

MISSOURI

Council Name: Coordinating Board for Early Childhood

Designated State Agency: Department of Social Services

Council Website: <http://dss.mo.gov/cbec>

State Advisory Councils 2013 Report: The *Early Childhood State Advisory Councils Status Report, April 2013* can be found at www.acf.hhs.gov/programs/ecd/early-learning/state-advisory-councils.

Total Number of Council Members: 11–20

Council History

The Improving Head Start for School Readiness Act of 2007, Public Law (P.L.) 110-134, authorized the State Advisory Council (SAC) grant to promote high-quality early childhood education systems. The grant was funded through the American Recovery and Reinvestment Act of 2009, P.L. 111-5, for the period between 2010 and 2013. The grant required states to conduct a needs assessment, implement improvements, and develop recommendations to improve the coordination, collaboration, quality, and access of their early childhood systems.

In 2004, the Coordinating Board for Early Childhood (CBEC) was established by statute as a public-private entity responsible for coordinating a state system of early childhood programs and services. The CBEC is located within the Missouri Children's Service Commission by statute. Agency heads and legislators are the Council members. In 2009, Governor Jay Nixon appointed the CBEC as the State Advisory Council to implement the requirements of the SAC grant.

Council Representation

The Head Start Act requires states and territories to include representatives of specific agencies, institutions, and other entities as members of their State Advisory Councils.

Missouri met the requirement for Council representation from the following entities:

- State agency responsible for child care
- State educational agency
- Local educational agencies
- Institutions of higher education in the state
- Local providers of early childhood education and development services
- Head Start agencies located in the state, including Migrant and Seasonal Head Start programs and American Indian and Alaska Native Head Start programs
- Head Start State Collaboration Director

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Council Representation (continued)

- State agency responsible for programs under Part B, Section 619, or Part C of the Individuals with Disabilities Education Act
- State agency responsible for health or mental health care
- Representatives of other entities determined to be relevant by the state's Governor, such as the Governor's office, the legislature, parents, businesses, philanthropy/foundations, statewide or community organizations, health care providers, local government, home visiting, and abuse and neglect prevention

Appendix A displays the current Council membership for participating states, the District of Columbia, American Samoa, Guam, the U.S. Virgin Islands, and Puerto Rico. This appendix includes modifications to representation since the 2013 interim report.

Needs Assessment

The Council performed several needs assessments during the State Advisory Council grant period:

- **Economic Analysis:** The Council commissioned an early childhood economic impact report and released the findings to the state legislature and public.
 - **Fiscal Resource Analysis:** The Council completed a comprehensive early childhood fiscal resource analysis, to identify funding streams that affect the early childhood system throughout the state. Recommendations from the report suggested strategies to maximize fiscal resources. These include the following: maximizing Medicaid claims, increasing collaboration among local Head Start programs and other early childhood programs, expanding preschool program operations, increasing Temporary Assistance for Needy Families funds for child care assistance, and expanding preventive and Early Intervention services for at-risk children.
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Coordination and Collaboration

The Council partnered and collaborated with federal, state, and local early childhood community entities to increase alignment and advance the early childhood system.

Federal Level

- **Child Care and Development Fund (CCDF):** The CCDF administrator linked the Council to child care policy expertise.
- **Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV):** The Council coordinated with MIECHV and Early Childhood Comprehensive Systems (ECCS) through the Department of Health and Senior Services to apply for the MIECHV grant.

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Coordination and Collaboration (continued)

- **Early Childhood Comprehensive Systems (ECCS):** The Council leveraged the ECCS grant to complete a strategic plan for a statewide early childhood system. The plan addressed how the state should handle the following early childhood topics: governance and leadership, financial resources, quality assurance and accountability, public engagement, family support, parenting education, early childhood programs, and health and mental health. The strategic plan served as a roadmap to guide the Council and workgroup activities.

State and Local Level

- **State-Funded Home Visiting (HV):** The Council partnered with the state's HV steering committee to create a comprehensive matrix of statewide HV programs using evidence-based models and experienced good outcomes. These efforts led to creation of a map that plots the location and type of each HV program throughout the state. The Council commissioned a comprehensive analysis of the HV system after reviewing the map. As a result, the Council coordinated with the state HV staff to identify opportunities for alignment of services. The HV analysis revealed several priorities and needs: cultivate public and political support for consistent state-level financial support for HV programs; promote a statewide public education campaign to raise awareness of HV services and benefits; facilitate creation of common outcomes and indicators for HV programs; establish an electronic HV resource center; promote professional development and technical assistance opportunities for HV professionals; and explore using centralized systems for intake, assessment, and referral within regions of the state.
- **Head Start Data Pilot:** The Council partnered with the University of Missouri in an Opportunities Professional Education Network (OPEN) initiative involving the Department of Elementary and Secondary Education (DESE), Child Care Aware, Head Start, and the Department of Health and Senior Services. The project piloted processes for aligning child-level data. The Council used the Missouri Student Information System (MOSIS) to enter and align child-level data. Thirteen Head Start grantees piloted the batch entry processes and matched, analyzed, and entered child-level data. Over 25,000 records containing data on children between 2006 and 2012 were collected. The DESE matched approximately 85 percent of the records with the MOSIS data and identified 4,000 records that required assignment of an identification number. At a stakeholder meeting, the findings of the 3-year pilot project were summarized, and strengths and weaknesses of the process were identified.

Participation of Children

The Council supported efforts to increase the participation of children in early care and education programs, including outreach to underrepresented and special populations. The Council proposed the following policies to increase the active participation of children:

- **Parents as Teachers:** In 2012, the Council advocated to maintain the current funding level of \$13 million for the Parents as Teachers program and recommended restoring funding to the 2009 funding level of \$34 million when fiscal conditions improve.

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Participation of Children (continued)

- **Child Care Assistance:** The Council advocated for 2012 child care assistance funding at the level necessary to sustain participant eligibility at 127 percent of the federal poverty guidelines.
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Progress and Need for a Unified Data System

Missouri's long-term goal is to streamline educational systems across the P-20 Statewide Longitudinal Data System. The Council increased collaboration and information sharing across programs and developed a rating system for early childhood centers. The Council coordinated with several early childhood programs to link Head Start child-level data to MOSIS and to align five data systems with the Missouri Professional Development Registry (MOPD) data collection system. The Council identified the need to take the following steps to continue to implement and enhance a unified data system:

- **Fluid Exchange of Data:** Typical data gathering efforts can produce duplicative records. Adopting a fluid exchange of data will enable better evaluation of the program or agency suited to collect specific data elements and avoid duplication of records.
 - **Centralized Resources and Systems:** Creating centralized resources will streamline collection efforts and increase user participation. This is important because data collection is voluntary.
 - **Governance and Policies:** Firm governance is needed to require programs to share data and provide authority for data use. Significant progress toward a unified data system requires establishing governance and data sharing policies.
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Professional Development and Higher Education Institutions

The Council made recommendations for and advanced streamlining of the statewide professional development system by aligning and consolidating information across data systems in the MOPD. It also created a professional development portal to provide access to a central hub for trainings, trainer registration, and professional recognition.

The Early Care and Education Programs workgroup suggested and the Council adopted the following steps: commissioning review papers with information on trends and status of national early childhood workforce compensation, creating early childhood career lattices, and improving parent perceptions of quality early learning.

In 2012, a targeted training survey was conducted to assess clock-hour training completed by a sample of directors from licensed early childhood centers. The survey findings provided insight about the level of directors' achievement. The Council compiled available training data to create a map of statewide director-focused training courses.

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Professional Development and Higher Education Institutions (continued)

The Council made suggestions in the following areas:

- **Compensation:** A white paper on early childhood compensation reviewed mechanisms and models used in other states and nationally. Methods included increasing compensation for the early childhood workforce by raising wages directly or by launching campaigns that affect wages by more indirect means, such as unionizing or organizing the early childhood workforce.
 - **Career Lattices:** Thirty-seven states have career lattices describing training, education, and skills used in a career advancement system for early childhood professionals. The common features were identified and reported in a white paper along with successful implementation models and comparisons.
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Early Learning Standards

In 2009, the *Early Learning Goals* for children from age 3 to kindergarten were adopted by the State Board. In July 2013, the *Infants and Toddlers Early Learning Goals* were approved. In 2013, the Council contracted with the University of Missouri to create early learning guidelines for children from birth to 5 years of age.

Advancements Beyond Council Requirements

- **Mental Health:** The Council's Mental Health workgroup focused on building competencies for professionals in early childhood mental and social and emotional health. The workgroup recommended revisions to the Early and Periodic Screening, Diagnosis, and Treatment tool; created social and emotional training for mental health professionals; proposed a comprehensive early childhood fiscal resource analysis; and provided recommendations for a public awareness campaign on the importance of social and emotional development. The Council was one of five states selected to participate in the nationally sponsored Early Childhood Mental Health project. Participation included attending meetings designed to share information and brainstorm ideas and resources.
- **Parent, Family, and Community Engagement:** The Council supported and participated in the annual Family Leadership Summit in partnership with the ECCS grant. The Summit brought together family leaders and early childhood professionals to share information on supporting parents and families with resources and tools on child development.
- **Literature Review:** The Council's Early Care and Education Programs workgroup performed a literature review on parent perceptions about quality in early childhood programs. The review found that a significant number of parents lacked an understanding of both child care quality and early childhood care and education programs. The workgroup compiled these findings and has been using the data to inform recent consumer education and to raise public awareness about early childhood education.

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Funding and Funds Expended

- Amount Approved: \$778,834
- Supplemental: \$109,690
- Total Award: \$888,524
- Amount Expended: \$876,438
- Percent of Funds Expended: 98.64%