educators, human service professionals, and families across Missouri working together, we will “Make it to the Top!”