### U.S. Department of Education

Washington, D.C. 20202-5335



# APPLICATION FOR GRANTS UNDER THE

**Preschool Development Grants - Development** 

CFDA # 84.419A

PR/Award # \$419A150002

Gramts.gov Tracking#; GRANT11755215

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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Nonresponsive

OMB Number: 4040-0004 Expiration Date: 8/31/2016

Application for Federal Assistance SF-424										
' 1. Type of Submiss	ion:	1 2. Typ	e of Application:	* If Rev	sion, select appro	priate letter(s	s):			
Preapplication		New								
Application		-	Continuation Other (Specify):							
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* 3. Date Received:										
10/07/2014		4. Appii	icant Identifier:							
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State Use Only:										
6. Date Received by	State:		7. State Application	Identifi	er:					
8. APPLICANT INFO	ORMATION:									
* a. Legal Name: S	tate of Missou	ri Dep	artment of Elem	. and	Sec. Educa	tion				
* b. Employer/Taxpay	yer. Identification Nur	nber (EII	N/TIN);	- c.	Organizational D	UNS:				
44-6000987		-		1	7469230000					
d. Address:										
'Street1: 205 Jefferson Street										
Street2: P0 Box 480										
*City: Jefferson City										
County/Parish:										
' State:										
Province:										
* Country:				U	SA: UNITED S	STATES				
* Zip / Postal Code:	65102-0480									
e. Organizational U	Init:									
Department Name:				Divi	sion Name:					
MO Department	of Elem & Sec	E.ci		1-		nded Lear	rning		$\neg$	
f. Name and contact information of person to be contacted on matters involving this application:										
Prefix: Dr.			* First Name	e: [	Stacey					
Middle Name: Jon	es									
*Last Name: Freis										
Suffix:										
Title: Assistant Commissioner										
Organizational Affiliation:										
Missouri Department of Elementary and Secondary Education										
* Telephone Number: 573-751-9434 Fax Number: 573-751-9434										
'Email: stacey.	'Email: stacey.preis@dese.mo.gov									

PR/Award # S419A150002

Application for Federal Assistance SF-424
* 9. Type of Applicant 1: Select Applicant Type:
A: State Covernment
Type of Applicant 2: Select Applicant Type:
Type of Applicant 3: Select Applicant Type:
* Other (specify):
* 10. Name of Federal Agency:
U.S. Department of Education
11. Catalog of Federal Domestic Assistance Number:
84.419
CFDA Title:
Preschool Development Grants
* 12. Funding Opportunity Number:
ED-GRANTS-081814-001
* Title: Office of Flementary and Secondary Education (OESE): Preschool Development Grants: Development
Grants CFDA Number 84.419A
13. Competition Identification Number:
84 419A2015 1
Title:
14. Areas Affected by Project (Cities, Counties, States, etc.):
MO_High=Needs_Map.pdf
*15. Descriptive Title of Applicant's Project:    Now for Later: Missouri's Investment in Early Learning
Now lot Later: Missouri s investment in Early Learning
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Attach supporting documents as specified in agency instructions.  Add Attachments   Delete Attachments   View Attachments
Add Attachments Delete Attachments View Attachments

Application for Federal Assistance SF-424			
16. Congressional Districts Of:			
* a. Applicant MC-A11 b. Program/Project MO-A11			
Attach an additional list of Program/Project Congressional Districts if needed.			
Add Attachment			
17. Proposed Project:			
*a. Start Date:       01/05/2015         *b. End Date:       01/05/2019			
18. Estimated Funding (\$):			
* a. Federal 63, 955, 325.00			
* b. Applicant 0.00			
* c. State (b)(4)			
* d. Local			
* e. Other			
* f. Program Income			
*g. TOTAL			
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?			
a. This application was made available to the State under the Executive Order 12372 Process for review on			
b. Program is subject to E.O. 12372 but has not been selected by the State for review.			
☑ c. Program is not covered by E.O. 12372.			
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)			
Yes No			
If "Yes", provide explanation and attach			
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)  **I AGREE*  ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.			
Authorized Representative:			
Prefix: Dr. *First Name: Stadey			
Middle Name: Jones			
*Last Name: Preis			
Suffix:			
*Title: Assistant Commissioner			
* Telephone Number: 573-751-4234 Fax Number: 573-751-9434			
*Email: stacey.preis@dese.mo.gov			
* Signature of Authorized Representative: Stacey Preis *, Date, Signed: 10/07/2014			

PR/Award # S419A150002 Page e5 These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

# APPLICATION ASSURANCES AND CERTIFICATIONS Preschool Development Grants -- Development Grants Competition (CFDA No. 84.419A)

	· · · · · · · · · · · · · · · · · · ·		
Legal Name of Applicant	Applicant's Mailing Add	lress:	
(Office of the Governor):	Donardmant of Dlamant		
State of Missouri, Office of the Governor	P.O. Box 480	ry and Secondary Education	
Jeremiah W. (Jay) Nixon	Jefferson City, MO 6510	12	
Employer Identification Number:	Organizational DUNS:		
44-6000987	093746923		
Lead Agency: Department of Elementary and	Lead Agency Contact Ph	ione: (573) 751-4234	
Secondary Education			
Contact Name: Stacey Preis	Lead Agency Contact Er	nail Address:	
(Single point of contact for communication)	stacey.preis@dese.mo.go	υV	
Required Applicant Signatures (Must include signatures from an authorized representative of each Subgrantee			
Insert additional signature blocks as needed below	. To simplify the process, s	signatories may sign on separate	
Application Assurance forms.):			
To the best of my knowledge and belief, all of the information and data in this application are true and correct.			
I further certify that I have read the application, am fully committed to it, and will support its implementation:			
Governor or Authorized Representative of the Governor	ernor (Printed Name):	Telephone:	
Jeremiah W. (Jay) Nixon		(573) 751-3222	
Signature of Governor or Authorized Representativ	e of the Governor:	Date:	
C MAN		10/6/14	
Lead Agency Authorized Representative (Printed N		Agency Name: Department of	
Margie Vandeven Signature of Lead Agency Authorized Representati		Elementary and Secondary Education	
Signature of Lead Agency Authorized Representati	ve:	Date:	
Mayor Vankwe_		10-6-14	
1 000 000 000		<u>'</u>	

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Gov	vernor (Printed Name):
Jeremiah W. (Jay) Nixon	•
Signature:	Date: 10/6/14

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JAMES M. CACCAMO

DARYL ROTHMAN EXECUTIVE DIRECTOR

# STATE OF MISSOURI Coordinating Board for Early Childhood

205 JEFFERSON STREET, PO BOX 88 JEFFERSON CITY, MO 65103

September 12, 2014

Dr. Stacey Preis, Assistant Commissioner Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, Missouri 65102

Dear Dr. Preis:

Respéctfully

The Coordinating Board for Early Childhood (CBEC) as the operational State Advisory Council on Early Childhood Education and Care is fully supportive of the Department's application to secure a Federal Preschool Development Grant. The Coordinating Board will assist in the preparation of the application, as necessary.

The Board will work collaborative with the Department and the partners in the grant. Our goal, like your's, is to increase the number of children who are in high quality early learning.

As you know, I direct the Mid-America Head Start. We are the largest Head Start Grantee in Federal Region VII and will collaborate with the Department in this application. It is our intent to have Missouri provide high quality early learning to as many children as possible.

Please let the Board know how we might assist the Department in this application.

ames M. Caccamo, Ph.D. Chair, Coordinating Board	for Fork Obildhar
Director of the Department	ior Early Unitended

Mid-America Regional Council

September 29, 2014

Dear Commissioner Nicastro:

On behalf of the Alliance for Childhood Education, a statewide, non-profit, non-partisan coalition of business leaders committed to improving Missouri's education system, I want to thank you for considering the Missouri Department of Elementary and Secondary Education for the Preschool Development Grant.

The momentum behind quality early childhood education is building throughout our state. During the 2014 Missouri General Assembly, we made education history by passing a bill that adds preschool for free and reduced lunch eligible three- and four-year-olds to our education foundation formula. Unfortunately, the law is contingent upon fully funding the formula, which is currently \$550 million underfunded.

Each year we fail to expand access to preschool stands as a failure to impact the lives of thousands of Missouri children in a positive manner. In the most recent annual report of the National Institute for Early Education Research, Missouri was the 38th worst state in terms of preschool funding. The \$17.5 million Missouri would receive under this grant will help our highest-needs communities across the state – communities that simply cannot afford to wait.

Thank you again for your consideration.

Sincerely,	
(b)(6)	

Tyler Nottberg,

Chairman & CEO, U.S. Engineering Company Holdings Co-Founder, Alliance for Childhood Education



September 25, 2014

Stacey Preis, Ph.D.
Assistant Commissioner
Office of Early and Extended Learning
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Dr. Preis:

We are pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

If you need any additional information from our organization please feel free to contact me at 573-635-0073. Thank you for your consideration of this matter.

Sincerely,	
(b)(6)	
Kelly McClendon	
President	

	Patterson.	Ph.D.
(b)(6)		



September 12, 2014

Stacey Preis, Ph.D.
Assistant Commissioner
Office of Early and Extended Learning
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480

#### Dear Dr. Preis:

I am pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

As a proponent for young children with disabilities and an observer of early education programs for many years, I have had the opportunity to see numerous classrooms in operation. I have seen the importance and impact of quality programs on future success of children. Missouri's young children would benefit greatly from this Preschool Development Grant. Thank you for your consideration.

Regards,

Shirley Patterson, Ph.D., CCC-SLP ASHA Fellow





1639 Cross Center Drive, Suite 354 Norman, Oklahoma 73019-5050

tel 405.325.1729 800.228.1766 fax 405.325.1824

Dr. Chris L. Nicastro Commissioner Missouri Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65109-0480

Dear Dr. Nicastro:

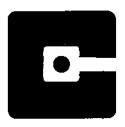
We are pleased to write this letter of support for the Missouri Department of Elementary and Secondary Education (DESE) Office of Early and Extended Learning to assist in its efforts in applying for a Preschool Development Grant through the U.S. Department of Education (ED). This grant will allow DESE to extend higher quality preschool opportunities to all four-year olds across the state.

As Central Comprehensive Center (C3) Director and Principal Investigator, a federally funded educational technical assistance (TA) center serving the states of Colorado, Kansas, and Missouri, we can speak to the true collaborative spirit that has been fostered between DESE and C3. C3 has been collaborating with DESE's Office of Early and Extended Learning in a variety of ways to provide TA and high quality services to every child and prepare teachers to understand the unique needs of these children. The research provides evidence of the critical need to support early learners and their teachers in a more effective way that can increase students' knowledge, hone their skills, and improve their abilities to graduate from high school college- or career-ready. C3 tailors TA strategies and activities to address Missouri's capacity building priorities. These strategies address (a) Missouri's educational goals and priorities, including major reform efforts underway: (b) the current status of Missouri in meeting ED requirements and priorities; (c) the types of TA and related strategies that would help districts and schools implement ED programs and priorities to close existing achievement gaps in the content areas; and (d) state and regional student demographics and other contextual factors, such as urban and rural locality. The ultimate goal is to build DESE's capacity to help districts and schools implement the provisions and programs of the Elementary and Secondary Education Act and other federal programs.

We hope DESE is successful in receiving this Preschool Development Grant and look forward to working in partnership with the department to implement the strategies and achieve the goals described within the grant proposal.

Warm regards,		
(b)(6)		

Donna Richardson, Ed.D. C3 Director College of Continuing Education University of Oklahoma Belinda Biscoe Boni, Ph.D. C3 Principal Investigator Associate Vice President for Public and Community Services University of Oklahoma



THE CIVIC COUNCIL OF GREATER KANSAS CITY
One Kansas City Place, 1200 Main Street, Suite 230
Kansas City, Missouri 64105
Telephone: 816-221-2263 FAX: 816-221-2209

September 19, 2014

Dr. Chris Nicastro, Commissioner Missouri Department of Elementary and Secondary Education 205 Jefferson Street PO Box 480 Jefferson City, MO 65102-0480

Dear Commissioner Nicastro:

On behalf of The Civic Council of Greater Kansas City, we are pleased to support the Missouri Department of Elementary and Secondary Education's (DESE) application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services. Founded in 1964, today the Civic Council is composed of 85 CEOs representing the largest employers in the Kansas City metropolitan area. Our mission is to define the Kansas City region's future as a leading global location for business and quality of life through our leadership, resources and influence.

One of the top priorities of the Civic Council is education and workforce development. We strongly support the application for the Preschool Development Grant because it will provide essential funding for the State of Missouri to increase its capacity to offer high-quality, voluntary preschool in the State's highest-needs communities. And, we applaud DESE for working with a diverse set of stakeholders around the state – including preschool providers, Head Start, early childhood organizations, universities, education organizations, other state agencies and the business community – to pursue this important funding opportunity.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> out of 41 states that provide funding for preschool. This is simply unacceptable. It is undisputed that high-quality early childhood education provides the foundation for students to succeed in school and life. This grant would provide Missouri with critical funding to allow the State to offer valuable educational opportunities to help prepare our youngest and highest-need children for success in kindergarten, through elementary and secondary school and beyond.

For these reasons, the Civic Council enthusiastically supports DESE's application.

Sincerely	
(b)(6)	
John J. Sherman	
Chair	

cc: Dr. Stacey Preis



September 15, 2014

United States Department of Education 400 Maryland Avenue, SW Washington, DC 20202

U.S. Department of Health and Human Services 370 L'Enfant Promenade, S.W. Washington, DC 20447

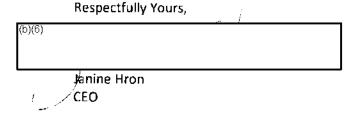
To Preschool Development Grant Reviewers.

Crittenton Children's Center based in Kansas City, Missouri is a provider of comprehensive mental health resources for children of all ages. Our commitment to preschool education and early childhood development is through our *Head Start Trauma Smart* initiative. Every day we relate with the Missouri Departments for Education, Social Services and Mental Health and know them to be steadfast leaders for our shared objective to support development of healthy, well educated and happy children. Critical to this goal is focus on a stimulating and nurturing early childhood experience. In fact, beyond the important advancements for individual lives, we believe positive early learning and care is a cornerstone for the ongoing productivity and overall success of communities across our state.

In the most recent annual report of the National Institute for Early Education Research, Missouri was ranked 38<sup>th</sup> of 41 states that provide funding for preschool. Through the implementation of the Crittenton *Head Start Trauma Smart* model we have witnessed firsthand the copious unmet needs in twenty-seven counties across Missouri. In urban and rural communities alike, we are collectively struggling to support the children and their families. Additional resources are needed to improve this, most particularly for addressing capacity of high quality preschool in our highest needs communities.

For Missouri this grant would provide up to \$17.5 million in funding to assist our highest needs communities across the state. We are confident that this buoy will be well applied and managed in order to achieve the highest possible return for investment.

We are pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services. If I can provide additional information as you consider this proposal, please do not hesitate to contact me: <a href="mailto:jhron@saint-lukes.org">jhron@saint-lukes.org</a> or 816-767-4363.



### Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010 RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466



Gail Vasterling Director

Jeremiah W. (Jay) Nixon Governor

September 15, 2014

Stacey Preis, Ph.D.
Assistant Commissioner
Office of Early and Extended Learning
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Dr. Preis:

We are pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

Please feel free to contact this office if you have questions or need additional information.

Sincerely.	
(b)(6)	
Gail Vasterling	)
•	,
Director	

www.health.mo.gov

### JEREMIAH W. (JAY) NIXON GOVERNOR



KEITH SCHAFER, Ed.D.
DIRECTOR

# STATE OF MISSOURI DEPARTMENT OF MENTAL HEALTH

1706 EAST ELM STREET, P.O. BOX 687 JEFFERSON CITY, MISSOURI 65102 PHONE: (573) 751-4122 FAX: (573) 751-8224

www.cims.aro.gcv

September 24, 2014

Chris L Nicastro, Commissioner Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102-0480

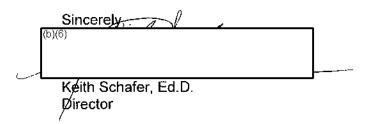
Dear Commissioner Nicastro:

The Department of Mental Health (DMH) is pleased to support the Department of Elementary and Secondary Education (DESE) in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high quality preschool.

DMH has worked with DESE on a variety of collaborative efforts and is eager to continue this relationship. We are committed to helping establish an effective early childhood system and programming in Missouri and currently participate on both the Coordinating Board for Early Childhood and the Early Childhood Comprehensive Systems state teams. Our participation includes ensuring that the comprehensive system includes the promotion of social and emotional wellness of young children and their families. Social and emotional development in young children is critical to their success in school and in life.

The Department of Mental Health fully supports your department's efforts and looks forward to working collaboratively with your agency in assuring that all children have access to high quality early childhood education.



JEREMIAH W. (JAY) NIXON, GOVERNOR • BRIAN KINKADE, DIRECTOR

TIM DECKER, DIRECTOR CHILDREN'S DIVISION

P.O. BOX 88 • JEHERSON CITY, MO 65103-0088 WWW.D8S.MO.GOV • 573-522-8024 • 573-526-3971 FAX

October 1, 2014

US Department of Education
US Department of Health and Human Services

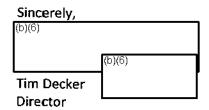
RE: Preschool Development Grant

We are pleased to support the Missouri Department of Elementary and Secondary Education (DESE) in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the lead agency for the federal Child Care and Development Fund, the Department of Social Services, Children's Division has collaborated and partnered with DESE on several areas related to the early childhood programs in Missouri.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality education.

Please feel free to contact us if you have any questions or need additional information.



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Director

Dept. of Social Services

Lowell Kruse Senior Fellow

Heartland Foundation

Gail Vasterling

Director

Dept. of Health & Senior Services

Roseann Bentley Associate Commissioner

Greene County

Ann Covington Chief Justice

MO Supreme Court (Ret)

Of Counsel Bryan Cave

**Jack Craft** Partner Lathrop & Gage

**Daniel Isom** Director

Dept. of Public Safety

George Lombardi

Director

Dept. of Corrections

Michael A. Middleton Deputy Chancellor

University of Missouri-Columbia

Chris Nicastro

Commissioner Dept. of Elementary and Secondary Education

Loretta Prater

Dean (Ret) Southeast Missouri State University

Ryan McKenna

Director

Dept. of Labor and Industrial Relations

David Russell

Commissioner

Dept. of Higher Education

Keith Schafer Director

Dept. of Mental Health

Kathryn Swan President JCS wireless

Mike Downing

Director

Dept. of Economic Development

**Blanche Touhill** Chancellor Emeritus

University of Missouri- St. Louis

**Bailus Tate** 

Black Economic Union of Greater Kansas City

Bill Dent

**Board Director** 

Commissioner Chris Nicastro

MO Dept of Elementary & Secondary Education

PO Box 480

Jefferson City, MO 65102-0480

Family and Community Trust

September 22, 2014

Dear Commissioner Nicastro,

On behalf of the Family and Community Trust (FACT) Board of Directors, I want to extend to you gratitude for the grant submission to seek funding to support preschool development. As an organization that is focused on achieving results for Missouri's children and families, we are acutely aware of the benefits of early educational opportunities. This new opportunity would focus efforts in our highest-needs areas and Missouri will benefit greatly from it. As the new KIDS COUNT grantee for our state, will look for opportunities to support your efforts any way we can.

So we are pleased to support your application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

We took note of the recent annual report of the National Institute for Early Education Research which ranked Missouri 38th of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would infuse Missouri with up to \$17.5 million in funding to assist our highestneeds communities across the state. By offering valuable opportunities for access to high-quality preschool we will set them on a course for success later in life.

Thank you and your organization for seeking this extraordinary opportunity for our children, their families and our state.

Sincerely,

William T. Dent **Board Director** 



Herbert M. Kohn Direct: 816-374-3216 Fax: 816-855-3216 hmkohn@bryancave.com

September 15, 2014

The Honorable Jay Nixon, Governor Office of the Governor State Capitol Building, Room 216 Jefferson City, Missouri 65101

#### Dear Governor Nixon:

As a person actively engaged in civic and business issues in Kansas City, I have a strong interest in early learning. It is my understanding that you have asked the Missouri Department of Elementary and Secondary Education's (DESE) to submit an application to the United States Department of Education to compete for a Preschool Development Grant (84.419A). Thank you. I believe that quality early learning is critical in providing our children a strong foundation to be successful in school.

It is my hope that Kansas City would be a contender to receive a portion of the grant dollars when the grant is funded. As you know, Kansas City has many school districts providing early learning programs but only to a small percentage of our fouryear old children. The percentage of young children from low-income families continues to grow as does the need for quality early learning.

I am sure that Greater Kansas City can provide an ambitious and achievable plan to increase the number of low-income children who will be served in early learning. Our city has the dedication and capacity to deliver more high quality early learning services to our four-year old children. And, as you may recall, I chaired a Commission on this subject about a year ago and am still involved in attempting to develop a program in the Kansas City area.

It is my considered and thoughtful opinion that you should select Greater Kansas City as one of the sites to implement this grant. This will be an important movement forward in serving our community's four-year old children of low-income families.

		•	•
S	incerely,		
	(b)(6)		

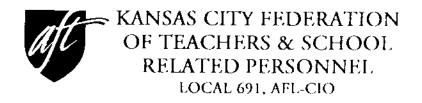
Herbert M. Kohn, Partner Bryan Cave LLP One Kansas City Place 1200 Main Street, Suite 3800 Kansas City, Missouri 64105-2122

Mike Nietzel, Chief Policy Advisor Chris Nicastro, Commissioner

Bryan Cave LLP One Kansas City Place 1200 Main Street Suite 3800 Kansas City, MB 84105-2122 Tel (816) 374-3200 Fax (816) 374-3300 www.bryancave.com

Bryan Cave Offices

Atlanta Baulder Charlotte Chicago Colorado Springs Dallas Denver Frankfurt Hamburg Hong Kong Irvine Jefferson City Kansas City London Los Angeles Miami New York Phoenix San Francisco Shanghai Singapore St. Louis Washington, OC



3901 Main Street, Suite 201 Kansas City, MO 64171 (816) 756-1818 • Fax 756-0818 4 mail: kcft691 a sheqlobal.net

October 1, 2014

Ms. Preis:

We are pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

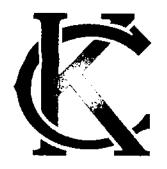
With a poverty rate over 95% in Kansas City Public Schools, the Kansas City Federation of Teachers and School-Related Personnel recognizes that early childhood education is critical to the social and academic success of our students.

But it is just as important for the parents of our children. With the high cost of child care, our parents are unable to afford to enroll their children in a high quality preschool program, and it makes it difficult for them to gain and sustain employment.

Whether or not Missouri's most vulnerable young children and their families will reach their potential depends in large part on our investment in these programs. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

Sincerely,		
(b)(6)		

Andrea Flinders President



### Office of the Mayor

### Mayor Sylvester "Siy" James, Jr.

29th Floor, City Hall 414 East 12th Street Kansas City, Missouri 64106

(816) 513-3500 Fax: (816) 513-3518

September 15, 2014

The Honorable Jay Nixon
Office of the Governor
State Capitol Building, Room 216
Jefferson City, Missouri 65101

Dear Governor Nixon:

I'm so grateful that you and I share a common vision that investing in our children's academic development should be a high priority. To that end, I deeply appreciate you authorizing the Missouri Department of Elementary and Secondary Education (DESE) to submit a grant application to the United States Department of Education to compete for a Preschool Development Grant (84.419A). As you know, quality early childhood education is critical in providing our children a strong educational foundation and I am hoping that the City of Kansas City and the State of Missouri can be partners in this vitally important effort.

Kansas City is well positioned to make the most out of the State's funding from the Preschool Development Grant. Kansas City is the only city in the state with a city-wide focus on increasing the number of children reading proficiently by third grade. Turn the Page KC is sounding the alarm bell about the woeful situation we have in Kansas City: only a third of our children are reading at grade level by end of third grade. School readiness is a primary focus of Turn the Page KC's efforts. Getting more of our low-income preschoolers in quality early learning will significantly improve their chances of arriving at Kindergarten on track and ready to learn. And children who are ready for Kindergarten are much more likely to be reading at grade level in third grade.

The focus of the Preschool Development grant is to increase early learning access to children in poverty, specifically whose family income is at or below 200 percent of the federal poverty level. Over half (56 percent) of Kansas City's children live in families with incomes below 200 percent. (Source: National Kids Count, 2012). This number has increased from 45 percent in 2008. In addition, the concentration of poverty is Kansas City is significant. Approximately, 15,000 (37 percent) of Kansas City's children ages 0-5 live in families with incomes below 100% of the federal poverty level.

Every school district within the city limits is struggling to provide quality early learning. Many have the ability to serve additional four-year old children. We also have a number of accredited community-based early learning programs however, some are beyond what our low-income families can afford. Finally, we are fortunate to have an outstanding Head Start program. Even with these programs, Kansas City is serving only a portion of our four-year old children.

Working with the Department of Early Learning at the Mid-America Regional Council, our interested public school districts, and our community-based early learning programs, Kansas City can provide an ambitious and achievable plan to increase the number of low-income children who will be served in early learning.

As you can see, Kansas City is setting the bar high in terms of becoming a community that focuses on academic achievement at the earliest moment possible if a child's life. Considering that fact, our community is a natural fit for the Preschool Development grant. Please don't hesitate to contact my office if we can provide more insight into our early childhood education focus.

Sincerely,

Wester "Sly" James, Jr.

Mayor of Kansas City, Missouri

ce: Mike Nietzel, Chief Policy Advisor

Chris Nicastro, Commissioner of Education

500 Broadway, State 200 Kansas City, Missouri 64105-1659

816/474-4240 816/421-7758 F4X www.marc.org



September 15, 2014

The Honorable Jay Nixon Governor State of Missouri State Capitol Building, Room 216 Jefferson City, Missouri 65101

Dear Governor Nixon:

The Mid-America Regional Council is strongly supportive of quality early learning. Our Department of Early Learning has been engaged in improving access to and the quality of early learning programs for many years. As you know, we are the Head Start grantee serving approximately 3,000 Head Start and Early Head Start children and their families. Jim Caccamo has informed me that the Missouri Department of Elementary and Secondary Education (DESE) will be submitting a grant application to the United States Department of Education to compete for a Preschool Development Grant (84.419A).

Kansas City is well positioned to receive a portion of these grant dollars. We have many school districts providing early learning programs to a small percentage of their four-year old children. We also have a number of accredited community-based early learning programs however, some are beyond what our low-income families can afford.

The percentage of children from low-income families under the age of five continues to grow and has significantly increased over the past decade. Every school district within MARC's region is struggfing to provide quality early learning. Many have the ability to serve additional four-year old children.

Working with our interested public school districts and our community-based early learning programs, Jackson, Clay, and Platte counties can provide an ambitious and achievable plan to increase the number of low-income children who will be served in early learning. I am sure that our region has the capacity to deliver more high-quality early learning services to our low-income four-year old children and their families.

I encourage you to name Kansas City as one of the sites to implement this grant.

Sincerely,	1
(b)(6)	
David A. Warm	
Executive Director	

Mike Nietzel, Chief Policy Advisor Dr. Chris Nieastro, Commissioner Jim Caccamo, MARC

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### Missouri Association for Community Action, Inc.

2014 William St. Jefferson City, MO 65109-1186

PHONE: 573.634.2969 FAX: 573.636.9440

www.communityaction.org

September 19, 2014

Missouri Department of Elementary & Secondary Education 205 Jefferson St.
Jefferson City, MO 65101

Dear Commissioner Chris Nicastro,

Missouri Association for Community Action (MACA) represents the 19 Community Action Agencies that provide critical services in every county and the city of St. Louis. Missouri's Community Action Agencies provide a comprehensive range of programs for families with limited resources and strengthen the communities in their area. MACA knows that providing young children with the opportunity to build a strong foundation for learning will benefit them throughout their education.

We are pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

Sincerely,	
(b)(6)	
Heather Lockard	
MAACA Evacutive Director	



### Missouri Association of Elementary School Principals

3550 Amazonas Drive Jefferson City, MO 65109 Phone: 573.638.2460 Fax: 573.556.6270

October 1, 2014

To Whom It May Concern:

The Missouri Association of Elementary School Principals (MAESP) is pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. Elementary and middle level principals know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to help our highest-needs communities across the state offer valuable opportunities for access to high-quality preschool.

MAESP stands ready to partner with Missouri Department of Elementary and Secondary. Education to make sure high-quality experiences are not dependent on family income or social status in Missouri communities. Excellent early childhood programming must become the rule rather than the exception for the children of Missouri.

F	Respectfully,			
	(b)(6)	I		
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		I		
		I		

Michael L. Schooley, Ed. D.

Executive Director

Missouri Association of Elementary School Principals



## MISSOURI ASSOCIATION OF RURAL EDUCATION

Dr. Ray V. Patrick, Exec. Director rpatrick@moare.com
(Cell) 660-909-5118

Dr. Jerry Cochran, Asst. Exec. Director <u>jcochran@moare.com</u> (Cell) 660-596-3184

201 South Holden • Suite 202 • Warrensburg, Missouri 64093-3400 Phone 660-747-8050 Fax 660-747-8160

September 15, 2014

Dr. Chris L Nicastro
Missouri Commissioner of Education
Missouri Department of Elementary & Secondary Education
PO Box 480, 205 Jefferson Street
Jefferson City, Missouri, 65102-0480

Attn: Dr. Stacey Preis

Dear Dr. Nicastro:

I serve as the Executive Director of the Missouri Association of Rural Education (MARE). MARE is a Service Organization that recognizes the needs and concerns unique to rural education. It provides a forum for the discussion and resolution of those needs and concerns, and presents a unified voice for rural education in Missouri. Having access to increased capacity for a high-quality voluntary preschool program in high needs communities is as important in rural schools as it is in urban and suburban schools.

On behalf of the MARE organization, we are pleased to offer a letter of support for the Missouri Department of Elementary and. Secondary in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

MARE is aware of a recent annual report of the National Institute for Early Education Research, that Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We also know that high-quality early childhood educations, helps prepare student for success in school. It is our understanding that with this grant, Missouri would be provided with up to \$17.5 million in funding to assist the state's highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

MARE's role in this collaboration will be to insure that the needs, challenges, and other unique aspects of rural schools are considered as an implementation strategy is developed to further pre-school opportunities for Missouri schools. As an organization, we are willing to designate a representative to serve on an advisory committee, if so desired, as part of this effort. We will also insure that rural schools are included in any training or other activity which is intended to accomplish the goals of this grant opportunity, benefiting our schools and our children well beyond the grant performance period.

Sincerely,	
(b)(6)	
,	
Ray V. Patrick, EdD.	

MARE Executive Director

"Celebrating 27 Years of Promoting Rural Education"





Tuesday, September 16, 2014

Preschool Development Grants
Office of Early Learning (OEL)
US. Department of Education
400 Maryland Ave, SW., Rm. 3E336, LBJ Building
Washington DC 20202-6200

To whom it may concern:

The Missouri Chamber of Commerce and Industry is pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services. The boost in developmental funding provided by the Preschool Development Grant will positively impact Missouri's ability to build a more concerted and strategic statewide effort to advance quality early learning opportunities for all of Missouri's children.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38th of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school, but we also know now that early childhood education prepares students for greater success in life. Below are a few points of support on why investing in early childhood is a smart investment in Missouri's future:

- Studies show, that for every \$1 invested in high-quality, early childhood education the state can see upwards of \$7 or higher Return on Investment (ROI);
- Property values can rise by a ratio as high as 13:1 for every \$1 invested in pre-k programming;
- K-12 school systems can see a savings of up to \$3,700 per child over the life a student for reduction in remediation and student support services offered;
- Missouri spends over \$1.4 billion on the department of corrections, but only \$19.9 million on pre-k programming;
- Per a 2013 survey of national site selectors, "educated workforce" was the #1 factor in site selection. States that invest in education, at all levels, attract high skilled workers and opportunities for corporate facility relocation and/or expansion.

For these reasons, and many more, the Missouri Chamber of Commerce and Industry, and Missouri's business community, support the future work outlined within Missouri's application.

Sincerely,		
(b)(6)		

Brian Crouse

Vice President of Education

Missouri Chamber of Commerce and Industry
PR/Award # S419A150002
Page e30



### September 16, 2014

### To Whom it May Concern:

We are pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

Thank you for your consideration,

(b)(6)		 	

Douglas P. Thaman, Ed.D. Executive Director Missouri Charter Public School Association 1804 Lafayette Avenue, 2<sup>nd</sup> Floor St. Louis, MO 63104



September 25, 2014

Dr. Stacey Preis
Office of Early & Extended Learning
MO Dept. of Elementary & Secondary Education
P.O Box 480
Jefferson City, MO 65102

Dear Dr. Preis:

It is with great enthusiasm that I write to you to express our support for the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

Nationally, Head Start is approaching our 50<sup>th</sup> year of innovation and opportunity in working to collaborate with community partners and families to engage them in the early education needs of their infants and toddlers in preparation for school entry. Head Start is pleased to be an innovative leader in comprehensive early education for low-income children in our state and is thrilled at the possibility of expanding opportunities for more children to become kindergarten-ready through the possibilities of this grant.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

We look forward to Missouri being awarded this grant and the positive work ahead for us to ensure a great 'head start' for every child and family.

Sincerely,		
(b)(6)		
Tina Bernskoetter		
Executive Director		

Missouri Head Start Association



1400 Rock Quarry Road Columbia, MO 65211-3280

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

September 12, 2014

Dear Dr. Preis:

On behalf of the Missouri Head Start-State Collaboration Office (MHSSCO), I am pleased to support the Missouri Department of Elementary and Secondary Education (DESE) in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

If awarded, this grant will provide the opportunity for Missouri to increase their capacity for high-quality voluntary preschool in some of our highest-needs communities. Moreover, it can present significant opportunities for existing high-quality programs, such as Head Start program in building upon and enhancing existing partnerships within these high needs communities.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare children for success in school. If awarded, this grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities with offering valuable opportunities for access to high-quality preschool. To that end, as Missouri pursues opportunities to support coordinated services for young children and their families, collaboration with Head Start in a variety of ways is essential.

The Head Start program is regarded as the national pre-k model, focusing on the school readiness of children under 5 from low-income families through education, health, social and other services. As per the Improving Head Start for School Readiness Act, the Head Start State Collaboration Offices exist "to facilitate collaboration among Head Start agencies...and entities that carry out activities designed to benefit low income children from birth to school entry, and their families". If awarded, the MHSSCO will be eager to work with colleagues and stakeholders throughout the state including preschool providers, Head Start, early childhood organizations, university faculty, education organizations, and state agencies in our collective work enhancing early childhood systems through linkages, coordination, and integration of policies and services.

Respectfully,

Stacey Wright, Director Missouri Head Start-State Collaboration Office wrightst@missouri.edu 573-884-3080 October 1, 2014

Stacey Preis, Ph.D. Assistant Commissioner Office of Early and Extended Learning Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102-0480

Dear Dr. Preis:

The Missouri School Boards' Association is pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38th of 41 states that provide funding for preschool. We know that highquality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to highquality preschool.

MSBA and school boards throughout our state are strongly supportive of expanding preschool opportunities for children as one of the best education investments we can make.

Sincerely,	
(b)(6)	
Carter D. Ward, Ph.D.	
Executive Director	



October 3, 2014

Stacey Preis, Ph.D.
Assistant Commissioner
Office of Early and Extended Learning
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Stacey,

The Missouri State Teachers Association is pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

Classroom teachers understand better than most how important high-quality early education is to help prepare students for success in school. We also know that the need is most acute in Missouri's highest-needs communities, which is precisely where this grant is targeted.

Once again, MSTA is pleased to support this important grant application. Missouri's communities and our most vulnerable students will benefit.

Best regards,	
(b)(6)	

Bruce Moe Executive Director Missouri State Teachers Association





September 17, 2014

Secretary Arne Duncan
U.S. Department of Education
Secretary Sylvia Burwell
U.S. Department of Health and Human Services
Washington, DC

Dear Secretaries Duncan and Burwell:

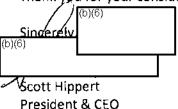
Parents as Teachers (PAT) is honored to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38<sup>th</sup> of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school, career, and life.

Parents as Teachers—started in Missouri with a mandate by the state legislature to provide parenting education to parents and caregivers from prenatal to kindergarten through every school district—is an evidence-based, voluntary home visiting and family engagement model. Now in its 30<sup>th</sup> year, PAT has affiliates in all 50 states and the District of Columbia, along with more than 100 tribal communities, and programs in 6 other countries, serving families in urban and rural communities of all sizes, and across racially, culturally, socio-economically and linguistically diverse communities.

Parents as Teachers feels strongly that the earliest years are the most important for the developing child and that all early childhood care settings and pre-kindergarten programs should be of the highest quality, staffed by well-qualified caregivers. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool. Independent research studies show that the school readiness scores of high poverty children who participated in both the evidence-based Parents as Teachers home visiting program and quality pre-kindergarten were significantly higher than those children who did not participate in Parents as Teachers or pre-kindergarten. Access to quality pre-school matters!

Thank you for your consideration of this application.



Board of Directors 2014- 2015

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President CEO

Ex-Officio Members

Forming Director





### September 15, 2015



Dr. Chris Nicastro
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Dr. Nicastro,

On behalf of the Regional Business Council, we are pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

Business leaders from our region firmly support education and believe the success of a child starts in early childhood education. It is crucial that Missouri receives financial support to provide high-quality early childhood education to assist our highest-needs communities across the state. Studies show early childhood education leads to more college graduates who will become our region's next business leaders. This is why I support the Missouri Department of Elementary and Secondary Education for the Preschool Development Grant.

Regards			
(b)(6)			
	 - 1.	,	

Kathleen T. Osborn
Executive Director
The Regional Business Council

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Access of the Property

State Capitol • Room 105I Jefferson City, MO 65101-6806 Phone 573-751-1501 john.wright@house.mo.gov



#### **COMMITTEE**

Higher Education
Appropriations – Education
Downsizing State Government
Agriculture Policy

# MISSOURI HOUSE OF REPRESENTATIVES JOHN WRIGHT

State Representative District 47

September 24, 2014

Department of Elementary and Secondary Education 205 Jefferson Street P. O. Box 480 Jefferson City, MO 65101

To Whom It May Concern:

I write to express my support for the Missouri Department of Elementary and Secondary Education's request for the Preschool Development Grant offered by the U. S. Department of Education and the U. S. Department of Health and Human Services.

This grant will provide young children with the opportunity to build a strong foundation for learning that will benefit them throughout their education.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38th of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

Please consider the request from the Missouri Department of Elementary and Secondary Education for a grant that would provide funds to provide high-quality preschool education.

Warmest Regards,

John Wright

State Representative

District 47

State Capitol Building 201 W Capitol Ave, Room 115-I Jefferson City, MO .65101-6806

Tele: (573) 751-1443 E Mail: kathryn.swan@house.mo.gov



# missouri house of representatives Kathryn Swan

State Representative District 147

### COMMITTEES

#### Member:

Elementary, and Secondary Education.
Higher, Education
Appropriations-Education
Emerging Issues in Health Care
Workforce Development and
Workplace Safety
Fiscal Review
Speaker's Advisory
Professional Registration and
Licensing

September 29, 2014

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

Dear Commissioner Nicastro:

I am pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As a state legislator who recognizes how critically important it is to provide quality early childhood education, I along with my fellow legislators, have made a concerted effort to increase state appropriated funding for preschool in Missouri. Through bipartisan efforts, the legislature increased funding for the Missouri Preschool Program by over S4 million for the 2015 fiscal year and made an additional \$1 million appropriation to support preschool programs in our low-performing school districts statewide.

The Preschool Development Grant would provide Missouri with up to \$17.5 million in additional funding to assist our highest-needs communities across the state while offering valuable opportunities for access to high-quality preschool.

Thank you for your consideration of this application that meets an important need in our state.

Sincerely,

Representative Kathryn Swan

Hatryn Swan

District 147

State Capitol
201 West Capitol Avenue
Jefferson City, MO 65101-6806
Tel: (573) 751-5365 | Fax: (573) 522-0469
E-Mail: Margo.McNeil@house.mo.gov



#### COMMITTEES

Member:
Elementary and Secondary Education
Health Insurance
Utilities
Ways and Means

# MISSOURI HOUSE OF REPRESENTATIVES Margo McNeil

State Representative District 69

September 18, 2014

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

Dear Dr. Nicastro,

I am pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As a retired teacher and state legislator, I am aware of the importance of early learning and its impact on the future success of students in school, in graduating and in career choices. In 2013, Missouri's interim committee on Elementary and Secondary Education heard from educators and parents throughout the state on this issue. At all eleven stops, early learning advocates expressed the need for more pre-school opportunities for their children. The Missouri General Assembly supported increased funding, however, due to flat state revenue growth, increases in preschool funding were minimal.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38th of 41 states that provide funding for preschool. Research shows that high-quality early childhood education helps prepare students, particularly low income students, for success in school. In addition, children who have had preschool are less likely to need remediation and/or special education. This grant will provide Missouri with up to \$17.5 million in funding to assist our highest need communities across the state with opportunities for access to high-quality preschool.

I am hopeful that this grant will enable children from our struggling communities to enter kindergarten on grade level with confidence and a positive attitude towards learning. I can think of no more valuable use of public dollars than getting children off to an educationally good start with high quality pre-school education.

Thank you for your consideration of Missouri's grant request.

Sincerely,

Representative Margo McNeil

Margo Mc Thil

Room 400, State Capitol 201 West Capitol Avenue Jefferson City, MO 65101-6806 Tele: (573) 751-2917 E-Mail: mike.lair@house.mo.gov

#### DISTRICT ADDRESS

10389 Livingston 243 Chillicothe, Missouri 64601 Tele: (660) 247-1856 Website: www.RepMikeLair.com



# MISSOURI HOUSE OF REPRESENTATIVES Mike Lair

State Representative District 7

#### COMMITTEES

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Appropriations-Education

Vice-Chair:

Joint Committee on Education Special Standing Committee on Student Achievement

Member

Budget Retirement Rules

September 25, 2014

Commissioner Chris Nicastro Missouri Department of Elementary and Secondary Education 205 Jefferson Street Jefferson City, MO 65101

### Commissioner Nicastro.

I am pleased to support the Missouri Department of Elementary and Secondary Education's application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

Studies have concluded that early childhood education is an important component in preparing students for future success in school. Unfortunately, Missouri currently ranks 38<sup>th</sup> of the 41 states that fund preschool. This grant presents a wonderful opportunity to increase our state's capacity for high-quality voluntary preschool in high-need communities.

Please feel free to contact me if you have any questions, or if I can provide any assistance in the application process.

Sincerely,

Representative Mike Lair

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CAPITOL OFFICE
201 WEST CAPITOL AVENUE
ROOM 227
JEFFERSON CITY, MO 65101
(573) 751-2272
FAX (573) 526-7381



#### 21ST DISTRICT WARRENSBURG, MO 64093 (866) 277-0882

DAVID.PEARCE@SENATE.MO.GOV WWW.SENATE.MO.GOV/PEARCE

### MISSOURI SENATE

JEFFERSON CITY

DAVID PEARCE 21ST DISTRICT

September 25, 2014

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

Dear Commissioner Nicastro:

I am pleased to express my support of the Missouri Department of Elementary and Secondary Education's application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As a state legislator who recognizes how critically important it is to provide quality early childhood education, I along with my fellow legislators, have made a concerted effort to increase state appropriated funding for preschool in Missouri. Through bipartisan efforts, the legislature increased funding for the Missouri Preschool Program by over \$4 million for the 2015 fiscal year and made an additional \$1 million appropriation to support preschool programs in our low-performing school districts statewide.

The Preschool Development Grant would provide Missouri with up to \$17.5 million in additional funding to assist our highest-needs communities across the state while offering valuable opportunities for access to high-quality preschool.

I am committed to joining efforts to ensure that the children of Missouri are prepared for success in school. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

David Pearce

Hand Pearce

STATE CAPITOL
201 WEST CAPITOL AVENUE
JEFFERSON CITY, MO 65101-6806
TELE: (573) 751-4415
FAX: (673) 751-9758
E-MAIL: JAMILAH, NASHEED@SENATE, MO.GOV

DISTRICT OFFICE: 4710 LEE STREET ST. LOUIS, MO 63115 TELE: (314) 385-6293



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### MISSOURI SENATE

JEFFERSON CITY

## JAMILAH NASHEED

September 29, 2014

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

To Commissioner Nicastro:

As a member of the Missouri Senate, I am pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38 out of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities in offering valuable opportunities for access to high-quality preschool.

It is of the utmost importance that our children are equipped with the best possible tools for future success. Awarding this grant to Missouri schools will ensure our students have access to those tools, which will create a better, brighter and more educated future for our state and nation,

If you have any questions, comments or concerns please do not hesitate to contact my office at (573) 751-4415.

Sincerely yours,

Jamilah Nasheed

State Senator

#### CAPITOL OFFICE STATE CAPITOL., ROOM 329 JEFFERSON CITY, MO 65101 TELEPHONE (573) 751-6607

**DISTRICT OFFICE**P.O. BOX 480572
KANSAS CITY, MISSOURI 64145

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### MISSOURI SENATE

JEFFERSON CITY

Jason Holsman 7TH DISTRICT

Stacey Preis, Ph.D. Assistant commissioner 205 Jefferson Street P.O. Box 480 Jefferson City, MC, 65102-0480

Re: Application for the Preschool Development Grant

Dr. Preis.

It is my pleasure to inform you that I fully support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As a legislator and former teacher in the Kansas City Missouri School District I believe that every child in our state deserves access to a first-class education. In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38th of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

Investing in preschool education is vital for the long term stability of our state, and this grant funding would provide necessary resources to make direct and significant strides towards meeting those obligations.

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If I can be of any assistance in moving forward with the Missouri Department of Elementary and Secondary Education's application for grant funding, please do not hesitate to contract my office.

Sincerely,

Jason R. Holsman State Senator – 7<sup>th</sup> District

Jackson County

PR/Award # S419A150002 Page e44

CAPITOL OFFICE STATE CAPITOL • ROOM 428 201 WEST CAPITOL AVENUE JEFFERSON CITY, MO 65101 TELE: 573-751-3599

FAX: 573-751-0266 JOE.KEAVENY@SENATE.MO.GOV

### MISSOURI SENATE

JEFFERSON CITY

JOSEPH KEAVENY
STATE SENATOR
DISTRICT 4

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JUDICIARY AND CIVIL AND CRIMINAL JURISPRUDENCE SENIORS, FAMILIES AND PENSIONS

September 24, 2014

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

Dear Commissioner Nicastro:

I am pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As a state legislator who recognizes how critically important it is to provide quality early childhood education, I along with my fellow legislators, have made a concerted effort to increase state appropriated funding for preschool in Missouri. Through bipartisan efforts, the legislature increased funding for the Missouri Preschool Program by over \$4 million for the 2015 fiscal year and made an additional \$1 million appropriation to support preschool programs in our low-performing school districts statewide.

The Preschool Development Grant would provide Missouri with up to \$17.5 million in additional funding to assist our highest-needs communities across the state while offering valuable opportunities for access to high-quality preschool.

I am committed to joining efforts to ensure that the children of Missouri are prepared for success in school, and I, again, am pleased to support the Department in its application for the Preschool Development Grant.

Sincerely,

Senator Joseph P. Keaveny

District 4



September 15, 2014

Honorable Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Duncan,

As President and CEO of the St. Louis Regional Chamber, I am pleased to support the Missouri Department of Elementary and Secondary Education (DESE) in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services. I greatly enjoyed the discussion we had in February regarding our Top Ten in Education Attainment Initiative, and believe that this grant directly supports our goal.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38th of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

No factor is more critical to the St. Louis region's competitive position than education. We rank 14th among the nation's 20 largest metropolitan areas in the percentage of our adult population with bachelor's and higher-level college degrees, and our goal is to move into the Top 10 by 2025. The Chamber strongly supports policies that expand access to high-quality early childhood education programs, especially for at-risk children. We understand these programs make children more successful in classrooms and that this has a follow-on effect throughout their educational and professional careers, such as lower dropout rates and a higher percentage of college completion.

An education system that provides a skilled workforce is critical to job growth and prosperity in our region. The Preschool Development Grant will directly contribute to our region's level of educational attainment and economic development —I hope you agree and support our efforts by approving the Missouri DESE's application.

If you have any questions, please feel free to contact me at 314-231-5555.

Sincerely, )  Jøe Reagan	
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Non Responsive			

phone 314.231.5555 fax 314.444.1122 www.stiregionalchamber.com



September 15, 2014

Honorable Sylvia Burwell U.S. Department of Health and Human Services 200 Independence Ave., S.W. Washington, D.C. 20201

Dear Secretary Burwell,

As President and CEO of the St. Louis Regional Chamber, I am pleased to support the Missouri Department of Elementary and Secondary Education (DESE) in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

In the most recent annual report of the National Institute for Early Education Research, Missouri ranked 38th of 41 states that provide funding for preschool. We know that high-quality early childhood education helps prepare students for success in school. This grant would provide Missouri with up to \$17.5 million in funding to assist our highest-needs communities across the state with offering valuable opportunities for access to high-quality preschool.

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An education system that provides a skilled workforce is critical to job growth and prosperity in our region. The Preschool Development Grant will directly contribute to our region's level of educational attainment and economic development—I hope you agree and support our efforts by approving the Missouri DESE's application.

If you have any questions, please feel free to contact me at 314-231-5555.

me!

loe Reagan



430A Broadway Cape Girardeau, MO 63701 573.334.9634

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Mr. Jim Welker Ms. Connic Werner September 12, 2014

Stacey Preis, Ph.D.
Assistant Commissioner
Office of Early and Extended Learning
Department of Elmentary and Secondary Educatoin
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Stacey:

The Success By 6 Early Childhood Initiative of the United Way of Southeast Missouri is pleased to support the Missouri Department of Elementary and Secondary Education in its application for the Preschool Development Grant offered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

The National Institute for Early Education Research ranks Missouri 38<sup>th</sup> of 41 states that provide funding for preschool. We see firsthand the benefits for children who are able to attend a high-quality early childhood education program. These children are better prepared to be successful in kindergarten than children who have not had access. Unfortunately, many of the children who do not have access are children in the highest-need areas of our community. This grant would provide Missouri with funding to assist our highest-needs children with access to high- quality preschool.

The need to increase our state's capacity for high-quality voluntary preschool is great. We understand and appreciate how this grant will provide more young children with the opportunity to build a strong foundation for learning that will benefit them throughout their education and appreciate your efforts.

Best Regards,

Janice Jones Success By 6 Coordinator

### **Coordinating Board for Early Childhood**

Dr. Stacey Preis
Department of Elementary and .
Secondary Education

The Honorable J. Dale Youngs Judiciary Representative Kansas City.

> Dr. Valeri J. Lane Member I Sedalia

> > Vacant Slot Member 2

Vacant Slot
Member3

Vacant Slot Member 4

Mrs. Brenda Brandt Shields

Member 5

Saint Joseph

Dr. L. Carol Scott Member 6 St. Louis

Ms. Paula D. Knight

Member 7

St. Louis

Dr. James M. Caccamo Member 8 Kansas City

Dr. Shirley S. Patterson Member 9 Columbia

Mrs. Cindy Burks
Representative Department of
Social Services

Dr. Patsy Carter Representative from Department of Mental Health

Ms. Carolyn Gail Vasterling Representative from DHSS

Mrs. Roseann K. Brently Representative from FACT Springfield

Vacant Slot
Representative from Governor's Office

## Roundtable on U.S. Department of Education Preschool Development Grant September 2, 2014

Last Name	Organization/School District
Addison	Hannibal School District
Anthony	The ECE Prep School
Balkenbush	Central Comprehensive Center
Bernskoetter	Missouri Head Start Association
Brooks	Department of Elementary & Secondary Education
Brower	Alliance for Childhood Education
Caccamo	Coordinating Board for Early Childhood
Cooper	Department of Elementary & Secondary Education
Corey	Department of Elementary & Secondary Education
Cowell	Department of Elementary & Secondary Education
Drenon	Calhoun R-VIII Early Childhood Center
Driskel Hawxby	University of MO
English	Turn the Page KC
Fuger	University of Missouri - Kansas City
Gabbert	MO Valley Community Action Agency-Head Start
Gee	Parents as Teachers National Center
Grant-Engle	Department of Elementary & Secondary Education
Handrick	Grace Hill Settlement House
Hendricks	Lincoln University of Missouri
Henry	Department of Elementary & Secondary Education
	Addison  Anthony  Balkenbush  Bernskoetter  Brooks  Brower  Caccamo  Cooper  Corey  Cowell  Drenon  Driskel Hawxby  English  Fuger  Gabbert  Gee  Grant-Engle  Handrick  Hendricks

First Name	Last Name	Organization/School District
Mike	Henry.	Ava R-I School District
Jennifer	Hollman	Department of Elementary & Secondary Education
Ann	Jarrett	Missouri National Education Association
Stacy	Johnson	YWCA St. Louis Head Start
Sarah	Key	Ava R-I School District
Pam	La Frenz	Missouri Valley Community Action Agency
Jessica	Leonard	Saint Louis University
Marlene	Levine	University of Missouri - St. Louis
Shelli	Lex	Lafayette Co. C-I School District
Pam	Little	Calhoun R-VIII Early Childhood Center
Justin	Logan	Coordinating Board for Early Childhood
Rhonda	Malone	Blue Springs School District
Gary	Manford	Central Comprehensive Center
Louis	Manfra	University of Missouri
Freda	Markley	Freda Markley Early Childhood Center
Kittilu	Maxson	Springfield Public Schools
John	Meyer	Kirksville R-III School District
Janet	Molduhau	M&M's Kids Kampus
Angela	Oesterly	Department of Health & Senior Services
Shirley	Patterson	Coordinating Board for Early Childhood
Jo Anne	Ralston	Department of Elementary & Secondary Education
Cindy	Reese	Department of Health & Senior Services
Janet	Rinehart	Project Construct

First Name	Last Name	Organization/School District
Jovanna	Rohs	University of Missouri-Kansas City Institute for Human Development
Carol	Scott	Child Care Aware of Missouri
Liz	Smith	Mid America Regional Council-Head Start
Pamela	Speer	Missouri Accreditation
Carolyn	Stemmons	Missouri Head Start Collaboration Office
Merilee	Thoenen	Department of Elementary & Secondary Education
Theresa	Villmer	Department of Elementary & Secondary Education
Beth	Vossler	Central Missouri Community Action
Pam	Williams	Department of Elementary & Secondary Education
Kathi	Winkler	Missouri Preschool Project
Stacey	Wright	Missouri Head Start
Ann	Young	Parents as Teachers
Onalee	Yousey	Grace Hill Settlement House



# **Missouri Early Learning Goals**

### **Birth to Kindergarten Entry**

## I. Approaches to Learning

The Approaches to Learning includes children's interest in learning and applies to all domains of growth and development.

Content Component	Developmental Goals	Indicators
Approaches to Learning	1. Shows curiosity	(infant/toddler) a. Expresses interest in people b. Shows interest in learning new things
		<ul><li>(preschool)</li><li>a. Expresses interest in people</li><li>b. Shows interest in learning new things</li><li>c. Asks questions</li></ul>
	2. Takes initiative.	(infant/toddler) a. Initiates interactions with others
		<ul><li>(preschool)</li><li>b. Initiates interactions with others</li><li>c. Makes decisions independently</li><li>d. Develops independence during activities, routines and play</li></ul>
	3. Exhibits creativity and inventiveness.	(infant/toddler).  a. Tries new ways of doing things
		<ul><li>(preschool)</li><li>a. Tries new ways of doing thing.</li><li>b. Uses imagination to generate a variety of ideas</li><li>c. Exhibits a sense of humor</li></ul>

4. Shows confidence	<ul> <li>(infant/toddler)</li> <li>a. Expresses his or her own ideas and opinions</li> <li>b. Views self as competent and has a positive self-image</li> <li>(preschool)</li> <li>a. Expresses his or her own ideas and opinions</li> <li>b. Views self as competent and has a positive self-image</li> </ul>
5. Displays persistence	<ul> <li>(infant/toddler)</li> <li>a. Sustains attention to a task or activity appropriate for his or her age</li> <li>b. Pursues challenges</li> <li>(preschool)</li> <li>a. Sustains attention to a task or activity appropriate for his or her age.</li> </ul>
6. Uses problem-solving skills	<ul><li>b. Pursues challenges.</li><li>c. Copes with frustration.</li><li>(infant/toddler)</li><li>a. Tries to solve problems</li></ul>
	(preschool)  a. Recognizes problems  b. Tries to solve problems  c. Works with others to solve problems

## **II. Social and Emotional Development**

Content	Developmental Goals	Indicators
Components		
A. Knowledge of Self	Exhibits self-awareness and self- confidence	<ul> <li>(infant/toddler)</li> <li>a. Differentiates self from others</li> <li>b. Responds to others and to the environment</li> <li>(preschool)</li> <li>a. Differentiates self from others</li> <li>b. Responds to others and to the environment</li> <li>c. Shows independence, autonomy and confidence</li> </ul>
	2. Manages feelings and behavior	<ul> <li>(infant/toddler)</li> <li>a. Is able to be calmed or self-calms</li> <li>b. Participates in care and learning routines</li> <li>c. Expresses feelings and emotions</li> <li>(preschool)</li> <li>a. Is able to be calmed or self-calms</li> <li>b. Participates in care and learning routines</li> <li>c. Expresses feelings and emotions.</li> <li>d. Observes limits and complies with rules</li> <li>e. Respects others</li> </ul>
B. Knowledge of Others	1. Builds relationships	<ul> <li>(infant/toddler)</li> <li>a. Develops secure attachment relationships with caregivers</li> <li>b. Develops relationships with others</li> <li>(preschool)</li> <li>a. Develops secure attachment relationships with caregivers</li> <li>b. Develops relationships with others</li> <li>c. Develops empathy and respect for others</li> <li>d. Works and plays cooperatively with children and adults</li> </ul>

## III. Physical Development, Health and Safety

Content	Developmental Goals	Indicators
Components		
A. Physical Development	Uses Gross Motor Skills with Purpose and Collaboration	(infant/toddler) a. Controls body movements b. Uses large muscle movement to manipulate objects c. Moves from one point to another
		(preschool)  a. Controls body movements  b. Uses large muscle movement to manipulate objects  c. Moves from one point to another
	Uses Fine Motor Skills with Purpose and Control	(infant/toddler) a. Uses fingers and hands to accomplish fine motor tasks b. Uses tools in a functional manner c. Exhibits coordination of facial muscles
		<ul><li>(preschool)</li><li>a. Uses fingers and hands to accomplish fine motor tasks</li><li>b. Uses tools in a functional manner</li><li>c. Exhibits coordination of facial muscles</li></ul>
	Responds to Sensory Input to Function in the Environment	(infant/toddler) a. Exhibits sensory awareness b. Exhibits body awareness
		<ul> <li>(preschool)</li> <li>a. Exhibits sensory awareness</li> <li>b. Exhibits body awareness</li> <li>c. Exhibits spatial awareness</li> <li>d. Exhibits temporal awareness</li> </ul>

	Health and Self- Care	1. Practices healthy behaviors	(infant/toddler)  a. Participates in healthy care routines with adults
			<ul> <li>(preschool)</li> <li>a. Participates in healthy care routines; engages adult or appropriately cares for self</li> <li>b. Makes healthy food choices</li> <li>c. Participates in physical exercise daily</li> </ul>
<b>C</b> . :	Safety	1. Practices safe behaviors	(infant/toddler) a. Engages an adult for help
			<ul><li>(preschool)</li><li>a. Knows how and when to engage an adult for help</li><li>b. Knows and follows safety rules</li><li>c. Recognizes personal danger</li></ul>

## IV. Language and Literacy

	Content	Developmental Goals	Indicators
c	omponents		
Co	mmunication an	d Language	
A.	Symbolic Development	Represents feelings and ideas in a variety of ways	(infant/toddler)  a. Represents feelings and ideas through pretend play b. Represents feelings and ideas through movement c. Represents feelings and ideas through music (preschool) a. Represents feelings and ideas through pretend play b. Represents feelings and ideas through movement c. Represents feelings and ideas through music d. Represents feelings and ideas through art and construction
В.	Listening and Understanding (Receptive Language)	1. Listens for different purposes	<ul> <li>(infant/toddler)</li> <li>a. Listens to others</li> <li>b. Listens to sounds in the environment</li> <li>(preschool)</li> <li>a. Listens to others</li> <li>b. Listens to sounds in the environment</li> <li>c. Understands more complex sentences</li> <li>d. Follows simple directions</li> <li>e. Listens responsively to books and stories</li> <li>f. Responds to questions</li> <li>g. Listens to and engages in conversations and communication with others</li> </ul>

C. Speaking (Expressive Language)  1. Uses language to communicate		<ul> <li>(infant/toddler)</li> <li>a. Uses the body to communicate</li> <li>b. Communicates, verbally, or with gestures in home language</li> <li>(preschool)</li> <li>a. Uses the body to communicate</li> <li>b. Communicates, verbally, or with gestures in home language</li> <li>c. Initiates and responds appropriately in conversation and discussions with adults and children</li> </ul>		
	2. Develops and expands vocabulary	(infant/toddler) a. Learns new words b. Communicates, verbally, or with signs, in home language		
		<ul> <li>(preschool)</li> <li>a. Learns new words</li> <li>b. Communicates, verbally, or with signs, in home language</li> <li>c. Communicates in home language and is understood by others</li> <li>d. Uses language to pretend or create</li> <li>e. Uses complete sentences of varying length</li> </ul>		
Literacy				
D. Reading	Applies early reading skills	(infant/toddler) a. Shows interest in books		
		<ul> <li>(preschool)</li> <li>a. Shows an interest in reading and books</li> <li>b. Exhibits book-handling skills</li> <li>c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story</li> <li>d. Comprehends and responds to text</li> <li>e. Develops a sense of story</li> </ul>		
	2. Uses concepts of print	<ul><li>(preschool)</li><li>a. Reads environmental print and symbols</li><li>b. Identifies some alphabet letters</li><li>c. Recognizes that print represents spoken words</li></ul>		

	Attends to sounds in language     (phonological awareness)	<ul><li>(infant/toddler)</li><li>a. Shows interest in sounds of language and those in the environment</li><li>b. Notices patterns</li></ul>	
		<ul><li>(preschool)</li><li>a. Repeats rhymes, simple songs, poems and finger plays</li><li>b. Participates in word games</li><li>c. Discriminates some sounds in words</li></ul>	
E. Writing	Uses writing as a means of expression/communication	(toddler)  a. Experiments with writing tools and materials	
		<ul> <li>(preschool)</li> <li>a. Experiments with writing tools and materials</li> <li>b. Uses scribbles, shapes, pictures, letter-like forms and letters to write</li> <li>c. Tells others about marks and intended meaning of drawing or writing</li> <li>d. Uses a variety of resources to facilitate writing</li> <li>e. Converts speech to writing</li> </ul>	

## V. Mathematics

Content Developmental Goals In Components		Indicators		
A. Counting and Cardinality  1. Uses number to show quantity		<ul> <li>(infant/toddler)</li> <li>a. Shows interest in counting and quantity</li> <li>b. Participates in experiences that involve counting</li> <li>(preschool)</li> <li>a. Shows interest in counting and quantity</li> <li>b. Participates in experiences that involve counting</li> <li>c. Develops an increasing ability to rote count in sequence</li> <li>d. Counts objects with understanding</li> </ul>		
	Uses language to represent number of objects	<ul><li>(preschool)</li><li>a. Uses language to compare number (e.g., more/less, greater/fewer, equal to).</li></ul>		
	3. Solves problems using number	<ul> <li>(preschool)</li> <li>a. Names how many there are in a group (up to five objects)</li> <li>b. Uses one-to-one correspondence when counting objects</li> <li>c. Uses one-to-one correspondence to compare the size of a group of objects</li> </ul>		
	4. Uses numerical representations	(preschool) a. Writes some numerals b. Matches numeral with quantity		
B. Operations and Algebraic Thinking	Uses language to represent number of objects	(preschool) a. Combines and names how many b. Separates and names how many		
	2. Uses numerical representations	(preschool)  a. Uses drawings to represent number		

C. Number and Operations in Base Ten	Uses language to represent number of objects	(preschool)  a. Combines and names how many  b. Separates and names how many		
D. Measurement 1. Makes comparisons and Data		<ul> <li>(preschool)</li> <li>a. Compares objects using measurable features</li> <li>b. Describes measurement</li> <li>c. Orders three or more objects according to length or size differences</li> </ul>		
	2. Uses measurement	(preschool)  a. Explores ways to measure  b. Measures using objects		
	Collects, organizes and displays information (Charting and Graphing)	<ul><li>(preschool)</li><li>a. Asks questions to gather information</li><li>b. Sorts and classifies objects into groups</li><li>c. Explains how the grouping was done</li></ul>		
E. Geometry	Investigates positions and locations	<ul> <li>(toddler)</li> <li>a. Takes objects apart and puts them together</li> <li>b. Uses actions and words to indicate position and location</li> <li>(preschool)</li> <li>c. Takes objects apart and puts them together</li> <li>d. Uses actions and words to indicate position and location</li> <li>e. Uses actions and words to indicate movement and orientation</li> </ul>		
	2. Explores shapes in the environment	<ul> <li>(preschool)</li> <li>a. Investigates and talks about the characteristics of shapes</li> <li>b. Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials</li> <li>c. Identifies and names some shapes</li> <li>d. Indicates if shapes are alike or different using one or more characteristics</li> </ul>		

## **VI. Science**

Content	Developmental Goals	Indicators
Components		
A. Physical Science (Forces and Interactions)	Explores physical properties of objects and materials	(toddler)  a. Shows interest in the physical world  b. Uses one or more senses to observe the physical world  c. Experiments with simple tools
		<ul><li>(preschool)</li><li>a. Shows interest in the physical world</li><li>b. Uses one or more senses to observe the physical world</li><li>c. Experiments with simple tools</li></ul>
b. Experiment observe rea		<ul> <li>a. Asks questions about objects and materials</li> <li>b. Experiments with objects and materials to gather information and observe reactions</li> </ul>
	3. Solves problems involving physical properties of objects and materials	<ul> <li>(preschool)</li> <li>a. Identifies problems involving physical properties of objects and materials</li> <li>b. Experiments with objects to produce desired effects</li> <li>c. Makes predictions based on experiences with objects and materials</li> </ul>
	4. Represents observations of the physical world in a variety of ways	<ul> <li>(preschool)</li> <li>a. Represents observations through pretend play</li> <li>b. Represents observations through music and movement</li> <li>c. Represents observations through art and construction</li> <li>d. Talks about the physical world</li> </ul>
B. Life Science	Explores characteristics of living things	(toddler)  a. Shows interest in plant and animal changes

(Interdependent		b. Uses one or more senses to observe the natural world		
Relationships in Ecosystems)		(preschool)  a. Shows interest in plant and animal changes  b. Uses one or more senses to observe the natural world		
	Investigates characteristics of living things	<ul><li>(preschool)</li><li>a. Asks questions about the natural world</li><li>b. Collects information to learn about living things</li><li>c. Shows knowledge of the characteristics of living things</li></ul>		
	3. Solves problems related to living things	<ul> <li>(preschool)</li> <li>a. Identifies problems involving living things</li> <li>b. Recognizes that living things have needs</li> <li>c. Makes predictions based on experiences with living things</li> </ul>		
	4. Represents observations about living things in a variety of ways	<ul> <li>(preschool)</li> <li>a. Represents observations through pretend play</li> <li>b. Represents observations through music and movement</li> <li>c. Represents observations through art and construction</li> <li>d. Talks about plants and animals</li> </ul>		
C. Earth (Weather and Climate)	1. Explores properties of earth and sky	<ul> <li>(toddler)</li> <li>a. Shows interest in earth and sky</li> <li>b. Uses one or more senses to observe earth and sky</li> <li>c. Uses simple tools to explore earth and sky</li> <li>(preschool)</li> <li>a. Shows interest in earth and sky</li> <li>b. Uses one or more senses to observe earth and sky</li> <li>c. Uses simple tools to explore earth and sky</li> </ul>		
	2. Investigates properties of earth and sky	<ul><li>(preschool)</li><li>a. Asks questions about earth and sky</li><li>b. Conducts experiments to gain knowledge of earth and sky</li><li>c. Shows knowledge of changes in earth and sky</li></ul>		
	3. Solves problems involving earth and sky	(preschool)  a. Identifies problems involving earth and sky  b. Makes predictions based on experiences with earth and sky		

	4. Represents observations about earth and sky in a variety of ways	<ul> <li>(preschool)</li> <li>a. Represents observations through pretend play</li> <li>b. Represents observations through music and movement</li> <li>c. Represents observations through art and construction</li> <li>d. Talks about earth and sky</li> </ul>
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## VII. Understanding the World

	Content Developmental Goals		Indicators	
C	Components			
	The beginnings of understand Family, People and Communities lie in early attachment and other relationships. See Social and Emotional Development and Language and Literacy.			
A.	Family	1. Explores family	(toddler)  a. Recognizes and is interested in family	
			(preschool)  a. Recognizes and is interested in family, including some extended family members	
В.	People and Communities	Shows interest in people and the community	(toddler)  a. Recognizes and is interested in other supportive people	
		2. Explores people and the community	(preschool)  a. Recognizes and is interested in other supportive people  b. Is interested in community, culture and cultural groups	
C.	Technology 1. Investigates mechanical devices.		<ul> <li>(toddler)</li> <li>a. Investigates and manipulates mechanical devices</li> <li>b. Successfully operates mechanical devices and uses them to advance learning</li> </ul>	

		<ul> <li>(preschool)</li> <li>a. Investigates and manipulates mechanical devices</li> <li>b. Successfully operates mechanical devices and uses them to advance learning</li> </ul>
	2. Investigates electronic devices	<ul> <li>(toddler)</li> <li>a. Investigates and manipulates electronic devices</li> <li>b. Successfully operates electronic devices and uses them to advance learning</li> </ul>
		<ul> <li>(preschool)</li> <li>a. Investigates and manipulates electronic devices</li> <li>b. Successfully operates electronic devices and uses them to advance learning</li> </ul>

## **VIII. Expressive Arts**

Content	Developmental Goals	Indicators
Components		
A. Music and Movement	Shows interest in music and movement	(infant/toddler) a. Shows visual interest and engagement in surroundings (preschool) a. Shows visual interest and engagement in surroundings.
	2. Explores music and movement	<ul> <li>(infant/toddler)</li> <li>a. Explores and experiments with a range of media through sensory exploration and using whole body.</li> <li>b. Uses the body to create sounds, move to music and express oneself</li> <li>(preschool)</li> <li>a. Explores and experiments with a range of media through sensory exploration and using whole body</li> <li>b. Uses the body to create sounds, move to music and express oneself</li> <li>c. Uses music and movement to express concepts, ideas or feelings</li> <li>d. Uses creative art to express thoughts, feelings, experiences, or knowledge</li> </ul>
B. Visual Arts	1. Shows interest in visual arts	<ul> <li>(toddler)</li> <li>a. Shows visual interest and engagement in surroundings</li> <li>(preschool)</li> <li>a. Shows visual interest and engagement in surroundings</li> <li>b. Shows an interest in mark making or creative art</li> </ul>
	2. Explores visual arts	(toddler)  a. Explores and experiments with a range of media through sensory

		exploration and using whole body b. Shows an interest in mark making or creative art  (preschool) a. Explores and experiments with a range of media through sensory exploration and using whole body b. Uses a range of materials and medic to draw and create pictures or three-dimensional objects c. Uses creative art to express thoughts, feelings, experiences, or knowledge
C. Drama	1. Shows interest in dramatic arts.	(toddler)  a. Shows visual interest and engagement in surroundings  (preschool)  a. Shows visual interest and engagement in surroundings
	2. Explores dramatic arts	<ul> <li>(toddler).</li> <li>a. Explores and experiments with a range of media through sensory exploration and using whole body</li> <li>b. Expresses self through physical action and sound</li> <li>c. Begins to use representation to communicate</li> <li>d. Begins to make-believe by pretending</li> </ul>
		<ul> <li>(preschool)</li> <li>a. Expresses self through physical action and sound</li> <li>b. Begins to use representation to communicate</li> <li>c. Begins to make-believe by pretending</li> <li>d. Uses dialogue, actions and objects to tell a story or express thoughts and feelings about one's self or character</li> <li>e. Uses creativity and imagination to manipulate materials and assume roles in dramatic play or other creative situations</li> </ul>

# Braiding Early Childhood Services Using Funds from Early Childhood Special Education (ECSE), Missouri Preschool Program (MPP), and Title I

All early learning programs should provide a high quality, developmentally appropriate program (DAP) that promotes 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) of young children while responding to the needs of families. Thoughtful planning, which takes into account how to best meet the needs of children and families, is essential for effective early learning programs.

As Local Education Agencies (LEAs) investigate the need for an early learning program within their community, it may be advantageous to explore the combination of various early learning programs and funding sources. Braiding funds occurs when funds from two or more funding sources are coordinated to support the total cost of services to individual children, but revenues are allocated and expenditures tracked by categorical funding sources. In braiding, cost allocation methods are required to assure that there is no duplicate funding of service costs and that each funding source is charged its fair share of program and administrative costs.<sup>1</sup>

This document is meant to assist LEAs that are considering the possibility of braiding early learning services using funds from Early Childhood Special Education (ECSE), Missouri Preschool Program (MPP), Title I, LEA, community-based programs, and other sources.

LEAs that elect to adopt a braided early learning program are encouraged to coordinate the braided early learning program with other programs in the LEA or community that focus on the care and education of preschool-age children and their families. These could include, but are not limited to, programs funded through an Early Childhood Child Care Development Fund Grant, Parents as Teachers, Title III LEP (Limited English Proficient), Title III Immigrant, Head Start, or Migrant.

The chart below outlines general guidelines which apply to ECSE, MPP, and Title I as individual programs, as well as the braided program using two or more of the identified funding sources.

	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
Purpose of the	Assure free and appropriate	To provide high quality early	To prepare eligible children	To promote integration	
_	public education to children	care and education programs	with the prerequisite skills	and ensure access to high-	
Program	with disabilities ages 3-5	for children one or two years	and dispositions for	quality early learning	
	(not kindergarten eligible).	from kindergarten eligibility.	learning that will enable	experiences that prepare	
	Provide necessary services,	PD/Award #	them to benefit from later \$419A150002	children to succeed in	
	supports, and resources to	Pac	school experiences. Title     je e/0	school and in life, while	63

	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
	accommodate the child's educational needs before school age.		preschool programs are designed for educationally disadvantaged three and four year old children.	programs practice efficient and effective resource management.	
Eligibility	In order for preschool children to be eligible for ECSE, they must have significant delays that affect their educational performance in one or more of the following areas:  1. Cognitive/adaptive behavior 2. Speech 3. Language 4. Fine motor 5. Gross motor 6. Social/emotional/ behavioral  Additional information on eligibility requirements for ECSE can be found in the State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and the Special Education Compliance Standards and Indicators.	The Early Childhood Development Education and Care Fund was created to give parents meaningful choices and assistance in choosing the child care and education arrangements that are appropriate for their family. "The fund shall be used to support programs that prepare children prior to the age in which they are eligible to enroll in kindergarten, pursuant to section 160.053, RSMo, to enter school ready to learn.". The Department of Elementary and Secondary Education has designated their portion of the fund to promote high quality early childhood education programs for children ages three and four. It is required that children enrolled in the preschool program reach the age of three before August 1	A LEA may choose, as a result of a comprehensive needs assessment, to use a portion of their existing Title I allocation for an early childhood education program. Title I funds must be used to supplement state and local funds. Title I early childhood education programs are designed for educationally disadvantaged three and four year old children. Educationally disadvantaged children are defined as children whose educational attainment is below the level appropriate for children of their age. In addition, these children must reside in an eligible Title I attendance area. The selection of participants must be based on a multiple criteria process	Students 3-5 years of age or 1-2 years prior to Kindergarten entry are eligible to enroll in the braided program.  Solutions:  1. Operate separate program for 3 year olds (only work in medium to large districts.  2. Operate ECSE program outside of MPP program – do not braid these two funding sources.  3. If the MPP classroom has space for 20 students and there are 15 MPP students and 5 ECSE students in the classroom –	There is a conflict regarding when students may enter the program. How would a braided program handle students that are eligible for ECSE at age 3 but are not one to two years away from Kindergarten? MPP will determine if it is possible to allow students age 3 into a MPP classroom. This would require administrative rule change for MPP.
		of the program year Por/fiveard #	developed by the LEA. LEAs S419A150002 ge e71	MPP would fund the 15 MPP	64

Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
	age of four before August 1 of the program year. This is in accordance with the kindergarten entrance age, section 160.053, RSMo, which states a "child is eligible for admission to kindergarten if the child reaches the age of five before the first day of August."	information from Parents as Teachers screening for part of their multiple criteria. Students must be served in order of need. In a schoolwide program, the LEA does not have to use multiple criteria to select participants unless there are more children to enroll than the program can serve. Multiple criteria are used to select the children most educationally disadvantaged in rank order.	students and ECSE would fund the 5 ECSE students.	

of Staff degr	eacher qualifications: accalaureate agree/certification in	Lead teacher qualifications: Baccalaureate degree/certification in	Teacher qualifications: Baccalaureate degree/certification in	Teacher qualifications:	Certification – issues when collecting fees for braided program classrooms. Teachers of braided programs classrooms when fees have been collected
	diploma or high school equivalency certificate (GED)  If assigned to a schoolwide Title I building, must meet the paraprofessional requirements of the No Child Left Behind Act	Paraprofessional/Teaching Assistant qualifications:  • Child Development Associate (CDA for appropriate age group).  • Two —Year Associate degree in Child Care/Education (ACC)  • 60 college credit hours with a minimum of three (3) college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and families  PR/Award #	Paraprofessional qualifications:  • 60 college credit hours  • Obtain an associates or higher education degree Or  • Demonstrate through a State or local academic assessment the ability to assist in instructing, reading (readiness), writing (readiness), and mathematics (readiness) (Passing score on the ParaPro or the Paraprofessional Assessment.)  \$419A150002	Paraprofessional /Teaching Assistant qualifications:  • 60 college hours or a passing score on the ParaPro Assessment or the Paraprofessional Assessment  • If MPP funds are used in the braided classroom, a minimum of three (3) college credit hours in early childhood, child development, or child/family related courses  Personal Paraprofessional Assistant qualifications: • High school	would not be able to participate in PSRS retirement.

	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
				diploma.or.high school equivalency certificate (GED)	
Professional Development	It is recommended that the LEA makes appropriate professional development opportunities available to the early childhood special education staff.  Professional development activities may be determined by the LEA and do not need to be approved by the Department. The LEA will be reimbursed a set amount per FTE for. participation in professional development activities. The LEA may choose to divide the funds evenly or use the entire amount for a specific individual.  Other professional development opportunities may include college-credit courses, follow-up/advanced training of the selected curriculum model, assessment training, child	It is recommended that the LEA makes appropriate professional development opportunities available to the early childhood staff, and when applicable, parents of participating students. It is a requirement that Missouri preschool teachers/teacher assistants attend training on one of the approved curriculum models. Professional development activities may include, when appropriate, the staff of Head Start, Parents as Teachers, and community child care providers to facilitate linkages among these programs and the transition from one program to another. Other professional development opportunities may include college-credit courses, follow-up/advanced	It is recommended that the LEA makes appropriate professional development opportunities available to the Title 1 preschool instructional staff. It is required that the preschool instructional staff receive training on the research-based curriculum that is being implemented in the classroom  Other professional development opportunities may include college-credit courses, follow-up/advanced training of the selected curriculum model, assessment training, child development, safety, nutrition, professional conferences, seminars, workshops, and on-site technical assistance.	It is recommended that the LEA makes appropriate professional development opportunities available to the braided preschool instructional staff, based on need.	
	development, safety,	training of the selected/Award #	\$419A150002		67

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	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks	
	nutrition, professional conferences, seminars, workshops, and on-site technical assistance.	curriculum model, assessment training, child development, safety, nutrition, professional conferences, seminars, workshops, and on-site technical assistance.				
Parent and Family Involvement	for a braided early childhood program. It is strongly encouraged, but not required, that parents be offered personal contacts with the preschool usually in the family's home. Contacts should facilitate the exchange of information about the child and his/her program, including the needs ide					
	Parents are required members of the Individualized Education Program (IEP) team.	Parent Advisory Committee- An advisory committee of parents with children in the MPP program must meet at least once annually.  Parent  Education/Involvement/ Communication Plan — The plan must address how parents will be informed about their child's development, opportunities to be involved in the preschool program and how	Parents must be involved in the planning process of the Title I Preschool Program.	Must meet any funding program requirements.  Parent Advisory Committee- An advisory committee of parents representative of children from each funding source in the braided program must meet at least once annually.		
		the preschool program Willard #	S419A150002 e e75		68	

	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
Curriculum and Assessment	Instructional practices implementing the IEP must be research-based and demonstrated to be effective. LEA and approved private agency center-based programs are encouraged to use one of the state-approved curriculum models in conjunction with Missouri Early Learning Goals. http://www.dese.mo.gov/eel/el/Approved_Curriculums.htm	communicate with parents on an ongoing basis. MPP programs are strongly recommended to collaborate with the LEA's Parents as Teacher's program for parent education. Parent involvement could include serving on the Parent Advisory Committee, classroom volunteer, forming a preschool parent organization, etc. Communication with parents could include newsletters, parent-teacher conferences, notes home, phone calls, etc. Programs must choose one of the state-approved curriculum models in conjunction with Missouri Early Learning Goals. http://www.dese.mo.gov/eel/el/Approved Curriculums.htm  Lead teachers and teacher assistants must participate in the department sponsored training for the Desired. Results Developmental. Profile (DRDP). Teachers and teacher assistants will wailized.		If any portion of the program is funded by MPP, the program must use a state-approved curriculum model.  If funded by ECSE and Title I, must use a research-based curriculum model.  While this does not need to be a state-approved curriculum model, DESE recommends using one of the state-approved. curriculum models in.	69
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	Early Childhood	Missouri Preschool	Title I	Braided Program	Roadblocks
	Special Education (ECSE)	Program (MPP)			
	authentic, reliable, and valid assessments that are used for the intended purposes.	the DRDP to look at each child's growth and development to guide learning activities in the classroom		conjunction with Missouri Early Learning Goals.	
Materials and Supplies	The cost of classroom materials and supplies is paid on a prorated basis according to program guidelines. Program maintenance funds may be spent on supplies, which include instructional and ancillary materials needed to run the program. The cost of specialized supplies needed to implement the IEPs of individual students and testing/evaluation materials are also paid by ECSE.	Materials and supplies to be purchased with these funds are limited to items which are either consumed in nature, have a useful life of less than two years, cost less than \$1,000 per unit, and are more feasibly - replaced than repaired. Non-consumable purchases totaling over \$100 per unit must be listed on an inventory form so that DESE can validate its use in the MPP classroom. Classroom materials and supplies must be selected from the Missouri Preschool Program Approved Materials and Supplies List, Attachment B of the MPP Administrative Manual, for the sole use at the site in the MPP Program. Other costs that are allowable under the Materials and Supplies	Materials and supplies need to be reasonable and necessary to implement a developmentally appropriate Title 1 preschool program.	Materials and supplies may be purchased for the braided program classroom with Title I and/or MPP funds as long as materials and supplies are reasonable and necessary.  State ECSE funds could be prorated to purchase general classroom materials and supplies.  Braided program classrooms may use IDEA Part B funds to purchase general classroom supplies and materials when a prorated amount is determined based on needs (i.e. piece of equipment under \$1000 needed for special education students that would also benefit non-disabled students could be	
		category are those expenditures associated WACH #	S419A150002 e e77	purchased with federal IDEA funds and other	70

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	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
		being licensed through the Department of Health and Senior Services. There are exceptions to purchasing materials and supplies. Please refer to the MPP Administrative Manual for clarification.		funds based on a prorated amount).	
Equipment	Equipment is defined as items that have a useful life of at least one year costing over \$1,000 per unit. All individualized equipment purchases must be IEP driven. All equipment purchased with ECSE funds are the property of the LEA's ECSE program and must remain with the program. If the equipment needs to remain with a student when he/she moves into Kindergarten, the equipment must be purchased with IDEA Part B funds.	equipment that is distinguishable from supplies in that items have a useful life of more than two years, cost more than \$1,000 per unit and are more feasibly repaired than replaced. Classroom equipment must be selected from the Missouri Preschool Program Approved List, Attachment B, of the MPP Administrative Manual, for the sole use at the site in the MPP Program. Cost may include classroom equipment needed to implement the program and minor remodeling with justification describing the need.	Equipment is defined as items costing over \$1,000 per unit. Small and attractive items such as iPads costing less than \$1000 would be considered a material and supply expenditure but must be inventoried.	Braided programs can use IDEA Part B funds for purchase of IEP equipment, in which case the equipment must not be used by other non-disabled students. If a piece of equipment is purchased to benefit special education students and could also benefit non-disabled students, the amount of Part B funds used must be prorated. If the piece of equipment is needed for the student with the IEP into Kindergarten, the LEA must use IDEA 611 Part B funds to purchase the equipment. State ECSE funds could be prorated to	

Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
			classroom equipment.  For MPP classrooms, most equipment (playground) is purchased at the onset of the program. On an ongoing basis, braided program classrooms must have adequate instructional materials and supplies before equipment may be purchased.  Overall, braided program classrooms using any federal funding source to purchase equipment must follow federal guidelines and ensure equipment purchases are approvable and inventory items appropriately.	
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	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
Funding	Funding is based on reimbursement for the prior year's expenditures. Payments may consist of state funds, federal funds, or a combination of both. All federal guidelines must be followed when federal ECSE (IDEA Part B 619) funds are used to pay for ECSE expenditures. Information regarding IDEA federal expenditure requirements can be found at: <a href="http://www.dese.mo.gov/divspeced/Finance/FiscalMonitoring.html">http://www.dese.mo.gov/divspeced/Finance/FiscalMonitoring.html</a> .	Funding Plan – The plan must demonstrate funding from a variety of sources including parental fees. A sliding fee scale schedule based on family income is required for families whose income does not exceed 185% of the federal poverty level. The plan should also include other funding sources such as food services, local grants, local fundraising efforts, etc. The Missouri Preschool Program funds cannot be used to supplant or replace any existing preschool program or staff.	Title I Preschool Program must be supplemental to all other preschool programs using state or local funds in the LEA.	Schoolwide approved LEAs are eligible to participate in the braided program.  Programs would need to declare that all braided funding personnel are performing the same job function regardless of funding source and submit requests for substitute system time and effort reports to the Department.	ECSE is based on reimbursement for expenditures from prior year (no budget – current year expenditures may be more or less than reimbursement amount). Need to ensure we can still account for Medicaid.  Funding for MPP is based on awarded amount and is the floor for the program (have a budget for the program – known amount up front – has to be for specific purpose that has been approved). Funding for Title I is determined by the LEA but limited by total allocation (including carryover) and requirement to provide some services to K-12. Working on ECSE funding in the current year.  Transportation – MPP does not pay for transportation. Title I will pay a noon time route if it is a half day program. ECSE will pay
			S419A150002 ge e80		costs of transportation for

Early Childh Special Educ (ECSE)		Title I	Braided Program	Roadblocks
				ecse students. Leas operating braided programs will need to track payment for transportation of students separately.
ECSE Caseloads are the Missouri State Pages 3-21.  http://dese.mo.goveplan/index.html	Plan for provide preschool services to age eligible children. Only age eligible children should be served in the MPP	two half day sessions is twenty students.	Braided classroom ratios are 1:10 or 2:20. ECSE allows up to 22 students in an integrated or centerbased classroom. Programs that want to participate in braided classroom can only have 20 students in each classroom and must do either a full day session or two half day sessions. One half day session is not allowed. Everyone has agreed to 20 students for braided program.	

	Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks
Audit Requirements	When a single education prog allow for a separate audit trai program guidelines.	Budgeting/Payment/FER system – We will need to develop a system to allow LEAs to budget, request and pay out braided funds by a particular funding source. The current system is not set up to handle this. We will need to determine an efficient review and approval process. The first year we could treat as a limited pilot group.			
Licensure Requirements (DHSS)	No licensure requirements exist for ECSE programs.	Licensure is a requirement for MPP programs.	No licensure requirements exist for Title I programs.	Licensure is a requirement if MPP funds are used in a braided program	
			\$419A150002 <del>3 682</del>		75

Early Childhood Special Education (ECSE)	Missouri Preschool Program (MPP)	Title I	Braided Program	Roadblocks

For additional information regarding each individual program, please consult the program contact in the Department.

Early Learning (MPP)	(573) 751-2095	http://dese.mo.gov/eel/el/
Title I	(573) 751-3468	http://dese.mo.gov/divimprove/fedprog/
Special Education Finance (ECSE Funding)	(573) 751-0622	http://dese.mo.gov/divspeced/Finance/
Office of Special Education, Effective Practices (ECSE Program)	(573) 751-0187	http://dese.mo.gov/se/ep/

Note: A braided program can use any two sources of funding, including fees/scholarships. If any two sources of funding are used to develop a braided program, the rules for braided programs must be followed.

#### References

Increasing Access to Preschool: Recommendations for Reducing Barriers to Providing Full-Day, Full-Year Programs: California Child Care and Resource and Referral Network, October 2008. Available online at http://www.childrennow.org/uploads/documents/early\_learning\_brief\_102008.pdf.

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#### **Cross-Site Evaluation Team Members**

Dr. Jovanna M. Rohs, Research Associate and Co-Director of Early Childhood and Youth Programs at University of Missouri Kansas City Institute for Human Development (UMKC-IHD), will serve as co-principal investigator and project director. She brings expertise in applied action research and implementation research to the project. She serves in leadership roles on program evaluation projects and is co-leading a matched comparison effectiveness study of a promising approach to home visitation intervention with vulnerable families. Dr. Rohs also brings expertise in formative and summative assessment of young. Her interdisciplinary Ph.D. provides a firm background in research methodology and analysis, as well as extensive experience in curriculum development, teacher instruction and coaching, teacher assessment, and observational assessment of teacher/child interactions. Dr. Rohs has published on the use of the Classroom Assessment Scoring System to measure early childhood teacher education candidates, pedagogical belief shifts of preservice teachers, planning curriculum, and curriculum fidelity. Dr. Rohs will collaborate with Dr. Fuger and Dr. Carlo to coordinate and manage all components of the project.

*Dr. Gustavo Carlo* is Director of the Center for Family Policy and Research, Co-Director of the Center for Children and Families Across Cultures, and the Millsap Endowed Professor of Diversity and Multicultural Studies. He is an expert on child development, cultural studies, and quantitative and qualitative research (including program evaluations). Dr. Carlo has published over 150 peer-review articles, several books, and has successfully completed several major federal grants. Dr. Carlo will be a Co-Principal Investigator and will co-supervise all evaluation team staff including direct supervision of the Evaluation Coordinator. He will provide direct input on each phase of the project with a particular focus on child development and culture issues in evaluation. He will also assist in developing the evaluation design, provide oversight on data management, analyze data, and write reports.

Dr. Kathryn L. Fuger is a Research Associate and Director of Early Childhood and Youth Programs at UMKC-IHD. She brings expertise in program evaluation, applied research, and assessment addressing various child and family issues, such as school readiness and early childhood program characteristics. Dr. Fuger has 42 years of experience as an early childhood specialist, in addition to her background in evaluation. She has directed a cross-site evaluation of 17 grantees that serve families in which children are at risk for abandonment due to substance abuse and/or HIV/AIDs. She also brings experience partnering with Head Start programs. With Dr. Rohs, she is co-leading the matched comparison effectiveness study. She also completed a nine-county bi-state Hispanic needs assessment for the Latino Civic Engagement Collaborative and statewide needs assessments for Missouri Head Start-State Collaboration Office. Her interdisciplinary doctoral degree in Education and Public Affairs and Administration equips her with a broad view of the human service sectors that interface with families facing challenges. Dr. Fuger will serve as co-principal investigator, collaborating with Dr. Rohs and Dr. Carlo to coordinate and manage all components of the project with a focus on dissemination activities.

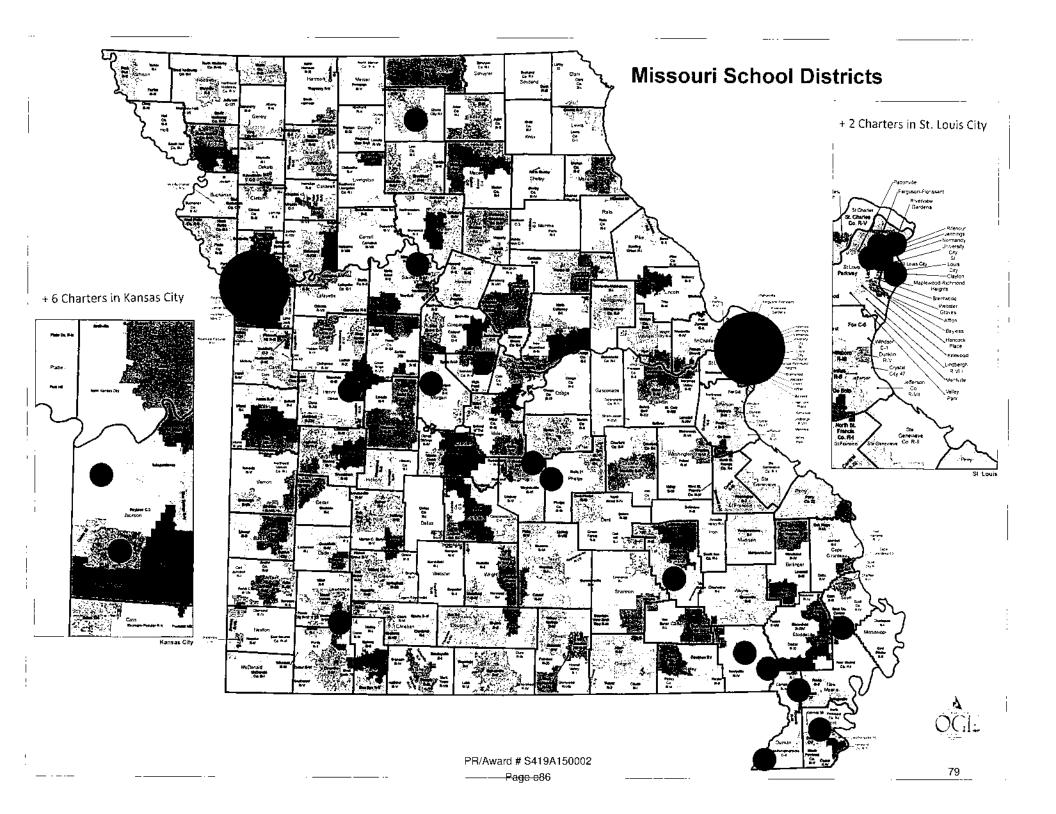
*Dr. Irma Arteaga* is an Assistant Professor at the University of Missouri; M.A. in Public Policy and Ph.D. in Applied Economics, University of Minnesota. Her research interests include child policy, and program evaluation of early childhood interventions. Dr. Arteaga has extensive experience and expertise on program evaluations including longitudinal evaluations and dosage effects of preschool programs (e.g., Chicago Child-Parent Center, Missouri Head Start Programs, Mississippi Building Blocks) and other early childhood interventions (National School Lunch Program; Women, Infants and Children; and Child and Adult Care Food Program). Her work has been published in various journals including Science, Economics of Education Review, and Child and Youth Services Review. Dr. Arteaga will provide direct input on evaluation design, data analytic plan, conduct data analyses, and write reports.

Dr. Jean Ispa is a Professor in the Department of Human Development and Family Studies at the University of Missouri. Her research interests include predictors of teaching quality in early childhood programs, parenting practices and child development in low-income families of diverse cultural groups, and undergraduate students' preparation to enter the early childhood care and education workforce. She was one of the founding members of the national Early Head Start Research and Evaluation Project and has published extensively using the longitudinal data that resulted from that effort.

*Dr. Louis Manfra* is an Assistant Professor of Human Development and Family Studies at the University of Missouri and serves as the Director of Research, Education, and Development at the MU Child Development Laboratory. He earned a Ph.D. in Applied Developmental Psychology from George Mason University in 2006. His research interests include early learning and development, verbally-mediated cognition, self-directed speech, and school readiness, particularly among vulnerable populations. Dr. Manfra has conducted extensive program evaluations of various early childhood programs (e.g., Head Start).

*Dr. Francisco Palermo* is an Assistant Professor in the Department of Human Development and Family Studies at the University of Missouri. His research focuses on children's social and academic readiness for school, including that of children who are learning English as a second language. He has published several manuscripts on low-income Spanish-speaking preschoolers' learning of vocabulary and literacy. Dr. Palermo has also evaluated Head Start preschool intervention programs.

Karrie Snider, M. A., is a Senior Research Assistant of Early Childhood and Youth Programs at UMKC-IHD. Ms. Snider is involved in applied research initiatives and program evaluation activities. She has conducted numerous classroom observations and analysis of observational data. Ms. Snider brings experience with coordinating classroom observations in over 20 school sites in the Kansas City area and expertise in observational assessments teacher-child interactions She is currently completing her dissertation research which involves teacher development, classroom instruction, culturally responsive teaching, and children's learning in urban schools of the metropolitan Kansas City area. Ms. Snider will serve as the Project Coordinator. She will assist the co-principal investigators in coordinating all aspects of the project



### **Summary of Preschool Development Grant**

Preschool Development Grants differ from the Missouri Preschool Program in that the Preschool Development Grants

- may support four-year-old children only.
- are renewable for four years.
- must be full-day programs.
- require that districts coordinate with a minimum of one additional preschool program provider in the community which may include Head Start and other private, non-sectarian preschool providers who can fulfill the requirements of the preschool development grant.

#### Preschool Development Grants may be provided for

- Start-up funds for necessary materials, supplies and equipment;
- Ongoing costs associated with the implementation of a sliding parental fee schedule based on income:
- Grants may be for up to a maximum of four (4) years;
- Grant applications shall, at a minimum, include:
  - A funding plan which demonstrates funding from a variety of sources including parental fees and a method of sustaining the program when the grant ends;
    - Funding plan. The plan must demonstrate funding from a variety of sources including parental fees. A sliding scale fee schedule based on family income is required for families whose income does not exceed two hundred percent (200%) of the federal poverty level.
    - Information must include how program growth issues will be addressed such as recruitment methods.
      - Funding. Funds may be requested for costs associated with expenses necessary to implement a quality preschool program.
      - These may include the following:
        - o Initial staff training on a selected curriculum model;
        - o Appropriate equipment;
        - Necessary furniture; and
        - Appropriate staffing.
      - Payments will not be made until the program has met contractual requirement; the program is licensed from the DHSS, Section for Child Care Regulation; and a copy of the licensed certificate is submitted to the department
      - Subject to appropriations, subsequent contract amounts may be reduced.
  - A child development, education, and care plan that is appropriate to meet the needs of children;
    - Child development, education, and care plan. The plan should describe how the
      preschool program will be designed and how it will meet the needs of age-eligible
      children as identified from the Community Needs Assessment.
  - The identity of any partner agencies or contractual service providers;
  - o Documentation of community input into program development;
  - o Demonstration of financial and programmatic accountability on an annual basis; and
  - The establishment of a parent advisory committee within each program;
    - Parent advisory committee plan. An advisory committee of parents with children in the classrooms must meet at least twice annually. The plan should include the roles

of the members, selection procedure, replacement procedure, number of members, and frequency of meetings.

- All grantees must have the appropriate child care license granted from the Missouri Department of Health and Senior Services (DHSS), Section for Child Care Regulation and continue to maintain it throughout the entire contract period and all renewal periods.
- Grantees must provide preschool services to four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Line.
- Grantees must provide a full-day preschool program, and school district grantees must also provide full-day kindergarten.
- Grantees must serve a minimum of ten (10) age-eligible children per classroom and have no more than twenty (20) age-eligible children in a classroom.
- Lead teachers and teacher assistants must meet the teacher qualifications. Classrooms with ten (10) children must have a lead teacher. A teacher assistant is required if more than ten (10) children are enrolled in the classroom.
  - Lead teacher- Early Childhood Teacher Certification; Early Childhood Special Education Teacher Certificate; or A four- (4-) year college degree in child development.
  - Teacher assistant, at a minimum- Child Development Associate; Two- (2-) Year Associate Degree in Child Care/Education; or Sixty (60) college hours with a minimum of three (3) college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.
- Grantees cannot decrease a program's current license capacity for any age group in order to increase the license capacity of age-eligible children for the purpose of receiving these funds.
- The program must adopt one (1) of the department-approved curriculum models. Lead teachers and teacher assistants must be trained in and implement the curriculum in the classroom.
  - O Curriculum models. Preschool programs must implement a nationally recognized preschool curriculum model that is approved by the department. The lead teacher and teacher assistant involved in the program must be trained in the curriculum model. It is also highly recommended that the director/program administrator be trained in the chosen curriculum model. All curriculum trainings must be provided by the curriculum source. Programs must contact the source to schedule trainings. Any training not scheduled through the source will not be funded and will not meet the requirement. The selected preschool curriculum models meet the following criteria:
    - Based on valid research;
    - Have positive evaluation results;
    - Provide ongoing professional development; and
    - Developmentally appropriate for age-eligible children.
- The program must implement a sliding scale fee to ensure all families, regardless of income, have an opportunity to participate.
- The program must obtain Missouri Accreditation (MoA) or the National Association for the Education of Young Children (NAEYC) Accreditation.
  - Accreditation. Programs are required to obtain accreditation from either the MoA or the NAEYC. The program must be accredited prior to the beginning of year three (3) operation. Programs operating in a center will be required to accredit the entire center including the infant/toddler classrooms and school age classrooms.
- Staff evaluations must be completed and documented annually.
- Lead teachers and teacher assistants must participate in continuous professional development associated with the selected curriculum model.
  - o Professional development plan. Professional development opportunities include collegecredit courses, follow up/advanced training of the selected curriculum model provided only

by the approved curriculum source, professional conferences, seminars, consultants, and the department required meetings. Program funds only support professional development opportunities that are in addition to the DHSS required clock hours for child care providers. The plan should include a list of the specific professional development opportunities to be provided. Evidence of continuous professional development associated with the selected curriculum model must be included each year in the plan. Professional development opportunities should reflect the general philosophy of the selected curriculum model.

- The grantee must maintain records and fiscal information.
- These funds cannot be used to supplant or replace any existing preschool program or staff.
- The grantee must ensure health promotion practices include health and safety requirements; developmental, behavioral and sensory screening, referral and follow up; the promotion of physical activity, healthy eating habits, oral health and behavioral health; and heath literacy of parents.
- The grantee must agree and understand that the department must have complete and total approval authority of the contractor's activity plan or any part thereof and must have the expressed right to modify, change or delete all or any part of the plan at any time.
- The grantee may be required to develop and submit a new or revised activity plan at other times throughout the contract period as well as for each renewal period, if the contract is renewed for additional periods. The contractor must prepare and submit all such future activity plans within a time frame stipulated by the department.
- Community involvement. A community advisory committee must assist in planning the preschool program for age-eligible children and in completing the Community Needs Assessment.
- Community-based planning. Strong community commitment, leadership, and planning are critical to the success of the programs and services offered through this grant.
  - Administration. The contractor appoints an administrator who has both leadership ability and a strong commitment to early childhood education, especially preschool education. This administrator must be able to-
    - Be knowledgeable and respectful of preschool opportunities within the community;
    - Set goals and coordinate implementation timetables;
    - Analyze the results of the programs;
    - Exercise sufficient authority within a collaborative framework to accomplish the desired results;
    - Be knowledgeable about business practices necessary to successfully sustain the program; and
    - Report regularly to the Community Advisory Committee and should be prepared to manage a program organizational structure consisting of several different types of operation.
  - o Community Advisory Committee. The Community Advisory Committee, whose membership of citizens representing a variety of community organizations, is established. Primary responsibilities of the Community Advisory Committee are to
    - Assist in gathering information needed to complete the Community Needs Assessment;
    - Make recommendations on the goals and objectives of the program.
    - Assist on options for coordinating programs and services among community, school, and other preschool programs; and
    - Serve as a resource.
  - Program Design. Based on the community needs assessment, the program will be designed to meet the needs of each community.

- Parent education/involvement/communication plan. The plan must address how parents will be informed about their child's development, opportunities to be involved in the preschool program, and how the preschool program will communicate with parents on an ongoing basis. Preschool programs are strongly recommended to collaborate with the district's Parents as Teachers program for parent education. Parent involvement could include serving on the Parent Advisory Committee, classroom volunteer, forming a preschool parent organization, etc. Communication with parents could include newsletters, parent-teacher conferences, phone calls, etc.
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  - o Desk Monitoring: MPP contractors/grantees may be subject to a desk audit review at any time during the contract period.
  - On-Site Monitoring: May occur if deficiencies are identified through the desk monitoring review.

The district agrees to the stated terms for the Preschool Development Grant.

Signature of Superintendent

Bennjamin Banneker Academy

Assistant Commissioner

10/1/14

Date

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Signature of Superintendent Calhoun School District	Date
Camoun School District	
	10/1/14
Assistant Commissioner	Date

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Signature of Superintendent Confluency Academy	<u>7-76-74</u> Date
Assistant Commissioner	Date

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gen o	Executive Vice President, Della Lamb Community	Services
10-3-201	Supt, Della Lamb Charter School	10-3-2014
Signature of Superinté	ndent	Date
Della Lamb Charter Scho	ol	
		10/3/14
Assistant Commission		Date

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Duane Royle	. 10-1-14
Signature of Superintendent Dixon School District	Date
	10/2/14
Assistant Commissioner	Date

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The district agrees to the stated terms for the Preschool	ol Development Grant.
Signature of Superintendent Ferguson Florissant School District	9/29/14 Date
Assistant Commissioner	10/1/14 Date

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Signature of Superintendent Hayti School District	Date
ssistant Commissioner	

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The district agrees to the stated terms for the Preschool Signature of Superintendent Hickman Mills School District	Development Grant.  9/15/14  Date
Assistant Commissioner	10/1/14 <b>Date</b>

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Signature of Superintendent Kansas City Public School District	9/29 ((4 Date
Assistant Commissioner	10/1/14 Date

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The district agrees to the stated terms for the Preschool D	Development Grant.
Signature of Superintendent Newburg School District	Lep 30, 2014
Assistant Commissioner	10/1/14 Date

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The district agrees to the stated terms for the Preschool Develo	opment Grant.
Signature of Superintendent Pathway Academy	9.17.14 Date
	10/1/14
Assistant Commissioner	Date

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  - o Desk Monitoring: MPP contractors/grantees may be subject to a desk audit review at any time during the contract period.
  - On-Site Monitoring: May occur if deficiencies are identified through the desk monitoring review.

The district agrees to the stated terms for the Preschool D	evelopment Grant.
Terry & Degra	10/2/14
Signature of Superintendent Slater School District	Date / / /
Assistant Commissioner	10/1/14 Date

- Parent education/involvement/communication plan. The plan must address how parents will be
  informed about their child's development, opportunities to be involved in the preschool program,
  and how the preschool program will communicate with parents on an ongoing basis. Preschool
  programs are strongly recommended to collaborate with the district's Parents as Teachers program
  for parent education. Parent involvement could include serving on the Parent Advisory
  Committee, classroom volunteer, forming a preschool parent organization, etc. Communication
  with parents could include newsletters, parent-teacher conferences, phone calls, etc.
- Community set-aside plan. The community set aside is a portion of the award that may be
  designated to provide professional development opportunities for licensed early care and
  education providers within the contractor's community. These licensed providers must be caring
  for age-eligible children.
- Accountability. Programmatic accountability must be demonstrated on an annual basis. DESE has
  provided the following documents to assist programs with managing the required documentation.
  Please note that failure to maintain the required documentation may result in termination of the
  contract.
- Audits. The contractor/grantee agrees to permit DESE or its authorized representatives to observe
  and evaluate the delivery or performance of the contracted services. This includes access to any
  books, documents, papers and records of the contractor/grantee that are directly related to the MPP
  audit process.
  - Desk Monitoring: MPP contractors/grantees may be subject to a desk audit review at any time during the contract period.
  - On-Site Monitoring: May occur if deficiencies are identified through the desk monitoring review.

The district agrees to the stated terms for the Preschool Develo	pment Grant.
Signature of Superintendent Southland C9 School District	7/19/19 Days
Assistant Commissioner	10/1/14 Date

- Parent education/involvement/communication plan. The plan must address how parents will be informed about their child's development, opportunities to be involved in the preschool program, and how the preschool program will communicate with parents on an ongoing basis. Preschool programs are strongly recommended to collaborate with the district's Parents as Teachers program for parent education. Parent involvement could include serving on the Parent Advisory Committee, classroom volunteer, forming a preschool parent organization, etc. Communication with parents could include newsletters, parent-teacher conferences, phone calls, etc.
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  - O Desk Monitoring: MPP contractors/grantees may be subject to a desk audit review at any time during the contract period.
  - On-Site Monitoring: May occur if deficiencies are identified through the desk monitoring review.

The district agrees to the stated terms for the Preschool Deve	elopment Grant.
fel RA	9/30/14
Signature of Superintendent	Dale /
St. Louis Public School District	
	10/1/14
Assistant Commissioner	10/1/14 Date

- Parent education/involvement/communication plan. The plan must address how parents will be
  informed about their child's development, opportunities to be involved in the preschool program,
  and how the preschool program will communicate with parents on an ongoing basis. Preschool
  programs are strongly recommended to collaborate with the district's Parents as Teachers program
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  audit process.
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  - o On-Site Monitoring: May occur if deficiencies are identified through the desk monitoring review.

Signature of Superintendent University Oity School District	7/15/14 Date
	10/1/14
Assistant Commissioner	Date

# Preparing Kids for School

Missouri's plan for helping children transition from early childhood programs to elementary school



tarting school is an important time for young children, their families and educators. A successful transition from home and early childhood programs to elementary school has a positive, long-lasting effect on a child's ability to learn. Smooth transitions occur when children know what to expect and are excited about learning and when parents are active participants in the education process at home and at school.

## **Transition Activities**

### What schools can do to assist children and families:

**Home visits:** Visit the children at home. Many schools have found that a home visit by a teacher or principal before a child enters school has a substantial impact on a kindergartner's adjustment to the new setting. A home visit allows the child to share some favorite items such as toys, books or games. At the same time, a home visit allows parents to gain information and to ask specific questions about their child's new school.

**Community links:** Link with the community and local early childhood programs, including Head Start and family child care programs, and collaborate with the Parents as Teachers program to help ease the transition to kindergarten. Finding out where children have spent their early years can be a first step in the kindergarten transition process. Some schools compile a list of local programs including family child care programs, contact the directors or caregivers, and plan transition activities appropriate to the community.

**Early learning standards:** Work with early education staff, using resources such as the Missouri Early Learning Standards to establish realistic expectations for kindergarten readiness, to help provide consistency from program to program.

**Resource centers:** Create parent and family resource centers that include books on parenting and school-related information and provide a referral system to community services, classes and/or workshops. Additional activities may include back-to-school fairs, open houses, parent/teacher conferences, etc.

Parent/teacher meetings: Provide opportunities for parents and teachers to meet and work together.

**Field trips:** Invite pre-kindergarten children to visit their elementary school to increase the children's familiarity with the elementary school environment.

**Development programs:** Encourage participation in programs such as Parents as Teachers and family literacy programs that help parents develop language and pre-literacy skills in their young children.

**Health:** Encourage parents to take their children for regular visits to the doctor and to update immunizations as needed.

**Summer school:** Provide a summer school program for children entering kindergarten in the fall. This would allow the children to become familiar with the classroom and the school facility and enable the kindergarten teachers to get to know the children through observation and involvement in activities.

## What early childhood programs can do to assist children and families:

- **School visits:** Schedule visits to the new school so that the children can become familiar with the school. Allow the children to express their feelings about the new school through dramatic play activities.
- Children's books: Read and have available children's books on the topic of going to kindergarten.
- **Visitors:** Invite a kindergarten child or older sibling to visit the early childhood program and talk about school.
- **Orientation sessions:** Encourage parents to attend kindergarten "round-up" and/or other orientation sessions that are planned for incoming children and their parents.
- **Child care options:** Discuss child care options, including before- and after-school programs, with working parents.
- Role play: Develop a prop box of items that will allow the children to role play being in kindergarten.

# Benefits of Implementing a Transition Plan

## Benefits for Children:

When early childhood programs and kindergarten teachers help children move more easily into a new environment, benefits for the children may include:

- Continuity with earlier educational experiences.
- Increased motivation and openness to new experiences.
- Enhanced self-confidence.
- Improved relations with other children and adults.
- A greater sense of trust for teachers.



### **Benefits for Parents:**

When parents are involved with teachers and other school staff in providing a smooth transition for their children, the parents gain:

- Increased confidence in their child's ability to achieve in school.
- Improved self-confidence in their ability to communicate with school staff and a positive influence in the educational system.
- A sense of pride and commitment in their ongoing involvement in the education of their children.
- A greater knowledge and appreciation of early childhood programs and staff.

## Benefits for Teachers:

Teachers who cooperate with others to ease children's transition between early childhood programs can expect:

- Increased knowledge of the children and an enhanced ability to meet individual needs.
- Increased parent and community support.
- More resources and a larger network of professional support.
- Increased awareness of the early childhood programs in the community.
- A renewed sense of professionalism and pride in their efforts to reach out to young children and their families.

**Source:** Easing the Transition from Preschool to Kindergarten: A Guide for Early Childhood Teachers and Administrators Head Start Information and Publication Center



## A successful transition plan requires that:

- Families are a critical part of the home, school and community partnership and are the decision makers concerning their child's care and education.
- A wide range of home, school and community partners (e.g., parents, Parents as Teachers educators, early childhood staff, kindergarten teachers and other school staff) share leadership and guide decision making.
- Care, education, health and social services focus on the full range of needs and circumstances of individual children and their families. Plans should be flexible and include a range of practices.
- Home, school and community partners maintain open communication.
- Schools and community partners effectively manage resources such as people, time, materials, space and funds.
- Home-school and community partners document their efforts and use evaluation information to improve policies, programs and practices. Examples of information to collect include children's comments and drawings, parent surveys and feedback, and documentation on children's progress in kindergarten.



dministrators in both early childhood programs and kindergarten classrooms/elementary schools can set the stage for successful transition activities by supporting ongoing communication and cooperation among early childhood teachers. Opportunities for communication and cooperation should occur throughout the program year. Depending on the size of the community, it may be helpful to establish a community-wide transition committee to involve all programs in planning transition activities.

# **Developing a Community-wide Transition Committee**

## To establish a community-wide transition committee, start by:

- Developing written policies and procedures that will guide transition efforts.
- Planning informal visits to meet the staff of the early childhood and kindergarten programs. This will
  provide an opportunity for staff to get to know each other, share information about the program and discuss
  the need for transition activities.
- Including representation from early childhood programs, public schools, Parents as Teachers programs, parents, private schools and other agencies in the community.
- Developing in-service workshops that focus on transition as well as other issues facing early childhood educators.
- Planning kindergarten registration in conjunction with early childhood programs.
- Meeting with health and social services staff to discuss consistency of services for children and families.
- Developing a plan for transferring specific records to the elementary schools. This would include records
  of families who have participated in the Parents as Teachers program, early childhood special education
  programs, etc.
- Scheduling follow-up meetings in the fall to answer questions and discuss children's progress.

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Ramey, Sharon L., and Ramey, Craig T. 1999. Going to School: How to Help Your Child Succeed. New York, NY: Goddard Press.

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Shore, Rima. (1998). Ready schools. A report of the Goal 1 Ready Schools Resource Group. Washington, DC; National Education Goals Panel.

# Department of Elementary and Secondary Education References

**DESE Early Learning Section** 

Missouri Early Learning Standards – Available on the Early Learning website: http://dese.mo.gov/eel/el/PreK Standards/index.htm

Missouri School Readiness Definition – Available on the Early Learning website: http://desc.mo.gov/cel/el/documents/eel-school-readiness-definition.pdf

Grade-Level Expectation Documents – website: dese.mo.gov/divimprove/curriculum/GLE

# Related Articles/Resources

National Association for the Education of Young Children (NAEYC) www.naeyc.org

Passe Sancho, Angele, 2010. Is Everybody Ready for Kindergarten? St. Paul, MN: Redleaf Press. Available to purchase online http://www.naeyc.org/store/node/17212

National Association of Child Care Resource and Referral Agencies (NACCRRA). 2012. "Moving on to Kindergarten: Change is Both an Opportunity and a Challenge." Available online at: http://childcareaware.org/sites/childcareaware.org/files/news\_room/naccrra\_in\_the\_news/2012/volume\_70.pdf

Child Care Aware of America. http://childcareaware.org/

"Transition to Kindergarten Is a Critical Time in a Child's Development." Available online at: http://childcareaware.org/sites/childcareaware.org/files/news\_room/naccrra\_in\_the\_news/2012/volume\_6.pdf

"Time for Kindergarten" Available online at: http://childcareaware.org/parents-and-guardians/newsletters/are-you-aware/time-for-kindergarten

Early Childhood News. Deyell-Gingold, Pam. 2008. "Successful Transition to Kindergarten: The Role of Teachers & Parents." Available online at: http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=477

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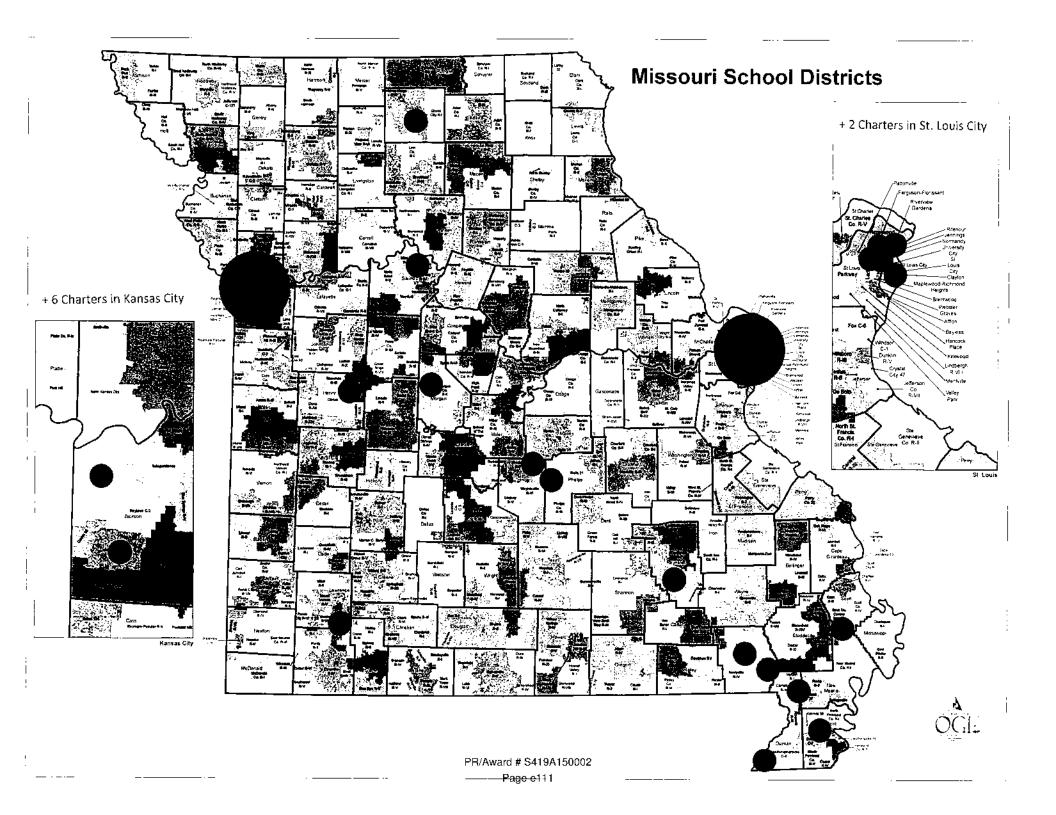
#### Missouri Department of Elementary and Secondary Education

Early Learning Section

P.O. Box 480 • Jefferson City, MO 65102-0480

Phone: 573-751-2095 • http://dese.mo.gov

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NOTE:

Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- 1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
- 2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

- Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation. Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil. Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s). under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- 8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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- 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
- 19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Stacey Preis	Assistant Commissioner
APPLICANT ORGANIZATION	DATE SUBMITTED
State of Missouri Department of Elem. and Sec. Education	10/07/2014

Standard Form 424B (Rev. 7-97) Back

# **DISCLOSURE OF LOBBYING ACTIVITIES**

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

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b. grant	b. initial award	b. material change	
c. cooperative agreement	c post-award		
d. loan			
e. loan guarantee			
f. loan insurance			
4. Name and Address of Reporting 8	Entity:		
Prime SubAwardee			
*Name Missouri Cepartheot of Elementary ad	d Secondary Education		
*Street 1 PO Box 460	Street 2		
*Chy Leiferson City	State MO: Miscouri	Zip [45102	
Congressional District, if known: 20-A1.			
6. * Federal Department/Agency:	7. * Fede	ral Program Name/Description:	
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	CFDA Numb	or, if applicable: 84.419	
8. Federal Action Number, if known:	9. Award	Amount, it known:	
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11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			
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*Name: Prefix 2:. *First Name	St Leby	Middle Name Jones	
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Title: Assistant Commissioner	Telephone No.: [57/3-75/1-47/34	Date: 10/07/2014	
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PR/Award # S419A150002

OMB Number: 1894-0005 Expiration Date: 03/31/2017

#### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description. of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. . Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your. application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

# What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

# Optional - You may attach 1 file to this page.

MO SECTION 427 SEPA REQUIREMENT STATEMENT. Delete Attachment View Attachment

SECTION 427 GEPA REQUIREMENT STATEMENT

As specified in Priority 1, steps will be put in place to insure traditionally underrepresented

groups have equal access. Program licensure standards address any accommodations that would

be needed for children with special needs. For subgrantees serving populations with limited

English proficiency, we will work with subgrantees to ensure that communication about

preschool opportunities is made available to families in their native language.

One potential barrier that would be addressed is if the participants in workshops, trainings, and

technical assistance sessions would need interpreters or adaptive devices to allow for their full

participation.

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#### CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,00 of and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
State of Missouri Department of Elem. and Sec. Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr. * First Name: Stadey	Middle Name: Jones
* Last Name: Frois	Suffix:
* Title: Assistant Commissioner	
* SIGNATURE: Stacey Preis * DAT	E: 10/07/2014

#### **Abstract**

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- · Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

# You may now Close the Form

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## **ABSTRACT**

With Missouri's strong history and foundation for quality early learning supported by a broad coalition of partners, Missouri is well-positioned to make significant advances in early childhood education.

# **Absolute Priority**

While there are families with high-need in every community, for the Preschool Development Grant, we have identified those areas of Missouri with the most concentrated need. Through our identification process and estimate of needs, nearly 2,000 additional children located throughout Missouri in both rural and urban settings could be served in high-quality preschool.

# Competitive Priorities

- 1) Matching Funds. We will use the propriated for the Missouri Preschool Program (MPP) in FY2015 as the state match for the Preschool Development Grant.
- 2) *Birth through Third Grade Continuum*. Missouri has recently revised early learning standards, known as the Missouri Early Learning Goals, that are aligned with the State's K-12 standards and endorsed by the State Board of Education.
- 3) Expansion of the State Preschool Program. We anticipate serving an additional 1,976 four-year-olds per year in high-quality preschool programs through the MPP program structure which has a monitoring and evaluation protocol designed to ensure high-quality. Building upon the foundation of MPP, we can incorporate additional program enhancements, partnerships, and quality assurances to extend the opportunity for high-quality preschool to our high-need communities.

In addition, to improve the State preschool program infrastructure, we have identified five projects that will provide direct support to teachers and children, increase the breadth and quality of early learning data in Missouri's longitudinal data system, and inform program decisions as well as future research and policy decisions. Missouri has set ambitious goals for increasing access to high-quality preschool and strengthening the State preschool program infrastructure that we are confident we can achieve.

# **Project Narrative File(s)**

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Now for Later™: Missouri's Investment in Early Learning

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#### **EXECUTIVE SUMMARY**

#### **Selection Criterion A**

Missouri is well-positioned to make significant strides in early childhood education. The State Board of Education and the Commissioner of Education have identified early childhood education as one of four essential goals for attaining Missouri's objective of being a "Top 10 by 20" state (a state ranked in the top 10 of all states in education by the year 2020). In 2010, the Department of Elementary and Secondary Education (DESE) reorganized to better reflect the priorities and goals of DESE, such as establishing offices to focus solely on Educator Quality and Early and Extended Learning. Our early learning initiatives are promoted by a campaign developed by DESE called Now for Later™ to communicate that quality early childhood education is an investment in the future.

Missouri Governor Jay Nixon has consistently supported early childhood through funding increases and program initiatives. The "Start Smart Initiative" which began in 2013 provides resources to support the development or expansion of high-quality early childhood and preschool opportunities specifically for children of low and moderate income families. The Missouri Department of Economic Development (DED) Division of Business and Community Services coordinates the "Start Smart Initiative" which provides funding for capital improvement and program start up costs using grants and tax credits through the Community Development Block Grant (CDBG) and the Neighborhood Assistance Program (NAP). "Expanding access to early childhood education is proven to boost academic achievement in school and improve opportunities later in life – in short, a smart investment with a big return." - Governor Jay Nixon<sup>1</sup>.

Source: http://ded.mo.gov/upload/StartSmart03242014.pdf

While Missouri now has an Office of Early and Extended Learning, the value of early learning is embraced by all of the offices and divisions of DESE. Our leadership team collaborates, communicates, and consistently works together to support our shared goals. Further, DESE has strong collaborative relationships with key stakeholders and a broad coalition of business and community early learning supporters. We are pleased to include, in addition to the letter of support from the Coordinating Board for Early Childhood (CBEC), 35 letters of support from business, civic, community and education organizations; legislators; and advocates for high-quality early learning. (See Appendix A for letters of support.)

In our application, we address the three competitive priorities.

- Contributing Matching Funds Selection Criterion B
- Integration of Supports and Services in the Birth through Third Grade Continuum Selection Criterion F
- Expansion of the State Preschool Program Selection Criteria D and E

# I. CURRENT PROJECTS

Missouri's CBEC is a statutorily-created entity made up of a diverse group of individuals representing DESE, DSS, Department of Health and Senior Services (DHSS), and Department of Mental Health (DMH), Head Start, Family and Community Trust (FACT), community organizations, and advocacy groups. (See Appendix B for the CBEC membership list.) The CBEC is Missouri'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 through age five. The CBEC functions as Missouri's 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. (§210.102, subsection 2, RSMo.)

The CBEC and its workgroups in Early Care and Education, Early Childhood Mental Health, Healthcare, and Home Visitation ensure that Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded and of the highest quality to meet the needs and to promote the well-being of all young children and their families. This is

accomplished through developing key partnerships, building collaborative strategies, and ensuring equal access to necessary resources, resulting in the implementation of an effective and sustainable early childhood system.

#### II. STATE SUPPORT

In 2014 the Missouri General Assembly and Governor Jay Nixon made significant investments in early learning through increases to current appropriations for preschool and other early learning programs. We will use the \$12,315,317 appropriated for the Missouri Preschool Program (MPP) in FY2015 as the state match for the Preschool Development Grant. In addition, legislation enacted in 2014 provides a commitment to future funding of high-quality preschool (HB 1689) and provides child care quality information to parents (SB 869). The State's investment will provide funding stability to help sustain the preschool opportunities created through the Preschool Development Grant.

#### III. STAKEHOLDER ENGAGEMENT

Numerous individuals and organizations have demonstrated their support for Missouri's application for the Preschool Development Grant. To begin the application process, DESE hosted a roundtable discussion to review the requirements of the grant. Fifty-six people from across the state representing a diversity of interests and backgrounds spent the day discussing ideas around the strengths of MPP, best practices in other early learning programs such as Head Start, best practices in current partnerships, potential future collaborations between programs, and variables to consider in identifying high-need communities. (See Appendix C for the list of attendees.)

#### IV. IDENTIFYING HIGH-NEED COMMUNITIES

While there are families with high-need in every community, for the Preschool Development Grant, we have identified those areas of Missouri with the most concentrated need. When selecting these communities, we considered both demographic and academic indicators. In

addition, using data from the Missouri Comprehensive Data System (MCDS), Annie E. Casey Foundation KIDS COUNT, and Missouri Accreditation of Programs for Children and Youth (MOA), we describe additional factors that confirm the selection of the communities identified as high-need.

Through our identification process and estimates of needs, we anticipate being able to serve nearly 2,000 children not currently enrolled in high-quality preschool. The children who would be served are located throughout Missouri in both rural and urban settings. By our calculations, up to 92% of the Preschool Development Grant would be directed to subgrantees. We identified subgrantees as local education agencies (LEAs), which include school districts and charter schools; however, a requirement of the preliminary agreement subgrantees signed was that each subgrantee would contract with a minimum of one additional community provider or Head Start program so that Preschool Development Grant funding was not limited to program sites in public schools.

# V. AMBITIOUS AND ACHIEVABLE PLAN FOR INCREASING ACCESS TO HIGH-QUALITY PRESCHOOL

MPP has a program structure and a monitoring and evaluation protocol designed to ensure high-quality. Building upon the foundation of MPP, we can incorporate additional program enhancements, partnerships, and quality assurances to extend the opportunity for high-quality preschool or the expansion of high-quality preschool to our high-need communities. Working with our early learning partners, we have identified several ways to enrich the quality of the current MPP and provide additional supports to children and families that will help develop our comprehensive approach. In the section "Ensuring Quality in Preschool Programs" (Selection Criterion C), we discuss ongoing work related to the Missouri Early Learning Goals (ELGs) as well as any modifications that may need to occur to align with Missouri's revisions to the Missouri Learning Standards in English language arts and mathematics.

Also, we discuss other initiatives that improve upon the quality of MPP and the comprehensive support system around it including ongoing work on DESE's Braided and Blended funding pilot

that will incorporate additional funding sources from DSS and Head Start, connecting families with DMH initiatives of Project LAUNCH and Parent Cafés, and strengthening the quality of the current MPP structure by incorporating best practices from Head Start programs such as features of their community needs assessment and their Classroom Assessment Scoring System (CLASS<sup>TM</sup>).

Finally, as the first state with Parents as Teachers (PAT), Missouri is in a unique position of being the only state where PAT is guaranteed to any school district in Missouri and one of the few states where PAT is established in statute. This early access to families and children provides a perfect opportunity for connecting with families on education, development, health, and access to community resources.

#### VI. STATE INFRASTRUCTURE

The remaining 8% to 14% of the Preschool Development Grant will be used to support the State's infrastructure for high-quality preschool including initiatives that will develop long-range support and sustainability. What follows is an overview of these initiatives. The detailed descriptions and the budgets are described in "Ensuring Quality in Preschool Programs" (Selection Criterion C) and "Budget and Sustainability" (Selection Criterion G).

# A. Mentors: Onsite Support and Professional Development

In order to have sufficient resources to properly monitor and evaluate the implementation of high-quality preschool in the high-need communities, Missouri will need additional mentors for onsite evaluation and program support. Given current numbers of programs and children served, the current level of staffing support for MPP, and the proposed expansion of new high-quality preschool slots, we are including funding for five additional contracted mentor positions.

# B. T.E.A.C.H. Missouri® Scholarships

Data from Missouri Accreditation show that there are an insufficient number of lead teachers and assistant teachers in preschool classrooms with the credentials required by MPP standards and the Preschool Development Grant. DESE has supported continuing education for preschool

teachers through T.E.A.C.H. Missouri® scholarships for over a decade. From 2004-2014, DESE has contributed from \$\frac{(b)(4)}{2}\$ per year to T.E.A.C.H. Missouri® scholarships. We will use Preschool Development Grant funding to add a total of \$2,027,960 the over the four years of the grant to the State's annual contribution to support increased teacher education and credentials so that all children have the opportunity to be taught by highly-trained and qualified teachers.

#### C. Preschool Data Enhancements in MCDS

Missouri's robust P20W longitudinal data system, MCDS, uses unique student identifiers to link records from prekindergarten through the workforce. Within MCDS, prekindergarten provides the biggest challenges due to the variety of settings where data is housed as well as the amount of data held by non-state government entities. Missouri has invested in building a solid foundation for the MCDS, creating linkages among datasets for the early childhood workforce, and developing a comprehensive early childhood assessment system. The Preschool Development Grant will allow Missouri to expand inclusion of early childhood data in the MCDS. In addition, funds from the grant will be used to improve the process to manage the grants for early learning centers/programs. Missouri has an active P20W workgroup that is committed to strengthening the data pipeline to better inform research and policy decisions.

# D. Cross-Site Evaluation

In addition to monitoring and evaluation by onsite mentors and DESE staff, DESE will contract with the University of Missouri-Kansas City and the University of Missouri-Columbia to provide an overview of all aspects of the implementation of preschool at the new and expanded sites. The research team will provide annual reports and a final summative report to DESE.

#### E. Early Childhood Education Impact Studies

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. Missouri is requesting funds to help support additional analysis of these indicators using Missouri data. The State will offer grants to researchers to investigate narrowly focused questions using Missouri specific data.

# COMMITMENT TO HIGH-QUALITY PRESCHOOL PROGRAMS

Selection Criterion B

Missouri has a long, rich history of implementing and providing services to families with children birth through third grade, and DESE has been a driving force and an integral part of this history.

#### I. MISSOURI'S HISTORY IN EARLY CHILDHOOD EDUCATION

In 1973, under the leadership of DESE, the first annual statewide Conference on the Young Years convened to unite the early childhood community including both public and private programs. The conference was designed to serve as a central meeting place for in-service training and dissemination of information on exemplary programs and practices. It has become an annual event as the state's major early childhood conference. In March 2015, the Department will host the 42nd Annual Conference on the Young Years.

In September, 1981, the New Parents as Teachers pilot project launched as a four-year study of the impact on children's development and learning in a home/school partnership that begins before birth. The pilot provided prenatal visits; monthly hour-long personal visits by trained parent educators; monthly group meetings; ongoing monitoring of children's educational, hearing, visual and motor development; drop-in and play times; and linkage with community services and agencies. In 1984 the Early Childhood Development Act (SB658) passed by Missouri General Assembly authorized state funding to school districts to provide education programs and services to children under five years of age and their parents. In 1985 \$2.8 million was appropriated, and the program was renamed Parents as First Teachers, soon shortened to Parents as Teachers. The Parents as Teachers National Center was established early in 1987 by DESE in order to provide training, technical assistance and research opportunities for professionals who are interested in Missouri's PAT model and other parent-education programs.

Missouri Accreditation of Programs for Children and Youth (MOA) also originated from DESE and became operative in 1984. In 1993, MOA standards were officially adopted by the Missouri

State Board of Education for use by public school early childhood programs. MOA provides quality standards for programs serving infants/toddlers, two- through six-year-olds, and school age children used in accrediting both public and private programs.

Work on Project Construct began in 1986 under the direction of the Missouri Department of Elementary and Secondary Education and the Center for Educational Assessment at the University of Missouri-Columbia. Many people, including early childhood educators, administrators, subject-area specialists, and college and university professors, contributed ideas that are reflected in the project. Project Construct has demonstrated in a very practical way the principles of constructivist theory upon which it is based. Through a series of intense and earnest conversations about early learning, individuals representing a wide variety of perspectives have built a curriculum and assessment framework that represents some of the best thinking in the field of early childhood education.

Missouri has a strong history and foundation for quality early learning supported by a broad coalition of partners throughout the state ranging from parents to Head Start to legislators. The coalition continues to grow as we discover new and innovative ways to collaborate on providing access to high-quality early learning opportunities. Missouri has recently revised ELGs aligned with the State's K-12 standards and endorsed by the State Board of Education. Additionally, Missouri has a high-quality State preschool program and the financial and legislative support of Missouri Governor Jay Nixon and the Missouri General Assembly.

## II. MISSOURI EARLY LEARNING STANDARDS

Missouri's early learning standards, known as the Missouri Early Learning Goals (ELGs), were developed by a group of individuals whose backgrounds and expertise are representative of the early childhood community in Missouri. DESE led this team of early learning experts as they developed a set of goals of what most children should know and be able to do birth to kindergarten entry. The Missouri ELGs are aligned to the Missouri Learning Standards for K-12. During the development process of the ELGs, the kindergarten Missouri Learning Standards

were used as reference point for the school readiness measures. The Missouri State Board of Education approved the ELGs in June 2013.

The goals are divided into the domains of (1) Approaches to Learning; (2) Social and Emotional Development; (3) Physical Development, Health and Safety; (4) Language and Literacy; (5) Mathematics; (6) Science; (7) Understanding the World; and (8) Expressive Arts. Within each domain are specific content components, developmental goals, and indicators for both infant/toddler and preschool. The goals are intended to be used in a variety of early learning settings including with parents, parent educators, child care providers, Head Start and public/private preschool teachers. They are consistent with current research and recommendations from other state and national initiatives. (See Appendix D for the Missouri ELGs.)

#### III. QUALITY STANDARDS FOR THE MISSOURI PRESCHOOL PROGRAM (MPP)

MPP has very high standards for early learning that encompass teacher qualifications, research-based curriculum, developmental assessments, licensure and accreditation, and parent and community engagement.

#### A. Teacher Qualifications

Lead teachers and assistant teachers must meet the teacher qualifications. All preschool programs funded by MPP must employ lead teachers and assistant teachers who have one of the following minimum qualifications at the time the program begins operation:

Lead teacher - Early Childhood Teacher Certification; Early Childhood Special Education Teacher Certification; or a four-year college degree in Child Development.

Assistant teacher - Child Development Associate; two-year Associate Degree in Child Care/Education; or 60 college hours with a minimum of three college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.

These qualifications must be maintained throughout the contract period. Classrooms with 10 children must have a lead teacher. An assistant teacher is required if more than 10 children are

enrolled in the MPP classroom.

Lead teachers and assistant teachers are required to participate in continuous professional

development associated with the selected curriculum model. Lead teachers and assistant teachers

in the MPP classrooms must be trained in the Desired Results Development Profile-Preschool®

(2010) [DRDP-PS<sup>©</sup> (2010)], the developmental assessment used in the MPP program. Lead

teachers and assistant teachers use the DRDP-PS<sup>®</sup> (2010) to review each child's growth and

development and guide learning activities in the classroom.

Lead teachers and assistant teachers participate in the MPP Learning Communities (MPPLCs)

including onsite consultation and regional professional development opportunities. Staff

evaluations must be completed and documented annually.

B. Curriculum

Programs must implement a nationally-recognized preschool curriculum model approved by

DESE. The lead teacher and assistant teacher involved in the MPP classroom must be trained in

the curriculum model chosen by the program. We highly recommended that the director or

program administrator be trained in the chosen curriculum model. All curriculum trainings must

be provided by the curriculum source.

The selected preschool curriculum models are based on valid research, have positive evaluation

results, provide ongoing professional development, and are developmentally appropriate for age-

eligible children. The currently approved curriculums are

Creative Curriculum - provided by Teaching Strategies

• Emerging Language & Literacy Curriculum - provided by the Institute for Professional

Development at the University of Missouri

• High/Scope® Teacher Training - provided by High/Scope® Preschool

• The Foundations of Project Construct - provided by Project Construct

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#### C. Accreditation

Programs must obtain MOA or the National Association for the Education of Young Children (NAEYC). The program must be accredited prior to the beginning of the fourth year of operation. An MPP operating in a center will be required to accredit the entire center including the infant/toddler classrooms and school age classrooms.

#### D. Licensure

All grantees must obtain the appropriate child care license, either a Group Child Care Home or a Child Care Center, granted from the DHSS Section for Child Care Regulation and continue to maintain the license throughout the entire contract period and all renewal periods. All programs should be in operation, with children in attendance, by October 1 of the grant fiscal year but must be in operation with children in attendance no later than December 15 of the grant fiscal year as either a Group Child Care Home or a Child Care Center. Governmental entities or public schools may begin services prior to becoming licensed by applying for a temporary exempt status through the DHSS. The grantee may not decrease a program's current license capacity for any age group in order to increase the license capacity of age-eligible children for the purpose of receiving MPP funds. Grantees with an existing license must be in good standing with DHSS and be operating at full capacity. The program must increase its license capacity (after the award is made) by a minimum of 10 age-eligible children per classroom. All programs must have no more than 20 children in a classroom.

#### E, Program Requirements

# 1. Program Structure

The preschool program must provide 6.5 hours of educational activities appropriate to the developmental level of the child each day for five days a week, full day, full year. The hours designated as preschool must occur between the hours of 7:30 a.m. and 5:00 p.m. In addition to the hours of educational activities, a minimum of 30 minutes per day should be scheduled for the lead teacher and assistant teacher for such things as planning or parent conferences.

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Only governmental entities or LEAs may provide a half day program, at a minimum of three hours, to better serve those children participating in other programs such as Title 1 and/or Early Childhood

Special Education. Governmental entities or LEAs can provide preschool services for no less than the school year. LEAs that implement a four-day school week for their K-12 grade levels may also

implement a four-day schedule for MPP. The length of day should mirror the K-12 day.

The program must implement a sliding fee scale to ensure all families, regardless of income,

have an opportunity to participate. All MPP children must be provided with an annual health and

nutrition screening and a developmental screening. We encourage programs to work with

existing screening opportunities that may already be in place such as PAT, County Health

Department, or Head Start.

The grantee must collaborate with the LEA to offer PAT services with MPP families. These

services should include, at a minimum, family visits, group connections, developmental

screenings, and access to the Resource Network. Further, the program must offer no less than

two parent-teacher conferences annually.

2. Program Development

The grantee must agree to allow DESE complete approval authority of the grantee's activity

plan, or any part thereof, and must grant DESE the expressed right to modify, change, or delete

all or any part of the plan at any time. The grantee may be required to develop and submit a new

or revised activity plan at other times throughout the contract period as well as for each renewal

period, if the contract is renewed for additional periods. The grantee must prepare and submit all

such future activity plans within a timeframe stipulated by DESE.

3. Community Involvement

A community advisory committee must assist in planning the preschool program for age-eligible

children and in completing the Community Needs Assessment. Strong community commitment,

leadership, and planning are critical to the success of the programs and services offered under

MPP.

4. Parent Advisory Committee Plan

An advisory committee of parents with children in MPP classroom(s) must meet at least twice

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annually. The plan should include the roles of the members, selection procedure, replacement procedure, number of members, and frequency of meetings. Documentation must be on file that includes a list of members, sign-in sheets, dates of meetings, and meeting minutes.

5. Funding Plan

The plan must demonstrate funding from a variety of sources including parent fees. A sliding fee scale based on family income is required for families whose income does not exceed 185% of the federal poverty level. Information must include how program growth issues will be addressed such as recruitment methods.

6. Child Development, Education, and Care Plan

The plan must be appropriate to meet the needs of children served in the MPP program. The plan should describe how the preschool program will be designed and how it will meet the needs of preschool children as identified from the Community Needs Assessment. Information must include how program growth issues such as recruitment methods will be addressed. A copy of the physical classroom design including number of children to be served and the daily schedule must be submitted.

The plan must address the transition issues for children moving from one program to another such as from home to school or from preschool to kindergarten. A plan should be developed and implemented to make these transitions as smooth as possible for all involved. The plan may include opportunities to share information between programs, informational packets for parents, kindergarten orientation days, meet the teacher nights, home visits by preschool and kindergarten teachers, and visits to child care centers and Head Start programs by the kindergarten teachers.

The plan must include how the preschool program will collaborate with community organizations and resources. Some examples may be working with the public library to provide a story hour, having a volunteer grandparent work in the classroom, or having a safety program provided by the local police department.

# 7. Professional Development Plan

Professional development opportunities include college-credit courses through T.E.A.C.H. Missouri® scholarships, follow-up or advanced training of the selected curriculum model provided by the approved curriculum source, professional conferences, seminars, and DESE-required meetings. MPP funds only support professional development opportunities that are in addition to the DHSS required clock hours for child care providers. The plan should include a list of the specific professional development opportunities to be provided. Evidence of continuous professional development associated with the selected curriculum model must be included each year in the plan. Professional development opportunities are expected to reflect the general philosophy of the selected curriculum model.

## 8. Parent Education, Involvement, and Communication Plan

The plan must address how parents will be informed of their child's development, opportunities to be involved in the preschool program, and how the program will communicate with parents on an ongoing basis. Programs are strongly encouraged to collaborate with the LEA's PAT program for parent education. MPP funds may be used for additional PAT family visits beyond the state minimum requirement to families of children participating in MPP classroom. Parent involvement could include serving on the Parent Advisory Committee, volunteering in the classroom, or forming a preschool parent organization. Communication with parents may include such things as newsletters, parent-teacher conferences, notes home, or phone calls. Other options for increasing parental involvement and family strengths are developing mutual support networks with other families, strengthening parenting skills within families, responding to family crises, and linking families to services and opportunities in their community to meet the families' needs.

# 9. Community Engagement Plan

The community plan includes collaboration and partnership efforts and activities with other licensed early care and education providers serving age-eligible children and located within the grantee's community. This collaboration may include joint professional development opportunities such as early childhood speakers or workshops, early childhood transition

activities, and other community activities such as "Week of the Young Child," parenting fairs, child health fairs, and community library activities.

# F. Program Support

#### 1. Administration

An authorized representative or designated administrative representative from a newly awarded program must participate in the post-award meeting. MPP funds may not be used to supplant funding for any existing preschool program or staff.

# 2. Technical Assistance and Mentor Reports to DESE

As a requirement of the MPP grant, MPP lead teachers and assistant teachers participate in technical assistance provided by MPPLCs. All new MPP classrooms receive 16 hours of technical assistance in the first year for a total number of 1,040 hours. Continuing MPP classrooms receive 12 hours of technical assistance per year for the remaining years of the grant. Mentors' onsite technical assistance reports are made available to the DESE supervisor and the lead teacher as soon as they are completed and no later than the last day of the month. The feedback reports are also used to determine if additional onsite technical assistance is needed or if DESE staff need to follow up with communication with the program or through an onsite monitoring visit by DESE supervisors.

# 3. Regional Professional Development Meetings

MPP lead teachers and assistant teachers are required to attend regional professional development meetings. These regional meetings are provided by MPPLCs free of charge to MPP lead teachers, assistant teachers, and administrators. Non-MPP teachers are invited to attend at a charge of S50. Three regional professional development meetings are offered annually.

# G. Missouri Preschool Program Learning Communities (MPPLCs)

Supporting MPP are the MPPLCs which are designed to improve the quality of MPP sites.

MPPLCs coordinate and oversee all activities associated with providing technical assistance to

MPP grantees. These activities will include developing a cadre of professionals who will serve as

MPPLC coordinators. Those coordinators provide the highest quality and most efficient use of

the resources available to further this endeavor; conduct regional professional development workshops; visit all new MPP sites to provide direct assistance and support; provide a professional library; provide appropriate professional development to staff/mentors involved in site visitation; evaluate the impact of these activities; and maintain archival records, databases, and communication systems (including hosting and maintaining a website) for the project.

MPP mentors are assigned to classrooms by MPPLCs coordinators and given the total number of hours of technical assistance allocated to each classroom. The number of hours of technical assistance varies by classroom. Mentors are given general guidelines for the technical assistance visits, but they determine the date of the visit and the length of the visit. Those visits include observations, suggestions for growth, concerns identified, and topics to be addressed at the next visit. Mentors are to visit new programs early in the school year to help with purchasing classroom materials and set-up of the classroom. MPPLCs provide professional development training for mentors to ensure they stay current in the field of early childhood and continuously improve their skills working with teachers. Professional development training is provided during the MPPLCs mentor meetings.

The National Institute on Early Education Research NIEER tracks trends in state preschool funding, access, and quality. In the past five years of evaluation by NIEER, the MPP has consistently met the majority of quality indicators. (Table 1.)

Table 1. 2013 NIEER Report on National Benchmarks						
Quality Standard Policy	National Benchmark	2011-12	2012-13	2013-14	2014-15	2015-16
Early Learning Standards	Comprehensive	Yes	Yes	Yes	Yes	Yes
Teacher Degree	BA	Yes	Yes	Yes	Yes	Yes
Teacher Specialized Training	Specializing in Pre-K	Yes	Yes	Yes	Yes	Yes
Assistant Teacher Degree	CDA or Equivalent	Yes	Yes	Yes	Yes	Yes
Teacher In-Service	At Least 15 Hours/Year	Yes	No	No	Yes	Yes
Maximum Class Size	20 or Lower	Yes	Yes	Yes	Yes	Yes
Staff-child Ratio	1:10 or Better	Yes	Yes	Yes	Yes	Yes
Screening/Referral and Support Services	Vision, Hearing, Health; and at Least 1 Support Service	No*	No*	No*	No*	No*
Meals	At Least 1/Day	No**	No**	No**	No**	No**
Monitoring	Site Visits	Yes	Yes	Yes	Yes	Yes

<sup>\*</sup> Screening/Referral and Support Services are reported as a "No" because the support services piece is not required at this time. All participating children are to be provided a Health and Development Screening.

# IV. DESIRED RESULTS DEVELOPMENTAL PROFILE-PRESCHOOL [(DRDP-PS)<sup>©</sup> (2010)]

In June 2013, The State Board of Education adopted an early childhood readiness instrument in Missouri after reviewing the results of a year-long pilot in Missouri. The recommended voluntary early childhood readiness tool is the DRDP-PS<sup>©</sup> (2010) instrument developed by the California Department of Education. DRDP-PS<sup>©</sup> (2010) is a research based observational assessment for programs serving preschool age children. This instrument provides useful information to parents, child care providers, teachers and administrators about the learning and development of each child. The WestEd Desired Results Training and Technical Assistance Project is the sole contractor for the California Department of Education, Early Education and Support Division to provide training on the DRDP-PS<sup>©</sup> (2010) and to certify trainers to provide training on the DRDP-PS<sup>©</sup> (2010) within their agencies.

<sup>\*\*</sup> Meals are reported as a "No" because a small percentage of programs offer a half day option that does not require a meal to be offered but does require a snack, per child care licensing requirements.

DESE's Top 10 by 20 initiative calls for ensuring all children enter kindergarten prepared for school success. The State Board of Education has recently approved a revision to the existing Missouri ELGs, setting a clear path for guiding growth and development of children prior to kindergarten entry. The adoption of the DRDP-PS<sup>®</sup> (2010) will continue to support DESE's goals to

- Close the school readiness gap and inform decisions about policies and practices;
- Align programs for children birth to third grade;
- Improve young children's learning experiences, including informing instruction and services; and
- Inform professional development processes for parents, caregivers, and teachers of young children.

The alignment of DRDP-PS<sup>©</sup> (2010) to the Missouri ELGs is one of many benefits of this observational tool. The DRDP-PS<sup>©</sup> (2010) is inclusive of all young children, including children with disabilities or varied abilities and children of various backgrounds and cultures. Teachers use the DRDP-PS<sup>©</sup> (2010) to inform, support, and monitor learning over time for an individual child or groups of children participating in an early learning program. The DRDP-PS<sup>©</sup> (2010) uses a variety of methods to inform the assessment such as observations, interviews and a collection of children's work. A two-day training on DRDP-PS<sup>©</sup> (2010) is provided by certified trainers to lead teachers, assistant teachers, paraprofessionals and administrators. All preschool programs receiving funding through DESE including MPP, Title I, and Early Childhood Special Education use the DRDP-PS<sup>©</sup> (2010).

The Desired Results Development Profile-School Readiness<sup>©</sup> (2012) [DRDP-SR<sup>©</sup> (2012)] is a kindergarten entry assessment that provides kindergarten teachers with a valid, reliable measurement tool for documenting observations and modifying instruction to accommodate the learning, development and progress of children in their classroom.

#### V. STATE FUNDING AND LEGISLATIVE SUPPORT

The State appropriation for MPP increased by \$1 million dollars from FY2014 to FY2015. Governor Nixon and the legislature acknowledged the critical role of early learning for students with high need and earmarked the increase to support MPP in unaccredited and provisionally accredited school districts. The FY2015 appropriation of \$12,315,317 is the State's matching contribution to the Preschool Development Grant.

State Appropriation – MPP				
FY2012	FY2013	FY2014	FY2015	
\$ (b)(4)				

The General Assembly also committed future revenue to support preschool through the public school foundation formula. HB 1689 (2014) passed with an overwhelming bipartisan vote in both chambers of the Missouri General Assembly and was signed by Governor Nixon. HB 1689 will allow children eligible for free or reduced-price lunch to be counted for state aid. As with MPP, districts may report children who are one to two years from kindergarten entry. In FY2016, foundation formula funding for preschool will be available to districts classified as unaccredited. In FY2017, districts classified as provisionally accredited will also be allowed to count preschool children eligible for free or reduced-price lunch for state aid. Beginning with the first year after FY2018 in which the foundation formula is fully funded, all school districts may include preschool counts of children eligible for free or reduced-price lunch for determination of state aid under the foundation formula. This significant investment in early learning is a strong testament of support for early learning by the Governor and the General Assembly.

The passage of SB 869 (2014) by a vote of 142-0 in the Missouri House of Representatives and 31-0 in the Missouri Senate further reinforces the General Assembly's support of early learning. SB 869 requires a group of statewide stakeholders to establish a transparent system of quality indicators appropriate to the provider setting that shall provide parents with a way to differentiate between child care providers available in their communities.

VI. BLENDED AND BRAIDED FUNDING

DESE staff in Early Learning, Title I, and Early Childhood Special Education have worked

together to develop a blended and braided funding matrix to assist preschool providers with how

to most strategically and effectively leverage resources to offer high-quality preschool. Blending

and braiding of the various federal, state, and local funding sources for early learning programs

allows each preschool provider to meet the needs of the children and intent of the federal and

state programs. In addition, this method removes silos created by each individual program and

the label that may be created by participation in programs with specific eligibility criteria.

Another benefit is that children at risk and children with disabilities benefit from being in a

classroom integrated with their peers.

Our efforts are consistent with the interests of Rich Rasa, Director of State and Local Advisory

and Assistance Services for the U.S. Department of Education OIG (Office of Inspector General)

and Helena Sims, Director of Intergovernmental Relations AGA (Association of Governmental

Accountants) in their initiatives intended to remove silos and demonstrate a more efficient use of

federal funds.

In addition to the funding guidance, the DESE early learning team is also creating a set of

uniform administrative guidance for the blended/braided program that eases the complexity of

trying to follow multiple administrative guidelines for each program. The team is developing a

consolidated application and funding mechanism that will reduce the time and effort generally

required when using multiple funds. DESE is working with four pilot districts for the purpose of

identifying local requirements that the guidance needs to be able to address. Successful

development and implementation of this guidance is essential in helping districts understand how

they can implement and sustain early childhood programs. (See Appendix E for the Blended and

Braided Funding Matrix.)

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# VII. CHILD CARE AND DEVELOPMENT BLOCK GRANT (CCDBG)

In addition to MPP, DESE receives a small appropriation of CCDBG funds from DSS (\$338,415 in FY2015) to supplement LEA's MPP with before and after school care or to provide onsite infant-toddler care for teenage parents. Approximately 1,145 children received new or expanded and enhanced early learning services as a result of the CCDGB funds. Of the 1,145 children, approximately 556 were from families with low income and approximately 167 of the children served had special needs. Twelve programs operate a year round program. Fourteen programs are accredited programs either through MOA or NAEYC. All 17 programs receiving the CCDF Early Childhood funds are currently licensed through DHSS.

# A. Program Requirements

Early childhood programs awarded CCDBG funds serve children six weeks to kindergarten entry. Programs may focus their grant application on the infant and toddler area of the program, or on the preschool-age area of the program, or both, if applicable. An early childhood program providing before and after preschool care supported by CCDBG funding is required to provide a flexible, varied daily schedule and age-appropriate activities based on the interests of children. For early childhood programs, the hours and days of operation should be reflective and accommodating to the families participating in the program, especially parents working outside the home. Programs should operate 7:00 a.m. to 6:00 p.m., Monday through Friday, and year round including summer months, breaks, non-federal holidays, inclement weather, and teacher conferences.

# **B. Staff Training and Professional Development**

Training and experience required of the early childhood program administrator includes early childhood education, child development, or other child-related fields. Staff working with children must have education and/or training in early childhood education, child development, or other child-related fields. All programs are required to meet state laws regarding screening of child care providers, and no person shall be employed who has been convicted of a crime against children. Further, adults working with children must be trained in appropriate first aid and emergency procedures. Staff in early childhood programs approved for funding must complete a

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minimum of 12 hours of early childhood training. To use the 12 hours of training as a requirement for child care license, professional development opportunities must be offered by trainers approved by the DHSS. These hours are in addition to the DHSS required clock hours for child care providers.

In addition to the aforementioned health and safety requirements, program staff must provide copies of CPR and first aid training/certification of all permanent staff, post copies of meal and snack menus which must meet USDA guidelines, post evidence of monthly fire and tornado drills, evidence of monthly activities or speakers for children and families related to health and safety, and evidence that all permanent early childhood staff attend early childhood conferences, such as Conference on the Young Years, Missouri-AEYC Conference, Crucial Early Years, or other approved early childhood conferences.

## C. Parent Education and Involvement

Applications submitted by programs must address how parents will be informed about their child's development, opportunities to be involved in the early childhood program, and how the program will communicate with parents on an ongoing basis. Communication with parents may include newsletters, parent-teacher conferences, daily notes home to parents, and phone calls. Other opportunities for increasing parental involvement and family strengths may include encouraging mutual supports and networks with other families, strengthening parenting skills within families, responding to family crises, and linking families to services and opportunities in their community to meet the families' needs.

# D. Collaboration and Community Involvement

The application must address coordination and collaboration efforts with other community agencies utilized in planning and implementing the early childhood program. The program needs to include how these collaboration efforts enhance the quality of the program. The program may address collaboration to include community activities such as "Week of the Young Child," parenting fairs, and child health fairs.

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## E. Licensing of Early Childhood Programs

All programs awarded these funds must become state licensed through DHSS within six months of the award, and programs must submit a copy of the license. A license from DHSS must be maintained, and the program remain in good standing with DHSS throughout the entire contract period and all renewal periods.

# F. Accreditation of Early Childhood Programs

Early childhood programs awarded a grant must work toward and become accredited through one of the two approved early childhood accreditation systems: MOA or NAEYC. If a program is currently accredited by either organization, they must so indicate on the application form.

# G. Funding

Funds must be used to supplement, not supplant, other funding. These funds may not be used to provide a service or activity previously funded with other federal, state or local funds. Funds must be used to implement a new program or to improve or expand the quality of an existing program. Funding for an early childhood grant is limited to one award per funding year, per early childhood site/school building. Funding up to, but not exceeding \$20,000 per site or \$40,000 per district for multiple sites may be awarded. Public schools seeking funding for more than one site must submit separate and individualized applications for each site/building as required by this document. Programs serving multiple ages in multiple buildings and licensed as one program will be eligible to receive one award up to \$20,000.

# H. Additional Application Requirements

Applications submitted must address specific information by providing data, narrative and supporting documentation in the following program areas: enrollment (including low income and special needs children to be served), program use of grant funds, program information, and a program narrative. The program narrative must include defining the need, collaborative efforts, program goals and objectives, addressing Missouri ELGs, implementing the program plan, long range plans and evaluation, program facilities, and documentation for early childhood staff qualifications and experience.

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#### I. Technical Assistance

A portion of DESE's CCDBG funding supports a contract to provide technical assistance to programs receiving funding from the Child Care Development Fund grant. For the 2013-14 program year, each of the seventeen programs throughout the state received two technical assistance site visits. Onsite reviewers are selected based on knowledge, experience, and expertise in the field of early childhood. For 2014-15, five onsite reviewers covered these regions: Southwest, Central/Northeast/Kansas City (two consultants), Southeast, and St. Louis.

Each program is served according to their individual strengths and challenges that either the onsite reviewers observed or the programs requested for specific assistance. Onsite reviewers send a follow-up letter to the site and DESE after each visit.

## **ENSURING QUALITY IN PRESCHOOL PROGRAMS**

#### Selection Criterion C

As described in "Commitment to High-Quality Preschool Programs" (Selection Criterion B), Missouri has a strong design for quality assurances in MPP that address teacher qualifications, research-based curricula, environmental indicators, professional development, assessment, and parent and community involvement. Further, Missouri's robust longitudinal data system, MCDS, is being further strengthened by a growing accumulation of preschool data both from within MPP and through our partners in early childhood education such as Head Start and DSS.

The Preschool Development Grant will give Missouri an opportunity to work with subgrantees to build upon current MPP quality assurances in ways that can be replicated to support existing MPP sites as well. Within the current MPP structure, which will be the model for programs funded by the Preschool Development Grant, DESE will utilize the existing Parent Advanced Questionnaire (AQ) available to all school districts to capture or isolate parent response data in the MCDS. In addition, DESE will lead the effort to strengthen partnerships within our agency, with other state agencies, with Head Start and other preschool providers, and with organizations that support increased access to high-quality preschool opportunities. Finally, we will engage in a cross-site evaluation of the implementation of the Preschool Development Grant with reports generated during the grant period and at the end of the grant term.

#### I. SUPPORTING THE STATE PRESCHOOL INFRASTRUCTURE

Missouri will use 14% of the grant in Year 1 and 8% in Years 2 through 4 to support enhancement of the State's preschool program infrastructure and quality improvements. Calculations and budgeted totals for the funding to go to subgrantees and funding to support the State's infrastructure will be further described under "Expanding High-Quality Preschool in Each High-need Community" (Selection Criterion D) and "Budget and Sustainability" (Selection Criterion G). In this section, we describe how Missouri will provide additional onsite support to subgrantees, increase the number of qualified teachers in early learning, further develop the

MCDS, evaluate program implementation and quality across sites, and support research projects on the impact of early childhood education.

## A. Consultants: Onsite Support and Professional Development

To provide high-quality support to subgrantees and to enhance the support to current MPP sites, Missouri will add an additional five mentors for providing support through the MPPLCs as was described in "Commitment to High-Quality Preschool Programs" (Selection Criterion B). Mentors are experienced early childhood professionals who support preschool program sites through onsite visits and consultations. The mentors play a critical role in supporting preschool teachers and administrators and in maintaining high-quality preschool programs.

## B. T.E.A.C.H. Missouri® Scholarships

MOA has requirements for teacher qualifications, but those requirements are less than those required by the MPP and described in "Commitment to High-Quality Preschool Programs" (Selection Criterion B). MOA requirements for a lead teacher are a minimum of nine college credit hours in early childhood, child development, youth development, child/family related courses; or current CDA credential. Required qualifications for an assistant teacher are a minimum of three college credit hours in early childhood, child development, youth development, or child/family related courses.

During the last 12 months of applications for accreditation, 3,754 lead teacher determinations were made. Of the 3,754 lead teachers, 1,642 had a college degree, 1,717 met requirements for lead teacher with less than a full degree and 395 had current CDA credentials. Also, during the last 12 months, 1,086 staff members met the assistant teacher requirement of a minimum of three college credit hours in early childhood, child development, youth development, or child/family related courses.

During the past 12 months, 656 staff members submitting transcripts for determination as assistant teacher did not meet the minimum education requirements; therefore, the program application for accreditation was not accepted or the program had to hire staff that meets the education requirement.

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Data from MOA shows the need for an increase in lead teachers and assistant teachers with higher qualifications. To help increase the number of qualified lead teachers and assistant teachers, Missouri will increase the number of T.E.A.C.H. Missouri<sup>®</sup> scholarships awarded annually. T.E.A.C.H. Missouri<sup>®</sup> is an educational scholarship opportunity to earn a degree through a comprehensive business partnership between the scholarship recipient, sponsoring employer, and T.E.A.C.H. Missouri<sup>®</sup>. The scholarship is part of a nationwide effort to increase quality in child care and early learning programs by increasing the educational qualifications of the teachers in the field.

T.E.A.C.H. Missouri® pays a percentage of the cost of tuition and books, and the contract year covers 9-15 credit hours over three consecutive semesters. Upon successful completion of coursework, scholarship recipients receive a \$300 bonus from T.E.A.C.H. Missouri® with a possible \$300 bonus match or a 2% raise from the sponsoring employer depending on the scholarship level. Recipients pledge to complete six to twelve months of continued service to children at their sponsoring facility or in the field of early childhood care and education after the educational year. The goals of T.E.A.C.H. Missouri® are to improve the quality of early childhood care and education by increasing the education level of early childhood educators, increasing the compensation for early childhood providers, increasing the retention rate of early childhood teachers, improving the quality and continuity of care provided for our children and their families, and creating a model of partnership in Missouri early childhood programs.

In 2014, T.E.A.C.H. Missouri<sup>®</sup> awarded 98 scholarship contracts. Scholarship recipients completed 1,470 college credit hours. More than 3,486 children were directly served by teachers with a stronger knowledge base from their increased education. With the additional scholarship dollars provided through the Preschool Development Grant, we will work with T.E.A.C.H. Missouri<sup>®</sup> to identify teachers who have partially completed their degrees and use the T.E.A.C.H. Missouri<sup>®</sup> scholarship to increase the numbers of teachers with the degrees and credentials required by MPP and the Preschool Development Grant.

Missouri has had much success with the T.E.A.C.H. Missouri® scholarship since it began in 2000, and additional funding to these scholarship contracts would pay dividends not only to the

scholarship recipients, but to the children and families they serve. DESE has helped to fund T.E.A.C.H. Missouri<sup>®</sup> scholarships for over a decade, contributing from \$255,000 to \$2,000,000 per year. Missouri will continue its annual contribution to T.E.A.C.H. Missouri<sup>®</sup> scholarships. We will add \$2,027,960 in Preschool Development Grant funding (the total for all four years) to the State's contribution to increase teacher education and credentials so that all children have the opportunity to be taught by highly-trained and qualified teachers.

#### C. Preschool Data Enhancements in the Missouri Comprehensive Data System (MCDS)

For over a decade Missouri has been developing a P20W longitudinal data system using a unique student identifier that will allow student-level data to be collected, stored, and shared. The Office of Data Systems Management in DESE leads a team of data system representatives from DESE's Office of Early and Extended Learning, Department of Higher Education, Department of Economic Development, University of Missouri/Head Start data collection initiative, and the Missouri Afterschool Network. This multiagency, multi-organization team meets regularly to discuss ways to strengthen and streamline data collection to support the MCDS. Many early learning stakeholders contribute data to the MCDS, but with early learning data shared among a number of agencies and organizations, this is an ongoing challenge. Various systems of data collection must have the ability to "communicate" data to the larger MCDS, and procedures for data security strictly governed.

Beginning in 2002, prompted by the need for a robust data-driven decision-making capacity, state education officials completed a visioning process for the establishment of a comprehensive K-12 data and reporting system. In the subsequent years, DESE implemented a multi-phase strategy to develop this capacity. In 2005, Missouri laid the foundation for the initial development of the MCDS with the adoption of a unique student identifier (MOSIS) and implementation of a system to support the assignment of identifiers. These identifiers are designed to be stable across time and would ultimately establish the basis for longitudinal analysis of education records in Missouri.

The next phase of the data improvement initiative unfolded in 2006 with the addition of unitrecord data on K-12 student assessments. Prompted by federal reporting requirements designed to ensure continuous improvement of student learning outcomes, this assessment data encompassed standardized test results in several key areas. In 2007, the state piloted the collection of unit-record data from districts to support the development of a statewide student information system. In that same year, the first MCDS Data Access and Management Policy was released to address privacy, protection, and data accessibility. The data collection system went into production in 2008, collecting over one million education records bimonthly to support educational improvement.

In 2008, fueled by a grant from the National Governor's Association (NGA). Center for Best Practices, Missouri's project of developing a longitudinal data system received a significant boost. Under the auspices of this grant, Missouri's education and workforce partners teamed up to develop a process for interagency data sharing and governance. The project began by identifying important interdisciplinary research questions. Then, stakeholders across the P20W spectrum identified data that could be contributed to a linked data system to answer those questions. Using a proprietary de-identification process, unit-record data from state education and workforce agencies were combined and analyzed to gain insight into the sustainability of a long-term, integrated, comprehensive P20W database.

Under the proposed governance framework, agency heads representing state education and workforce agencies, would have the authority to approve or deny requests for access to the comprehensive data store. Under the governance policy, each partner agency would still maintain responsibility for its own production data system, but the council members would work together to establish interoperability standards, common identifiers, and security protocols for preventing unauthorized access to linked data.

Missouri's ability to distill the lessons learned from the NGA-funded project into an action plan for system improvement aided the State in securing an Institute of Education Sciences (IES) SLDS grant in March 2009. Additionally, this infusion of funding was instrumental in the development of a student growth model that allowed state officials to track student progress on assessments of learning over time. The IES/SLDS 2009 grant has supported the integration of a variety of K-12 person-level data into this system, including student enrollment and attendance

records, assessment results, demographic information, courses completed and grades earned, and teacher/instructor records.

Through increased collaboration among partner state agencies, MCDS has gained an expanded capacity to track students into the state's higher education system. For example, since executing a data-sharing agreement with the state Department of Higher Education, DESE has shared student records on recent high school graduates with state officials for the purpose of determining school-wide rates of application for federal financial aid for further education. Developments have also been made in the state's capacity to link education records with workforce and economic data. While K-12 and higher education records have been linked with Unemployment and Income wage records for analysis of labor market outcomes on an ad hoc basis for some time, the state's recent Workforce Data Quality Initiative grant has generated new momentum towards incorporating workforce measures into the MCDS.

DESE has a history of providing leadership for early childhood systems building efforts in Missouri and envisioned inclusion of DESE's early childhood data as part of Missouri's Comprehensive Data System. In 2009, DESE expanded its vision to include a broader base of early childhood data and invited key early childhood and after-school stakeholders to join the strategic planning process for the IES ARRA grant application. Although Missouri was not awarded a contract in that funding cycle, Department leadership agreed that it was important to continue to engage the early childhood and after-school communities, given that the "P" of the P20W longitudinal data system work differs from the K-12, higher education, and workforce systems, in that there is no central entity to gather information about children in care and education outside of the public school system.

The Council for Early Childhood/School-Age Data was convened, with financial support from DESE IES/SLDS 2009 grant, in early 2010 to guide the development of the infrastructure for incorporating "P" data into the existing longitudinal data system that includes K-12, higher education, and economic development data. The initial charge for the Council was to investigate potential datasets for inclusion in the longitudinal data system, linkage requirements, potential research and policy questions, and the system upgrades needed. The Council reflects the

diversity of agencies involved in early childhood in Missouri and is comprised of agency leaders from the identified data-contributing partners and additional key stakeholders. DESE supports this council to ensure stakeholder input in the governance and planning process. This Council and its research subcommittee adhered to best practice standards including signed confidentiality agreements for all members.

Missouri has invested in building a solid foundation for the MCDS, creating linkages among datasets for the early childhood workforce, and developing a comprehensive early childhood assessment system. Together, these initiatives will allow Missouri to expand inclusion of early childhood data in the MCDS. The State expects and is prepared to address the challenges inherent in expanding the MCDS, including the need for diverse methods of data collection, the impact of voluntary data systems on sample size and its representation of the population, and the lack of standardization of core data elements.

The success of Missouri's P20W initiative has been the result of strong leadership and direction at the level of institutional and agency heads, who continue to endorse the shared vision of a robust, longitudinal data system capable of informing a variety of policy questions and performance measures. Moreover, Missouri has developed a culture of collaboration that encourages "working smarter," utilizing interagency work teams to pool limited staff resources and manage complex tasks.

#### D. Cross-Site Evaluation

DESE will collaborate with a research team from the University of Missouri-Kansas City and the University of Missouri-Columbia to provide annual program implementation updates and a final cross-site evaluation analyzing the implementation of the program, fidelity to program quality requirements, strengths of the programs, challenges they faced, and recommendations for improvements to not only the programs at these sites, but for MPP as a whole. (See Appendix F for biographies of lead researchers.)

The cross-site evaluation of preschool development grant sites is designed to collectively measure and summarily report information that describes the program participants, program

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staff, range of services provided, and outcomes of participation in the preschool programs. An effectiveness evaluation will focus on measuring whether or not the set objectives of the funded programs have been reached. This effectiveness study will also include a cross-site comparison of outcomes based on the features of the various program sites (e.g., location, available community supports).

#### 1. Proposed Cross-Site Evaluation Plan

The cross-site evaluation proposed for this application emerges from the following evaluation questions:

- What are the defining characteristics of funded preschool sites, including teacher demographics, teacher-child interactions, and classroom environment?
- What are the outcomes of state funded preschool sites?
- What implications for change emerge from the findings?

The cross-site evaluation team proposes to work with an assigned monitoring team member at DESE to transfer data collected as part of the routine monitoring process for analysis. The cross-site evaluation team will work closely with DESE in order to remain responsive to the changing issues of the preschool programs. The data collection system will maintain salient aspects of the study to provide consistency over time. Both distinctions among programs and commonalities across programs will be reported and incorporated into the cross-site evaluation. (Table 2.)

Table 2. Cross-Site Evaluation Questions, and Method						
Variables	Questions	Method				
Drivers						
Drivers	What are the demographic characteristics of the LEAs and communities served by preschool programs?  What are the demographic characteristics of the teachers employed by preschool programs?	Teacher demographic data Preschool enrollment data Kindergarten enrollment data				
Attributes	What professional development opportunities are offered?					
Fidelity to the I	Preschool Program Framework	1				
Content	What are the components of the preschool program? How are they put into practice?  To what extent was each component of the preschool program implemented as planned?	Program monitoring data Preschool enrollment data Kindergarten enrollment data				
Delivery	To what extent were the preschool program services implemented within the proposed time frame?					
Coverage (Reach)	What proportion of the eligible children enrolled in newly funded preschool programs?					
Delivery	To what extent is the delivery of the preschool program services consistent?	Program monitoring data				
Moderators	1 2					
Context	How do social supports outside the provision of preschool program services affect implementation?  How do community and administrative systems affect implementation?	Program monitoring data				
Outcomes						
Teacher-Child Interactions	Are teacher-child interactions related to child outcomes?	CLASS DRDP-PS© (2010)				
School Readiness	Is participation in a state funded preschool program related to school readiness at kindergarten entry?	DRDP-SR© (2012)				
Teacher Credentials	Does implementation of a state funded preschool program result in increased teacher credentials?	Utilization of T.E.A.C.H. Missouri® scholarships to advance education				

Adapted from Hasson, 2010

#### 2. Evaluation Measures and Analyses

The cross-site effectiveness evaluation will include a comprehensive analysis of measures collected across preschool programs through routine program monitoring. Collection and synthesis of data from each of the funded preschool programs involve a number of instruments defined by DESE.

Using a repeated measures approach, cross-site data at two points in time per program year will be analyzed to determine change over time in key outcomes. Data from the program evaluation, in addition to available data in the MCDS, will be used to conduct in-depth analyses of the antecedents, consequences, correlates of preschool program effectiveness. For example, future analyses could address the long-term outcomes and correlates of the effectiveness of the preschool program. Inclusion of additional statewide databases will also allow us to include additional statistical controls in the main analyses of the evaluation of the preschool program's effectiveness.

## 3. Reporting

Dissemination of findings will occur in a responsive and timely fashion. As preschool programs are funded, they will receive an orientation to the cross-site evaluation. The cross-site evaluation team will fill these roles: (a) maintain regular communication with the Missouri Department of Elementary and Secondary Education, (b) maintain regular communication with programs regarding their participation in the cross-site evaluation, (c) serve as a resource for evaluation of individual programs, and (d) generate reports to inform practice at all levels. A summative report of the cross-site evaluation results for all development grant funded programs will be disseminated annually. Cross-site evaluation findings from each program year will be presented for continuous program improvement starting at the end of Year 1. Years 2-4 will also include cross-site effectiveness study results. Upon the completion of Year 4, a final cross-site evaluation report will be generated. Reporting formats will be adjusted, as needed, to communicate effectively with all stakeholders and collaborative partners (Table 3).

Table 3. Cross-Site Evaluation Timeline																
		FY 2015		5	FY 2016			FY 2017			FY 2018					
Component	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2		Q 4	Q 1	Q 2	Q 3	Q 4	Q 1		Q 3	Q 4
Collect data from Missouri DESE for all funded																
programs describing characteristics of children and																
families, etc.																
Enter data and maintain yearly databases of all																
participant-centered data.																
Collect information from Missouri DESE program																
monitoring staff to refine program-specific																
operational definitions of successful programs.																
Clean data for year before previous FY through																
communication with program and evaluation staff																
and through data accuracy assurance procedures in																
database management. Then merge all datasets.																
Conduct data analyses that assist in describing,																
programs, and impacts of the services and																
activities.																
Provide individual technical support through																
telephone and email to Missouri DESE evaluators																
of programs to enhance their participation in the																
cross-site evaluation and their individual program																
evaluations.																
Communicate regularly with Missouri DESE.																
Complete annual summary reports.					<u>.</u>											
Complete four year report.																

## E. Early Childhood Education Impact Studies

In addition to the program monitoring, onsite evaluation, and cross-site evaluation, we anticipate further research on the broader and long-term impacts of early learning. For example, a study could develop the research logic for expanding quality, full time preschools in Missouri, taken from an economic development and financial investment perspective. Another study might provide qualitative and quantitative information on the spectrum of early learning options with a focus on quality preschool programs in the state.

## II. COMMITMENT TO QUALITY

## A. Review of Quality Assurances in the Missouri Preschool Program (MPP)

MPP is aligned with the definition of a High-Quality Preschool Program as described in the

Preschool Development Grant in terms of staff qualifications, professional development, instructor to child ratios, class size, inclusion of children with disabilities, appropriate curricula, individualized accommodations, program evaluation, comprehensive services, and health and safety standards.

MPP requires lead teachers with a bachelor's degree and certification in Early Childhood Education or Early Childhood Special Education, or a bachelor's degree in Child Development. Assistant teachers must have a Child Development Associate, Associate's Degree in Child Development, or 60 college credit hours with a minimum of three credit hours in early childhood or a closely related field. Lead teachers and assistant teachers receive professional development training in both the approved research-based curriculum used in their program and in DRDP-PS<sup>©</sup> (2010). In addition, lead teachers and assistant teachers participate in professional development through the MPPLCs.

The child to teacher ratio for MPP is 10:1, and the maximum classroom size is 20 children. Programs must obtain DHSS child care licensing. Needs of children served by the program are identified from the MPP Community Needs Assessment. A program's plan must address such things as transitions from other child care programs to MPP, home visits, and kindergarten orientation.

All MPP programs have a Parent Advisory Committee and must develop a Parent Education, Involvement, and Communication Plan and a Community Engagement Plan. MPP programs are required to collaborate with the LEA's PAT. Further, MPP programs must become accredited through MOA or NAEYC.

#### B. Further Development of Missouri Early Learning Goals (ELGs)

DESE has facilitated a team of early learning professionals working on additional documents to support educators and families with the Missouri ELGs. Training will be developed to assist educators in implementation of the ELGs with children and families. The MPPLC mentors provide onsite consultation directed by a scale designed to assess process quality in the preschool classroom. This scale is documented by observation of the preschool classrooms. Mentors also

emphasize the use of the ELGs as the preschool educators plan the classroom activities within the research-based curriculum.

Missouri is using the DRDP-PS<sup>®</sup> (2010) for formative and summative purposes with preschool age children. The WestEd Desired Results Training and Technical Assistance Project, as the sole California Department of Education Early Education and Support Division contractor authorized to provide training on the DRDP-PS<sup>®</sup> (2010) and to certify trainers, has trained a cadre of Missouri trainers who are providing training to preschool educators on the implementation of the DRDP-PS<sup>®</sup> (2010). We will upgrade the cadre of trainers' certification with WestEd with the DRDP (2015): A Developmental Continuum from Early Infancy up to Kindergarten Entry as soon as it is available. Training will then be made available to preschool educators in Missouri for use with preschool children.

One goal is to use the elements of the ELGs, DRDP-SR<sup>©</sup> (2012), scale of process quality, and the Missouri Educator Effectiveness Standards and Evaluation System to support preschool educators as they continuously increase the quality experiences to preschool children. This goal is foundational in improving outcomes for the preschool children. As the first goal improves practice in the classroom the ultimate goal is to increase the preschool children's knowledge and abilities. This will be measured in part by the DRDP (2015) and DRDP-SR© (2012). The DRDP-SR© (2012) is the kindergarten entry assessment to provide kindergarten teachers with a valid, reliable measurement tool for documenting observations and modifying instruction to accommodate the learning, development and progress of children in their classroom. We will expand our work with WestEd by reviewing and potentially modifying the DRDP-SR© (2012) kindergarten entry assessment to align with the DRDP (2015), Missouri ELGs, and the Missouri Learning Standards for K-12.

#### C. Blended and Braided Funding Strategy

As described under "Commitment to High-Quality Preschool Programs" (Selection Criterion B), DESE has led the development of a braided and blended model. The model supports the development, implementation, and expansion of voluntary high-quality universal early learning programs for all children by reducing administrative, program, and fiscal barriers. Department

staff in Early Learning, Title I, and Early Childhood Special Education (ECSE) have developed a blended and braided funding matrix to assist preschool providers with how to most strategically and effectively leverage resources to offer high-quality preschool.

Blending and braiding of the various federal, state, and local funding sources for early learning programs allows each preschool provider to meet the needs of the children and intent of the federal and state programs. In addition, this method removes silos created by each individual program and the label that may be created by participation in programs with specific eligibility criteria. Another benefit is providing an opportunity for children at all ability levels to benefit from being in a classroom integrated with their peers.

As this effort has grown, DESE has initiated discussions with the Missouri Head Start State Collaboration Office (MHSSCO) and DSS to integrate additional funding sources into a more comprehensive braided and blended funding system to support and sustain high-quality preschool. A key benefit of the braided and blended funding model is its adaptability to a community's or school's unique circumstances. State agency staff and MHSSCO staff can be a resource to individual programs to assist them with maximizing the resources.

Subgrantees that elect to adopt a braided early learning program are encouraged to coordinate the braided early learning program with other programs in the community that focus on the care and education of preschool-age children and their families. In addition to State's preschool program, Title I, and ECSE, possible sources could include, but are not limited to, programs funded through the Child Care Development Fund, Parents as Teachers, Title III LEP (Limited English Proficient), Title III Immigrant, Head Start, or Migrant.

#### D. Mental Health Support: Project LAUNCH and Parent Cafés

Other interagency collaborations that provide support for the whole child will include programs such as Project LAUNCH and the Parent Cafés through DMH. Parent Cafés are a method of facilitating meaningful, reflective conversations that promote parent leadership and collaboration. The Parent Café model was developed by parent leaders. Parent Cafés are structured around questions related to each of the five Strengthening Families protective factors.

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Strengthening Families Illinois (SFI) was the first state to adapt the World Café process – usually used for strategic planning or community consensus building – to the purpose of engaging parents, building protective factors, and promoting deep individual self-reflection and peer-to-peer learning. Since SFI brought the process to the first Strengthening Families National Summit in 2007 in the form of Love Is Not Enough Parent Cafés, parent cafes have been adapted by many others for use across the country.

Building on the lessons learned in Illinois, Be Strong Families, staffed by the original. Strengthening Families Illinois team, offers this Parent Café Training Institute "Parent Cafes: Using World Café Process to Advance the Strengthening Families<sup>TM</sup> Protective Factors Framework." Both the parents and the organizations that host the cafés see many advantages. Increased family participation and commitment along with parent leadership development are probably the biggest reasons organizations would want to host cafés. Families have expressed a greater sense of community and an increased confidence in their parenting skills among many other things. In St. Louis City, participation has increased from approximately 30 participants to more than 70 without any change in recruitment tactics. Participants are bringing their friends and families with them to experience the cafés.

#### E. Enrichment of the Community Needs Assessment

DESE can further improve the quality of the State's preschool program by adopting or modifying existing quality measures used by other high-quality partner programs. For example, each Head Start grantee must conduct a community needs assessment within its service area once every three years. The Community Assessment must include the collection and analysis of the following information about the grantee's Early Head Start or Head Start area:

- The demographic make-up of Head Start-eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;
- Other child development and child care programs that are serving Head Start-eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start-eligible children served by each;
- The estimated number of children with disabilities four years old or younger, including

- types of disabilities and relevant services and resources provided to these children by community agencies;
- Data regarding the education, health, nutrition and social service needs of Head Starteligible children and their families;
- The education, health, nutrition and social service needs of Head Start-eligible children and their families as defined by families of Head Start-eligible children and by institutions in the community that serve young children; and
- Resources in the community that could be used to address the needs of Head Starteligible children and their families, including assessments of their availability and accessibility.

Working with our Head Start partners, we can reflect on the current MPP community needs assessment process and draw upon the strongest practices by each entity.

#### F. Classroom Observation

Another practice used by our Head Start partners that could be replicated in both existing MPP classrooms and with new grantees is the CLASS<sup>TM</sup>. The CLASS<sup>TM</sup> tool is used to measure classroom interactions through observation. Observers capture the teacher-child interactions relative to three domains: emotional support, classroom organization, and instructional support. A total of 10 dimensions are included within the three domains: positive climate, negative climate, teacher sensitivity, student perspectives, behavior management, productivity, instructional learning formats, concept development, quality of feedback, and language modeling. At the end of each of four 30-minute observation cycles (20 minutes for observation and 10 minutes for coding), ratings are assigned to the 10 dimensions based upon a seven-point scale. Dimensions are then averaged to create a domain score. The MHSSCO reports reliability rates ranging from .79 to .91 across four observation cycles. The use of CLASS<sup>TM</sup> by MPP mentors and trainers can help teachers further develop their skills in classroom management and teacher-student interaction.

The National Center on Quality Teaching and Learning (NCQTL) develops and disseminates staff development tools promoting evidence-based practices for improving preschool classroom

teaching practices. These tools are designed to promote effective, engaging interactions and environments that research indicates are the foundation for early learning. The NCQTL resources align with CLASS<sup>TM</sup> dimensions, and help Head Start programs support classrooms that are well-organized and managed, provide social and emotional support, and demonstrate the instructional interactions and use of materials that stimulate children's thinking and skills.

Supporting local programs in their use of these tools is a cadre of early childhood education specialists who are certified as CLASS<sup>TM</sup> trainers and who work directly onsite with local programs. The specialists are available to local programs to present CLASS<sup>TM</sup> overviews or to train program staff to become CLASS<sup>TM</sup> observers. These specialists also conduct joint observations with education managers and mentor coaches for the purpose of assessing the professional development needs of teaching staff related to teacher-child interactions and then tailor training and technical assistance to the specific needs of that program. CLASS<sup>TM</sup> could be used in conjunction with the DRDP-PS<sup>©</sup> (2010). As CLASS<sup>TM</sup> will help teachers evaluate their own strengths and areas for potential improvement in their interactions with children which will assist them as they use they use the observational skills learned through DRDP-PS<sup>©</sup> (2010) training to assess each child's development.

#### G. Parent Advanced Questionnaire (AQ)

While MPP requires a parent survey via the accreditation process, that data is collected and maintained at the program level. DESE has a Parent AQ that is available to all LEAs and is required for School Improvement Grant (SIG) recipients and Missouri Leadership for Excellence, Achievement, and Development (MoLEAD) grant recipients. Of our 28 Preschool Development Grant subgrantees, nine receive one or both of those grants and therefore administer the Parent AQ. For those subgrantees that do not currently administer the Parent AQ, this requirement would be a simple addition since the instrument is available to all LEAs. With the administration of the Parent AQ, we would need to work with subgrantees and the DESE Office of Data Systems Management to identify the AQ data contributed by parents of preschool children.

EXPANDING HIGH-QUALITY PRESCHOOL PROGRAMS IN EACH HIGH-NEED

**COMMUNITY** 

**Selection Criterion D** 

I. IDENTIFICATION OF HIGH-NEED COMMUNITIES

Missouri's location in the center of the United States creates a unique economic, demographic,

and geographic diversity. The two major urban areas are Kansas City on the western border and

St. Louis on the eastern border. The far southeast corner of the Missouri (referred to as the

"Bootheel") is bordered by Arkansas, Kentucky, and Tennessee and shares many of the

geographic and demographic characteristics of the Mississippi Delta region. The south central

and southwest are at the northernmost edge of the Ozark Mountains. The Missouri River roughly

divides the state between north and south. The plains to the north are more sparsely populated

and share many of the geographic characteristics of Nebraska and Iowa. Along the Missouri

River and in the center of the state is the Missouri capital of Jefferson City. North of Jefferson

City and also in central Missouri is the flagship campus of the University of Missouri, located in

Columbia. Missouri has pockets of high-need communities throughout the state. Kansas City and

St. Louis face challenges similar to other large urban areas. The greatest concentration of rural

poverty in Missouri is in the in the far southeast.

To identify the high-need communities in Missouri that would be targeted for expansion of

opportunities for high-quality preschool, we began with two variables: one academic and one

demographic.

A. Academic Indicators

For the academic variable we used LEA data from the annual performance report (APR). APRs

are provided to LEAs each year and are the basis for Missouri School Improvement Program

(MSIP) classification of school districts as accredited, provisionally accredited, or unaccredited.

Criteria included in the APR are status, growth, and improvement on the state standardized

assessments; subgroup academic achievement; attendance; graduation rate; and college and

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career readiness measures.<sup>2</sup> The APR score is the percentage of points an LEA earns out of the number of points available. Though charter schools are not classified under MSIP, charter schools receive an APR based on the same criteria for school districts.

Accredited > 70%

Provisionally Accredited 50-69%

Unaccredited < 50%

LEAs in the accredited range but that have two consecutive years with an APR of less than 75% are identified as being in Tier IIB of the accredited range, reflecting low performance that triggers an early intervention. LEAs selected as targeted high-need communities had both a 2013 and 2014 APR equal to or less than 75%.

#### **B.** Demographic Indicators

For the demographic variable, we used FRL percentage as a proxy for the percentage of students with low income. We identified those LEAs with an FRL percentage higher than the state average of 50%. The federal poverty level needed to qualify for reduced-price lunch is 185%, and we used this to initially identify our target communities. FRL eligibility is the only measurement for income level that we have at the LEA level. We will work with subgrantees to determine how to identify any eligible children who may fall between 185% and 200% of the poverty level. While we have census data that will provide us with population estimates for four-year-olds, the census does not give us a percentage of children at 200% of the federal poverty. level for a single age level. Census percentages on children in poverty are lower than the percentage of Missouri children who are eligible for free or reduced-price lunch. One possible explanation is that the census data will be an estimate for all children, including those in private school or who are homeschooled. The MCDS FRL percentage only represents those children in public school.

The data we have from the Missouri Office of Social and Economic Data Analysis (OSEDA) is disaggregated to the county level but is not available at the LEA level. In some of our targeted

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<sup>&</sup>lt;sup>2</sup> Criteria for elementary districts (K-8) do not include the measures specific to high school students.

high-need LEAs, the county data and district data are comparable. However, in St. Louis County and Jackson County, and to some degree, St. Louis City, there is a large economic disparity within the county and the county data would not be reflective of the needs of the communities we have identified.

## C. Targeted High-need Communities

Twenty-cight LEAs met both the academic and demographic criteria. In addition to those criteria, a unique characteristic of the Della Lamb Charter School is that it specializes in educating children of recent immigrants, and 51% of the students are English language learners. The 20 school districts and eight charter schools represent the full range of geographic diversity found in Missouri with the largest clusters in the Kansas City and St. Louis regions and in the far southeast corner of Missouri. (See Appendix G for the map of subgrantee locations.) While we have identified LEAs as our targeted high-need communities, we have informed potential subgrantees of the requirement to partner with at least one additional community preschool provider or Head Start<sup>3</sup>.

#### St. Louis Metropolitan Region

Carondelet Leadership Academy

Confluence Academies

Ferguson-Florissant School District

Normandy Schools Collaborative

Riverview Gardens School District

St. Louis Public Schools

University City School District

Kansas City Metropolitan Region

B. Banneker Academy

Della Lamb Elementary Charter School

Genesis School

Hickman Mills School District

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<sup>&</sup>lt;sup>3</sup> Preschool Development Grant funds will <u>not</u> supplant Head Start funds. Subgrantees may work in coordination with Head Start programs to have a combination of Head Start slots and Preschool Development slots within the same classroom or program.

Hogan Preparatory

Kansas City Public Schools

Lee A Tolbert Community Academy

Pathway Academy

Southeast Region

Clarkton C-4 School District

Hayti R-II School District

Poplar Bluff R-I School District

Southern Reynolds County . R-II School District

Southland C-9 School District

Twin Rivers R-X School District

Other Rural Areas

Aurora R-VIII School District

Calhoun R-VIII School District

Dixon R-I School District

Milan School District

Morgan County R-I School District

Newburg R-II School District

Slater School District

#### D. County Data on Targeted High-Need Communities.

Our communities are identified by LEA data, though supporting data on the counties in which the LEAs are located reinforced their selection as targeted high-need communities, with the caveats for Jackson County and St. Louis County as previously noted. For example, two of our subgrantees are in a southeast Missouri county where 38.7% of babies are born to mothers with less than a high school diploma. In five counties that contain nine of our subgrantees, more than 50% of the children receive Medicaid assistance. (Table 4.) In two of the rural counties, MOA reports no accredited child care facilities. In four of the rural counties, there are only one or two accredited child care sites in the entire county. (Table 5.)

	Births to mothers	Child abuse and	Births to mothers	Children receiving
	with less than a high school diploma	neglect assessments (per 1,000)	ages 15-19 (per 1,000)	Medicaid
STATE AVERAGE	15.2%	35.9	32.2	n/a
BUTLER Poplar Bluff Twin Rivers	24.4%	70.6	76.4	58.3%
DUNKLIN Clarkton Southland	38.7%	56.9	63.3.	68.0%
HENRY Calhoun	19.3%	69.0	64.8	44.1%
JACKSON  B. Banneker  Della Lamb  Genesis  Hickman Mills  Hogan Preparatory  Kansas City  Lee A Tolbert	18.7%	41.3	44.5	43.0%
LAWRENCE Aurora	27.7%	46.9	46.7	40.6%
MORGAN Morgan Co.	38.6%	54.4	36.7	49.1%
PEMISCOT Hayti	29.8%	60.1	83.2	68.8%
PHELPS Newburg	13.9%	41.2	39.1	45.7%
PULASKI Dixon	8.2%	30.9	24.5	24.9%
REYNOLDS Southern Reynolds	15.6%	44.7	47.9	29.6%
SALINE Slater	18.2%	53.1	42.1.	58.7%
ST. LOUIS Ferguson-Florissant Normandy Riverview Gardens University City	8.8%	18.0	19.4	28.8%
ST. LOUIS CITY  Carondelet  Confluence  St. Louis	21.1%	34.0	47.2	69.7%
SULLIVAN Milan	28.7%	34.2	58.0	47.0%

Table 5. Data to Support Estimated Need for High-Quality Preschool							
	Estimated population of 4- year-olds (county)	Head Start slots (county)	Accredited child care facilities (county)				
BUTLER	5.00	250	_				
Poplar Bluff	560	259	2				
Twin Rivers							
DUNKLIN							
Clarkton	453	221	4				
Southland							
HENRY	249	36	3				
Calhoun			•				
JACKSON							
B. Banneker							
Della Lamb							
Genesis	9,244	2,073	36				
Hickman Mills	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	2,075					
Hogan Preparatory							
Kansas City							
Lee A Tolbert							
LAWRENCE	523	95.	0				
Aurora							
MORGAN	228	30	0				
Morgan Co.		- "	"				
PEMISCOT	260	187	0				
Hayti		107					
PHELPS	520	100	0				
Newburg		100					
PULASKI	727	83.	3				
Dixon	. = /	,	<u>-</u> -				
REYNOLDS	63	17	1				
Southern Reynolds		* '	•				
SALINE	300	152	4				
Slater	300	152	'				
ST. LOUIS							
Ferguson-Florissant							
Normandy	11,745		48				
Riverview Gardens							
University City		*3,815					
ST. LOUIS CITY							
Carondelet	3,918		32				
Confluence	3,210						
St. Louis							
SULLIVAN	64	37	3				
Milan							

\*Head Start did not differentiate between St. Louis City and St. Louis County.
Source: KIDS COUNT 2013, Head Start Enterprise System, Missouri Accreditation of Programs for Children and Youth.

#### E. Calculated Need for High-Quality Preschool

To determine the specific need in these communities and the potential number of children who could be served, we analyzed available data on population estimates and poverty rates. First, we multiplied the number of kindergarteners in each LEA by the FRL percentage of that LEA to estimate the total number of kindergarteners eligible for FRL in all of our identified communities (n=6,745). Next, we applied a formula developed by OSEDA to identify the number of kindergarteners who were five years old versus those who were six years old in order to isolate the number that could be used as an estimate of four-year-olds in the selected LEAs of our (n=3,035). Finally, while we know the number of children being served in the State's preschool program at the LEA level, any available data we have on children being served in full-day Head Start or high-quality community-based programs are at the county level. Therefore, to estimate the number of four-year-old children who need access to high-quality preschool, we multiplied 3,035 by the KIDS COUNT Data Center's Missouri average percentage of three- and four-year-olds not enrolled in any preschool program (64%) to arrive at a potential 1,976 children to be served.<sup>4</sup>

## F. Funding Needed to Support Expanded Access to High-Quality Preschool

The 2013 National Institute for Early Education Research (NIEER) estimated a cost of \$8,098 per child would be needed in order for Missouri to provide full-day, high-quality preschool that would meet all of the NIEER quality indicators. A per child amount of \$8,098 multiplied by 1,976 children equals \$16,002,531. In the Preschool Development Grant, Missouri is eligible for \$17,500,000 per year with a minimum of 65% to go to subgrantees. In our calculation, 92% would go to subgrantees to provide high-quality preschool. The remaining 8% would enhance the State's infrastructure to support high-quality preschool statewide through the projects described in "Ensuring Quality in Preschool Programs" (Selection Criterion C). We anticipate that subgrantees will work on preparations for the creation of new preschool programs or expansion of existing programs December, 2014 until June or August, 2015, when programs will begin serving children.

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<sup>&</sup>lt;sup>4</sup> The calculated total is 1,942. However, given that we have several small LEAs, we used the calculated potential number of children in each LEA or 10, whichever was higher.

The State will work with programs on ways to sustain funding beyond the terms of the grant through additional revenue that will be available to school districts through the foundation formula, beginning in 2015-16 in unaccredited school districts. Further DESE and its partners will work with programs to sustain and expand access to high-quality preschool through braided and blended funding.

In the following section, "Collaborating with Each Subgrantee and Ensuring Strong Partnerships" (Selection Criterion E), we describe our communication with subgrantees regarding the preschool development grant and the supports that DESE and our partners in other agencies and programs such as Head Start will provide to help subgrantees develop or expand and sustain high-quality preschool programs.

#### COLLABORATING WITH EACH SUBGRANTEE AND ENSURING STRONG

**PARTNERSHIPS** 

**Selection Criterion E** 

#### I. COMMITMENT FROM SUBGRANTEES

Potential subgrantees were contacted on September 16, 2014, via email letter about the opportunity to expand access to high-quality preschool through the Preschool Development Grant. In the initial contact, LEAs were given an overview of the program requirements and the terms to which an LEA must agree in order to participate. Those assurances include key components of the current MPP, as well as requirements specific to the Preschool Development Grant opportunity such as the requirement to partner with at least one community provider or Head Start. We added this requirement to ensure the expansion of high-quality preschool opportunities would extend beyond public schools to include Head Start and/or community providers.

Nine of the potential subgrantees currently have MPP; therefore, through the Preschool Development Grant, those programs would be working with a minimum of one community partner to add slots or classrooms in order to expand access to high-quality preschool for children in the community beyond those children currently being served. Those programs will be familiar with the expectations and quality assurances of MPP. Two of the potential subgrantees have MPP beginning in FY2015, and seventeen do not currently have MPP. These programs will require additional assistance from DESE and our partners for the initial set up and implementation. As of October 7, we had signed preliminary agreements with 15 of our subgrantees representing 80% of the 1,976 children with the potential to be served. (See Appendix H for LEA signed preliminary agreements.) We will continue working to secure commitments from the remaining LEAs.

To assist each subgrantee with maximizing efficiencies and minimizing local administrative costs, Department staff will draw upon their knowledge and expertise in helping providers to establish high-quality MPP sites. Subgrantees of the Preschool Development Grant will follow

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the practices of the state-funded MPP. This would include such things as providing a description of their plan for implementing the program, their proposed local budget, and their plans for community and parent engagement. These requirements were described in detail in "Commitment to High-quality Preschool Programs" (Selection Criterion B). The same supports that DESE provides to current MPP programs will be replicated for the subgrantees.

Once subgrantees have elected to expand access to high-quality preschool through the Preschool Development Grant, they will be asked to participate in a post-award meeting as is currently the practice for MPP programs. We communicated with subgrantees that DESE will host a workshop in January to help them identify and collaborate with potential community programs or Head Start. DESE, Head Start, and districts or charters currently operating "shared" preschool programs will present information and offer technical assistance.

#### II. DEPARTMENT SUPPORT TO SUBGRANTEES

As with existing MPP programs, DESE will provide technical and professional development support to programs. Lead teachers and assistant teachers will receive curriculum training in one of the four approved, research-based curriculums from which they may choose. In addition, lead teachers and assistant teachers will be trained in implementation of the DRDP-PS<sup>©</sup> (2010), the State's observational assessment for teachers to use to evaluate a child's development.

The MPPLCs will provide ongoing, onsite support to subgrantees and will coordinate and oversee all activities associated with providing technical assistance to Preschool Development Grant subgrantees. These activities will include developing a cadre of mentors to provide the highest quality, most efficient use of the resources available to support the preschool program. Mentors provide feedback reports to DESE which are used to determine if additional onsite technical assistance is needed or if DESE staff need to follow up with the program or conduct an onsite monitoring visit.

As a requirement for the Preschool Development Grant, lead teachers and assistant teachers must participate in technical assistance provided by MPPLCs. All new classrooms receive 16 hours of

technical assistance. In addition, lead teachers and assistant teachers must attend the three regional professional development meetings that are offered annually. Regional meetings are provided by MPPLCs free of charge to lead teachers, assistant teachers, and administrators.

In addition to the regular monitoring and evaluation by the mentors, DESE will receive annual reports from the cross-site evaluation, described in "Ensuring Quality in Preschool Programs" (Selection Criterion C). The cross-site evaluation will provide DESE a good overview of the fidelity of implementation in all sites and will alert DESE staff to where we need to concentrate our efforts and resources.

## III. ADDITIONAL QUALITY INITIATIVES

Additional quality enhancements discussed in "Ensuring Quality in Preschool Programs" (Selection Criterion C) will also help to delineate expectations for subgrantees and their outreach to families in the community who are not currently being served through high-quality preschool.

## A. Community Needs Assessment

The current MPP community needs assessment will be coupled with the best practices incorporated from the Head Start community needs assessment. The Head Start community needs assessment requires the use of available data to identify potential children to be served by the Preschool Development Grant; the estimated number of children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; obtaining data regarding the education, health, nutrition and social service needs of eligible children and their families and determining need for services; and identifying resources in the community that could be used to address the needs of eligible children and their families, including availability and accessibility.

#### **B.** Parents as Teachers

Missouri has a proud legacy as the founding state of PAT. Per Missouri statute, every school district in the state is eligible to receive PAT funding. This provides us with the opportunity to develop relationships with families of young children, serve as a resource to them on questions

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of child development, offer health and developmental screenings and referrals for any necessary follow up, and connect them to community services. Our partners at the PAT National Center are committed to working with us to ensure that Missouri has PAT programs of the highest quality so that Missouri families may realize the full benefit of this program.

A requirement of MPP that will be shared by the Preschool Development Grant subgrantees is the partnership with the local school district PAT. Not only does this support the preschool children, it also provides an avenue through which we can connect with parents early to share the opportunities for high-quality preschool and the benefits it offers.

# ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM Selection Criterion F

The alignment of the Missouri ELGs and the K-12 Missouri Learning Standards provide a strong foundation for Missouri's birth through third grade continuum.

## I. STATE INITIATIVES ON BIRTH THROUGH THIRD GRADE CONTINUUM

In "Commitment to High-Quality Preschool Programs" (Selection Criterion B) and "Ensuring Quality in Preschool Programs" (Selection Criterion C), we described the development, implementation, and ongoing work around the ELGs. In addition, DESE has published "Preparing Kids for School: Missouri's Plan for Helping Children Transition from Early Childhood Programs to Elementary School" to provide essential information to parents and educators. (See Appendix I for the "Preparing Kids" document.)

Furthermore, other state and regional initiatives demonstrate the concerted effort to create a strong birth through third grade continuum with seamless transitions through each level of children's development. To further our efforts, Missouri early learning stakeholders are incorporating recent research and best practices on the birth through third grade continuum. Listed below are examples of the many resources Missouri has drawn upon in our birth through third grade work:

- "A New Era for Early Care and Education," by Nonie Lesaux, Stephanic Jones, Julie Russ Harris, and Robin L. Kane, Harvard Graduate School of Education. (2014)
- "Planning for the Transition to Kindergarten: Why It Matters and How to Promote Success," The National Center on Quality Teaching and Learning, Office of Head Start National Centers. (2014)
- "Framework for Planning, Implementing, and Evaluating Pre-K 3<sup>rd</sup> Grade
   Approaches," by Kristie Kauerz, University of Washington; and Julia Coffman, Center for Evaluation Innovation. (2013)

- "A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade,"
   by Amanda Szekely and Albert Wat, National Governors Association Center for Best Practices. (2013)
- "Collective Impact," by John Kania and Mark Kramer, Stanford Social Innovation Review. (2011).
- "Early Learning: Birth through 3<sup>rd</sup> Grade." State of Washington.

#### II, MISSOURI TRANSITION SUMMIT

MHSSCO is leading a group of early childhood stakeholders to conduct a Missouri Transition Summit in December, 2014. Planning for the Transition Summit began in September, 2014.

The goals of the Transition Summit are

- To bring together key stakeholders in early childhood education, including Head Start teachers and administrators, other early childhood education providers, elementary school teachers, as well as administrators, parents, and community members. Bringing stakeholders together to work in a neutral setting is an important first step in collaborative kindergarten transition planning.
- To communicate the importance of successful early transition experiences for children.
   Reaching this goal involves providing content on how well children are doing in kindergarten and how successful transition experiences can help children, families, communities, and schools become more "school ready," which in turn, helps close gaps in kindergarten performance.
- To educate participants on best practices for creating successful early childhood transitions. This includes presenting a framework for transitions through which children, families, communities, and schools contribute to the transition process.
   Concrete examples of how to link each of these entities successfully are especially useful for participants.
- To allow participants to share current transition and alignment practices and ideas for
  practices. This can be achieved through group discussions focused on practices that
  participants are already using or through panel discussions featuring leaders who have

successfully addressed transition and alignment planning, have overcome common challenges, and have achieved successful outcomes in their work.

#### III. BIRTH THROUGH THIRD INITIATIVE: REGIONAL EXAMPLE

Seven of the 28 high-need communities Missouri will target with the Preschool Development Grant arc in the Kansas City Metropolitan Region. The Department of Early Learning at the Mid-America Regional Council (MARC) in Kansas City which includes Mid-America Head Start and the Metropolitan Council on Early Learning, continues to work with our community-based and school district partners to build a strong continuum of learning for our children in Early Head Start to age five. MARC Head Start uses a child-center curriculum, the DRDP-PS<sup>©</sup> (2010) assessment, our new family framework, and is heavily engaged with CLASS as a professional development tool. MARC has a very active community health committee to help ensure our children are screened and receive treatment identified through screening. Additionally, MARC works to with several school districts in aligning curriculum from age three to grade three. As a Head Start grantee, MARC works to support children and families and to serve children with special needs, who are homeless, and who speak English as a second language. MARC has an outreach initiative to immigrant families and provides early learning options to these families.

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Mid-America Head Start and the Metropolitan Council on Early Learning work closely with the Partners-In-Quality (a consortium of 60 early learning programs and funders in metropolitan Kansas City) on issues of alignment, curriculum, family engagements, and serving underserved populations. MARC works closely with Mayor Sly James' initiative to have children reading at the proficient level by the end of third grade. Partners-In-Quality has developed a community-wide early learning strategic plan that helps guide their work.

#### **BUDGET AND SUSTAINABILITY**

#### Selection Criterion G

Preschool Development Grant funding is divided into awards to subgrantees for increasing access to high-quality preschool and funding to support the State preschool program infrastructure. To improve the State preschool program infrastructure, we have identified five projects that will provide direct support to teachers and children, increase the early learning data in the MCDS to strengthen Missouri's P20W data pipeline, and inform future program decisions as well as future research and policy decisions.

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The sustainability of Preschool Development Grant preschool programs will be met through funding that will be available through the foundation formula beginning in 2015-16 to unaccredited school districts as described in "Commitment to High-quality Preschool Programs" (Selection Criterion B). In addition, we will work closely with our subgrantees to help them maximize resources using the blended and braided funding model also described in "Commitment to High-quality Preschool Programs" (Selection Criterion B).

## I. INCREASING ACCESS TO HIGH-QUALITY PRESCHOOL

Twenty-eight LEAs met our high-need criteria based on academic achievement and income level as outlined in "Expanding High-Quality Preschool Programs in Each High-Need Community" (Selection Criterion D). With the sum of estimated children to be served in each LEA, we multiplied by the NIEER estimate of \$8,098 per child for a total of \$16,002,531. We anticipate programs will start serving children during the 2015-16 academic year. With the difference in the grant year dates and the academic year dates, we made an adjustment to our calculation. For Year 1, we budgeted for 60% of the calculated total for each subgrantee. We reduced program costs by 50% to reflect the partial year of program delivery, but added back 10% for start up costs. To maintain the required 65% minimum to subgrantees, our first year request is lower than Years 2, 3, and 4. Our proportion of funding in Year 1 is 84% to subgrantees, and 16% to infrastructure. In Years 2 through 4, 92% will go to subgrantees, and 8% will go to infrastructure.

Budget Overview								
	Year 1	Year 2	Year 3	Year 4				
Total Request	\$11,438,139	\$17,472,562	\$17,472,562	\$17,472,562				
Subgrantees	\$9,601,519	\$16,002,531	\$16,002,531	\$16,002,531				
Infrastructure	\$1,836,620	\$1,470,031	\$1,470,031	\$1,470,031				

Subgrantees will model their budgets after those used by MPP grantees with any necessary adjustments to meet the terms of the Preschool Development Grant. (Excel Table (D)(4))

#### II. STATE INFRASTRUCTURE

## A. Mentors: Onsite Support and Professional Development

The expansion of preschool sites will require additional support from onsite mentors. Mentors work with MPPLCs to coordinate and oversee all activities associated with providing technical assistance to MPP recipients.

Mentors are assigned to classrooms and given the total number of hours of technical assistance allocated to each classroom. All new classrooms will receive 40 hours of technical assistance for a total number of 1,120 hours. The current MPP grantees (n=100) will receive an additional 20 hours of technical assistance (to bring the total in those existing programs to 40 hours as well) for a total of 2,000 hours for current programs. Total additional onsite technical assistance hours is 3,120. Mentors contracted compensation rate is \$90 per hour for an onsite classroom observation. This rate includes travel time to and from the site; writing the report; supplies; and communicating with teachers, administrators, DESE staff, and MPPLC staff.

 $3,120 \text{ hours} \times \$90 = \$280,800$ 

In addition, mentors attend three regional meetings and three consultant meetings at a rate of \$25 per hour. Each regional meeting and consultant meeting is five hours.

[(3 regional meetings  $\times$  5 hours) + (3 consultant meetings  $\times$  5 hours)]  $\times$  \$25 per hour = \$750

Based on the caseload of current MPP mentors, we will hire an additional five mentors to support the new or expanded sites.

\$750 consultant meeting stipend  $\times$  5 mentors = \$3,750

Consultants: Onsite Support and Professional Development									
	Year 1	Year 2	Year 3	Year 4					
Mentor Onsite Visits	\$140,400	\$ 280,800	\$280,800	\$280,800					
Mentor Meetings	\$1,875	\$3,750	\$3,750	\$3,750					
Total	\$142,275	\$284,550	\$284,550	\$284,550					

# B. T.E.A.C.H. Missouri® Scholarships

We will fund 110 scholarships at \$4,609 each for a total of \$506,990 per year. Scholarship funds cover an average \$110 per credit hour, books at \$240 per year average, teacher release time, a stipend for travel and fees, and a compensatory wage increase including a matched amount from the sponsor/employer. Direct program expenses covered include project staff salary and benefits, program expense (rent, telephone, office supplies, computer expense, recruitment expense, and other miscellaneous office expenses). Finally, a small portion of each scholarship (1.52%) covers indirect costs of the Child Care Resource and Referral Network, the sole source for T.E.A.C.H. Missouri.

T.E.A.C.H. Missouri <sup>®</sup> Scholarships									
	Year 1	Year 2	Year 3	Year 4					
Scholarships	110	110	110	110					
Total Funding	\$506,990	\$506,990	\$506,990	\$506,990					

#### C. Preschool Data Enhancements in MCDS

Missouri will be enhancing the MCDS system in two main areas; adding additional data measures to the longitudinal system, and enhance exiting tools to better manage the grant program.

### 1. Longitudinal Data System (LDS)

While the DRDP-SR<sup>©</sup> (2012) does not have a cost for the instrument itself, the collection and storage of the data would be \$8 per child. Using public school kindergarten enrollment from 2014 to estimate an annual cost, we arrive at \$567,160 per year and a total of \$2,268,640 for the four years of the grant.

West Ed has quoted DESE a cost of \$8 per child for collection and storage of DRDP-PS<sup>©</sup> (2010) data. Using the number of students the state could require to take the DRDP-SR<sup>©</sup> (2012), an estimated 4,628 at \$8 per student, for a total of \$37,024 per year and a total of \$148,096 for the four years of the grant.

Once the data are purchased, the information needs to be translated and stored in the early learning assessment cubes. Missouri currently has the design for the DRDP-PS<sup>©</sup> (2010), to build the mart DESE is estimating \$45,000 one time cost. For the DRDP-SR<sup>©</sup> (2012), the initial design, development, and integration of the data are anticipated to cost \$150,000 one time expense.

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Secured and public facing reports will need to be created. On average DESE is anticipating about \$3,000 per report with roughly 20 reports being developed and deployed. DESE will also be incorporating the data maintained by DSS related to the Missouri State Professional Development Registry (MOPD). The MOPD Registry provides a framework to monitor programs' staffing patterns. DESE will be obtaining the information on a monthly basis (or on demand) from DSS. It is anticipated a onetime cost to develop the extraction, transformation and loading of the data into MCDS to be \$20,000.

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#### 2. Grant Management

DESE manages an online grant management system. Funds from the grant will be used to improve the process to manage the grants for early learning centers/programs. The anticipated cost to incorporate this grant program is a onetime expenditure of \$86,882; for five to seven additional reports, and five to 10 additional data pages.

The current system is designed to manage entitlement grant programs. Strategically the plan is to incorporate additional grant programs, for example competitive grants and discretionary grant programs. To improve DESEs ability to better manage competitive grant programs, funds are being requested to do a design analysis using the State's contracted services. This analysis is estimated at \$46,982 based on other similar analysis done within the state the past two years.

Preschool Data Enhancements in MCDS						
Year 1 Year 2 Year 3 Year 4						
LDS	\$879,184	\$604,184	\$604,184	\$604,184		
Grant						
Management	\$133,864	\$0	\$0	\$0		
Total	\$1,013,048	\$604,184	S604,184	\$604,184		

#### D. Cross-Site Evaluation

The cross-site evaluation will be completed through a contractual agreement between DESE and the research team from the University of Missouri-Kansas City and the University of Missouri-Columbia. The research team will receive program data, consultant reports, and access to supporting data in MCDS to compile information for their annual reports and final project analysis. The work will be overseen by faculty from the University of Missouri-Kansas City and University of Missouri-Columbia. Specific responsibilities of research team members and support to be provided by other faculty or graduate research assistants is left to the discretion of the faculty team. Our personnel cost estimate (\$50,000 per year for each of the four years) is based on past and current contractual agreements DESE has with researchers on projects of a similar scope and size. Fringe benefits are included at a rate of 36%.

The cross-site evaluation does not involve empirical research or independent data gathering by the researchers, with the possible exception of follow up discussions with consultants regarding consultants' reports and onsite assistance to programs. We have allowed for a modest supply budget (\$1,500 per year) and in-state travel budget (\$1,000 per year) to support this evaluation. In addition, we include the State indirect rate of 5.4% to the total.

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Contracted Cross-Site Evaluation					
	Year 1	Year 2	Year 3	Year 4	
Personnel	\$50,000	\$50,000	\$50,000	\$50,000	
Fringe Benefits	\$18,000	\$18,000	\$18,000	\$18,000	
Materials and Supplies	\$1,500	\$1,500	\$1,500	\$1,500	
In-State Travel	\$1,000	\$1,000	\$1,000	\$1,000	
Indirect Cost (5.4%)	\$3,807	\$3,807	\$3,807	\$3,807	
Total	\$74,307	\$74,307	\$74,307	\$74,307	

# E. Early Childhood Education Impact Studies

We have gained much knowledge of early learning and insight into the impact of high-quality early learning from national studies. However, with the quality of our current data and data we have the potential to obtain, we are in a position to use Missouri data to better analyze the early learning environment, outcomes, and impact of high-quality early learning in Missouri. Such research would be beneficial to the State in a number of ways from communication with parents to policy and funding discussions with legislators. The State will issue Request for Proposals (RFP) to investigate narrowly focused research questions using Missouri-specific data. We are allocating \$100,000 to cover these potential projects.

Early Childhood Education Impact Studies				
	Year 1	Year 2	Year 3	Year 4
Impact Studies	\$100,000	\$0	\$0	\$0

#### III. SUSTAINABILITY

Missouri HB 1689 will allow districts to report children who are one to two years from kindergarten entry and eligible for free or reduced-price lunch to be counted for state aid. In FY2016, foundation formula funding for preschool will be available to districts classified as unaccredited. In FY2017, districts classified as provisionally accredited will also be allowed to count preschool children eligible for free or reduced-price lunch for state aid. Beginning with the

first year after FY2018 in which the foundation formula is fully funded, all school districts may.

include preschool counts of children eligible for free or reduced-price lunch for determination of

state aid under the foundation formula.

In addition to funding that will be available through the foundation formula, we will request

annual increases for MPP and expect to see the State's investment in MPP continue to steadily

increase as it has in recent years.

DESE staff in Early Learning, Title I, and Early Childhood Special Education will work with

subgrantees on blending and braiding their funding sources to sustain their preschool programs.

Blending and braiding of the various federal, state, and local funding sources for early learning

programs allows each preschool provider to meet the needs of the children and intent of the

federal and state programs.

The DESE early learning team is also creating a set of uniform administrative guidance for the

blended/braided program that eases the complexity of trying to follow multiple administrative

guidelines for each program. The team is developing a consolidated application and funding

mechanism that will reduce the time and effort generally required when using multiple funds.

Successful development and implementation of this guidance is essential in helping districts

understand how they can implement and sustain early childhood programs

Now for Later™: Missouri's Investment in Early Learning

#### **COMPETITIVE PRIORITIES**

#### COMPETITIVE PRIORITY 1: CONTRIBUTING MATCHING FUNDS

Missouri will use the FY2015 MPP appropriation of \$12,315,317 as the state matching funds for the Preschool Development Grant. We have requested \$11,438,139 in Preschool Development Grant funding for Year 1 making the state matching funds in excess of the total grant funding in that year. The state appropriation for MPP has increased steadily over the last three fiscal years. If we conservatively estimate that the state appropriation for MPP will remain constant over the course of the grant, the state match of \$12,315,317 is approximately 77% of the \$17,472,562 we have requested for Years 2, 3, and 4 of the Preschool Development Grant.

# COMPETITIVE PRIORITY 2: SUPPORTING A CONTINUUM OF EARLY LEARNING AND DEVELOPMENT

The alignment of the Missouri ELGs and the K-12 Missouri Learning Standards provide a strong foundation for Missouri's birth through third grade continuum. In "Commitment to High-Quality Preschool Programs" (Selection Criterion B) and "Ensuring Quality in Preschool Programs" (Selection Criterion C), we described the development, implementation, and ongoing work around the ELGs. In addition, DESE has published "Preparing Kids for School: Missouri's Plan for Helping Children Transition from Early Childhood Programs to Elementary School" to provide essential information to parents and educators. In "Alignment Within a Birth Through Third Grade Continuum" (Selection Criterion F), we highlighted the Missouri Transition Summit that will bring together the MHSSCO, DESE, and other early learning stakeholders to discuss alignment of programs and practices birth through third grade and to engage in collaborative kindergarten transition planning. In that section we also provided a regional example supporting a continuum of birth through third grade early learning and development in the Kansas City Metropolitan Region.

Now for Later<sup>TM</sup>: Missouri's Investment in Early Learning

# COMPETITIVE PRIORITY 3: CREATING NEW HIGH-QUALITY STATE PRESCHOOL PROGRAM SLOTS

Missouri children need greater access to high-quality preschool programs, particularly in our communities with the highest need. In "Expanding High-quality Preschool Programs in Each High-Need Community" (Selection Criterion D), we explain our deliberate and thoughtful process for identifying those communities and calculating the estimated need. Our subgrantees have high concentrations of poverty and K-12 students who struggle academically. We noted other community risk factors such as teen pregnancy rates, child abuse and neglect assessments, and percentage of children who receive Medicaid assistance. Our goal of serving an additional 1,976 four-year-olds per year in high-quality preschool programs is ambitious. However, with our strong partnership between state agencies, Head Start, and community providers as well as the overwhelming support we have received from community organizations, education organizations, business groups, elected officials, and early childhood advocates, we firmly believe this is an achievable goal.

# Other Attachment File(s)

* Mandatory Other Attachment Filena	ame: Missouri EXCEL TABLES.>	klsx
	Pelete Mandatory Other Attachment	View Mandatory Other Attachment
To add more "Other Attachment" attacl	hments, please use the attachment b	uttons below.
Add Optional Other Attachment		

Nonresponsive		

# **Budget Narrative File(s)**

1	1	
	Delete Mandatory Budget Narrative	View Mandatory Budget Narrative

#### **BUDGET NARRATIVE**

The funding for the Preschool Development Grant is divided into funding awarded to subgrantees for increasing access to high-quality preschool and funding to support the State preschool program infrastructure. To improve the State preschool program infrastructure, we have identified five projects that will provide direct support to teachers and children, increase the early learning data in the MCDS to strengthen Missouri's P20W data pipeline, and inform future program decisions as well as future research and policy decisions.

## I. INCREASING ACCESS TO HIGH-QUALITY PRESCHOOL

Twenty-eight LEAs met our high-need criteria based on academic achievement and income level as outlined in "Expanding High-Quality Preschool Programs in Each High-Need Community" (Selection Criterion D). For the demographic variable, we used FRL percentage as a proxy for the percentage of students with low income. We identified those LEAs with an FRL percentage higher than the state average of 50%. The federal poverty level needed to qualify for reduced-price lunch is 185%, and we used this to initially identify our target communities. FRL eligibility is the only measurement for income level that we have at the LEA level. We will work with subgrantees to determine how to identify any eligible children who may fall between 185% and 200% of the poverty level. While we have census data that will provide us with population estimates for four-year-olds, the census does not give us a percentage of children at 200% of the federal poverty level for a single age level. Census percentages on children in poverty are lower than the percentage of Missouri children who are eligible for free or reduced-price lunch. One possible explanation is that the census data will be an estimate for all children, including those in private school or who are homeschooled. The MCDS FRL percentage only represents those children in public school.

With the sum of our estimated children to be served in each LEA, we multiplied by the NIEER estimate of \$\(^{\begin{subarray}{c} \begin{subarray}{c} \begin{subarray}{

60% of the calculated total for each subgrantee. We reduced program costs by 50% to reflect the partial year of program delivery, but added back 10% for start up costs. To maintain the required 65% minimum to subgrantees, our first year request is lower than Years 2, 3, and 4. Our proportion of funding in Year 1 is 84% to subgrantees, and 16% to infrastructure. In Years 2 through 4, 92% will go to subgrantees, and 8% will go to infrastructure.

Budget Overview				
	Year 1	Year 2	Year 3	Year 4
Total request <sup>1</sup>	\$11,438,139	\$17,472,562	\$17,472,562	\$17,472,562
Subgrantees	(b)(4)			
Infrastructure				

Subgrantees will model their budgets after those used by MPP grantees with any necessary adjustments to meet the terms of the Preschool Development Grant. (Excel Table (D)(4))

#### II. STATE INFRASTRUCTURE

# A. Mentors: Onsite Support and Professional Development

The expansion of preschool sites will require additional support from onsite mentors. Mentors work with MPPLCs to coordinate and oversee all activities associated with providing technical assistance to MPP recipients.

Mentors are assigned to classrooms and given the total number of hours of technical assistance allocated to each classroom. All new classrooms will receive 40 hours of technical assistance for a total number of 1,120 hours. The current MPP grantees (n=100) will receive an additional 20 hours of technical assistance (to bring the total in those existing programs to 40 hours as well) for a total of 2,000 hours for current programs. Total additional onsite technical assistance hours is 3,120. Mentors contracted compensation rate is \$90 per hour for an onsite classroom

<sup>&</sup>lt;sup>1</sup> In addition we have requested the \$25,000 per year for funds set aside for participation in grantee technical assistance as required by the grant.

observation. This rate includes travel time to and from the site; writing the report; supplies; and communicating with teachers, administrators, DESE staff, and MPPLC staff.

$$3,120 \text{ hours} \times \$90 = \$280,800$$

In addition, mentors attend three regional meetings and three consultant meetings at a rate of \$25 per hour. Each regional meeting and consultant meeting is five hours.

 $[(3 \ regional \ meetings \times 5 \ hours) + (3 \ consultant \ meetings \times 5 \ hours)] \times $25 \ per \ hour = $750]$ 

Based on the caseload of current MPP mentors, we will hire an additional five mentors to support the new or expanded sites.

\$750 consultant meeting stipend  $\times$  5 mentors = \$3,750

Consultants: Onsite Support and Professional Development					
	Year 1	Year 2	Year 3	Year 4	
Mentor onsite visits	\$140,400	\$ 280,800	\$280,800	\$280,800	
Mentor meetings	\$1,875	\$3,750	\$3,750	\$3,750	
Total	\$142,275	\$284,550	\$284,550	\$284,550	

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We will fund 110 scholarships at \$4,609 each for a total of \$506,990 per year. Scholarship funds cover an average \$110 per credit hour, books at \$240 per year average, teacher release time, a stipend for travel and fees, and a compensatory wage increase including a matched amount from the sponsor/employer. Direct program expenses covered include project staff salary and benefits, program expense (rent, telephone, office supplies, computer expense, recruitment expense, and other miscellaneous office expenses). Finally, a small portion of each scholarship (1.52%) covers indirect costs of the Child Care Resource and Referral Network, the sole source for T.E.A.C.H. Missouri<sup>TM</sup>.

T.E.A.C.H. Missouri™ Scholarships					
Year 1 Year 2 Year 3 Year 4					
Scholarships	110	110	110	110	
Total Funding	\$506,990	\$506,990	\$506,990	\$506,990	

#### C. Preschool Data Enhancements in MCDS

Missouri will be enhancing the MCDS system in two main areas; adding additional data measures to the longitudinal system, and enhance exiting tools to better manage the grant program.

#### 1. Longitudinal Data System (LDS)

While the DRDP-SR© (2012) does not have a cost for the instrument itself, the collection and storage of the data would be \$8 per child. Using public school kindergarten enrollment from 2014 to estimate an annual cost, we arrive at \$567,160 per year and a total of \$2,268,640 for the four years of the grant.

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Development Registry (MOPD). The MOPD Registry provides a framework to monitor programs' staffing patterns. DESE will be obtaining the information on a monthly basis (or on demand) from DSS. It is anticipated a onetime cost to develop the extraction, transformation and loading of the data into MCDS to be \$20,000.

#### 2. Grant Management

DESE manages an online grant management system. Funds from the grant will be used to improve the process to manage the grants for early learning centers/programs. The anticipated cost to incorporate this grant program is a onetime expenditure of \$86,882; for 5-7 additional reports, and 5-10 additional data pages.

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Preschool Data Enhancements in MCDS						
Year 1 Year 2 Year 3 Year 4						
LDS	\$879,184	\$604,184	\$604,184	\$604,184		
Grant						
Management	\$133,864	\$0.	\$0.	SO SO		
Total	\$1,013,048	\$604,184	\$604,184.	\$604,184		

#### D. Cross-Site Evaluation

The cross-site evaluation will be completed through a contractual agreement between DESE and the research team from the University of Missouri-Kansas City and the University of Missouri-Columbia. The research team will receive program data, consultant reports, and access to supporting data in MCDS to compile information for their annual reports and final project analysis. The work will be overseen by faculty from the University of Missouri-Kansas City and University of Missouri-Columbia. Specific responsibilities of research team members and

support to be provided by other faculty or graduate research assistants is left to the discretion of the faculty team. Our personnel cost estimate (\$50,000 per year for each of the four years) is based on past and current contractual agreements DESE has with researchers on projects of a similar scope and size. Fringe benefits are included at a rate of 36%.

The cross-site evaluation does not involve empirical research or independent data gathering by the researchers, with the possible exception of follow up discussions with consultants regarding consultants' reports and onsite assistance to programs. We have allowed for a modest supply budget (\$1,500 per year) and in-state travel budget (\$1,000 per year) to support this evaluation. In addition, we include the State indirect rate of 5.4% to the total.

Contracted Cross-Site Evaluation					
	Year 1	Year 2	Year 3	Year 4	
Personnel	\$50,000	\$50,000	\$50,000	\$50,000	
Fringe Benefits	\$18,000	\$18,000	\$18,000	\$18,000	
Materials and Supplies	\$1,500	\$1,500	\$1,500	\$1,500	
In-State Travel	\$1,000	\$1,000	\$1,000	\$1,000	
Indirect Cost (5.4%)	\$3,807	\$3,807	\$3,807	\$3,807	
Total	\$74,307	\$74,307	\$74,307	\$74,307	

### E. Early Childhood Education Impact Studies

We have gained much knowledge of early learning and insight into the impact of high-quality early learning from national studies. However, with the quality of our current data and data we have the potential to obtain, we are in a position to use Missouri data to better analyze the early learning environment, outcomes, and impact of high-quality early learning in Missouri. Such research would be beneficial to the State in a number of ways from communication with parents to policy and funding discussions with legislators. The State will issue Request for Proposals (RFP) to investigate narrowly focused research questions using Missouri-specific data. We are allocating \$100,000 to cover these potential projects.

Early Childhood Education Impact Studies					
Year 1 Year 2 Year 3 Year 4					
Impact Studies	\$100,000	\$0	\$0	S0	

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# U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008 Expiration Date: 04/30/2014

Name of Institution/Organization				equesting funding for only one			
State of Missouri Department of Elem. and Sec. Education				"Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.			
	1	SECTION A - U.S. DEPARTMEN	BUDGET SUMN NT OF EDUCATION				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	
1. Personnel							
2. Fringe Benefits							
3. Travel							
4. Equipment							
5. Supplies							
6. Contractual	11,438,139.00	17,472,562.00	17,472,562.00	17,472,562.00		83,955,925.00	
7. Construction							
8. Other							
9. Total Direct Costs . (lines 1-8)	11,433,139.00	17,472,562.00	17,472,562.00	17,472,552.00		53,355,325.00	
10. Indirect Costs*							
11. Training Stipends							
12. Total Costs (lines 9-11)	11,439,139.00	17,472,562.00	17,472,562.00	17,472,562.00		63,955,925.00	
*Indirect Cost Information (To Be Co If you are requesting reimbursement fo (1). Do you have an Indirect Cost R (2) If yes, please provide the follow Period Covered by the Indirect Approving Federal agency: The Indirect Cost Rate is	or indirect costs on line 10, pl ate Agreement approved by ring information:	the Federal government?		o ] (mm/dd/yyyy)			
(3) For Restricted Rate Programs (  Is included in your appr	check one) Are you using oved Indirect Cost Rate Agre		ate that: blies with 34 CFR 76.564	4(c)(2)? The Restricted In	direct Cost Rate is	%.	

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Name of Institution/Organization			Applicants req	Applicants requesting funding for only one year			
State of Missouri Department of Elem. and Sec. Education			1." Applicants grants should to	should complete the column under "Project Year  1." Applicants requesting funding for multi-year grants should complete all applicable columns.  Please read all instructions before completing			
SECTION B - BUDGET SUMMARY. NON-FEDERAL FUNDS							
Budget Categories	Project Year 1	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	
1. Personnel	(b)(4)					1.	
2. Fringe Benefits	10						
3. Travel							
4. Equipment							
5. Supplies							
6. Contractual							
7. Construction							
8. Other							
9. Total Direct Costs (lines 1-8)							
10. Indirect Costs							
11. Training Stipends							
12. Total Costs (lines 9-11)							
	SECT	TION C - BUDGE	T NARRATIVE (	see instructions)			

ED Form No. 524

OMB Number: 1894-0007 Expiration Date: 07/31/2014

#### U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424

#### 1. Project Director:

Street2:	O. Box 480	Jones	Preis	
Street1: P .	0. Box 480			
Street1: P .	0. Box 480			
Street2:	O. Box 480			
<u></u>				
City: J∈				
	efferson City			
County:				
State: MC	): Missouri			
Zip Code: 6:	3102			
Country: US	SA: UNITED STATES			
Phone Number (g	give area code) Fax I	Number (give area code)		
573 751 423	4			
Email Address:				
stacey.prei	s@dese.mo.gov			
. Novice Applicar	nt:			
Yes	No Not applicable to see Research:	this program		
		in subjects planned at any tin	ne during the proposed project Pe	riod?
Yes 🔀	-		·	
b. Are ALL the re	esearch activities proposed o	designated to be exempt fron	n the regulations?	
Yes Provid	de Exemption(s) #:			
No Provi	de Assurance #, if available:			

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