

Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education

Final Report Submitted to the Missouri Coordinating Board for Early Childhood
Submitted by Stacie G. Goffin, Consultant and Facilitator
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MISSOURI PANEL ON SCHOOL READINESS: FOCUS ON PRE-KINDERGARTEN EDUCATION

Appendix A Participant Biographical Information

Diane Addison

Ms. Addison is the Early Childhood Director for Hannibal Public Schools in Hannibal, Missouri. She currently oversees prenatal through pre-kindergarten services for 1,200 families, as well as Parents as Teachers services for incarcerated women at WERDCC in Vandalia, Missouri. She is a Missouri Region C Parents as Teachers Coordinator and Trainer.

Representative Joe Aull

Representative Aull (D-26) represents Saline and Lafayette Counties. Elected to the House in 2004, he is a retired school administrator. During his 34-year career in education, he served as a teacher, coach, middle school principal, high school principal and school superintendent. Most recently, he served as superintendent of the Lexington and Marshall School Districts. He received the 2002 Pearce Award for Outstanding School Superintendents. In addition to his legislative duties, he is a past president of the Marshall and Lexington Rotary Clubs, and a member of the Butterfield Youth Services Board and the Marshall Education Foundation Board. He received a bachelor's degree from Westminster College, a master's from Central Missouri State University and is currently working on his doctorate degree. He and his wife have five children.

Karen Bartz, Ed.D.

Dr. Bartz is the chair of the Missouri Coordinating Board for Early Childhood. She retired from Hallmark Cards in Kansas City in 2007 where for 17 years she was manager of corporate community involvement, including all cash and product contributions and volunteer programs for the company. She has a doctorate in adult education/child and family life from the University of Wyoming. She has been involved for many years in Partners in Quality, a Kansas City initiative to improve the quality of early education. Also she has served as a CASA advocate and is a licensed realtor. She is married with two sons, one adult foster son, five grandchildren and one great-granddaughter.

James M. Caccamo, Ph.D.

Dr. Caccamo is currently the Director of the Mid-America Regional Council's Department of Early Learning which includes the Metropolitan Council on Early Learning and Mid-America Head Start. He earned his doctoral degree at St. Louis University in 1971. For the next six years, he worked as the director of evaluations for a mental health facility. From there, he moved to the Independence school district where,

for 17 years, he was an assistant superintendent. In 1994, he became executive director of the Partnership for Children and in 2000 he became President of Caccamo & Associates, LLC. He has written numerous publications on children, health, and community issues. He is married and has two children and three grandchildren.

Phyllis A. Chase, Ph.D.

Dr. Chase began her tenure as superintendent of the Columbia Public School District in July 2003. Prior to that she has held teaching, counseling and administrative positions in Iowa, Nebraska, Kansas and Missouri school districts. She has received numerous awards and recognitions, including being named one of the 20 Most Outstanding Business Leaders of Springfield, Missouri, in 2002. She is a native of Kansas City, Missouri, and holds degrees from the University of Kansas and Creighton University. She has three adult children.

Candace Cheatem

Ms. Cheatem is the Deputy Director for the Kansas City Local Investment Commission (KC LINC). She oversees Educare, before- and after-school and 1519 programs. She worked for 10 years with the Kansas City Parents as Teachers program and was a national trainer for the PAT National Center. She has degrees from Penn Valley Community College and Nazarene College. She also attended the American Institute of Banking. She has two children.

Wray Clay

Ms. Clay has worked with the United Way of Greater St. Louis since 1984. She is currently vice president for community investment, responsible for developing impact initiatives and community partnerships in line with the United Way 's strategic vision. Prior to this position she was vice President of allocations/agency relations. From 1997-2004, she was elected to serve on the Edwardsville (IL) School Board. She volunteers with College Summit, St. Louis Children's Hospital's Healthy Kids at Play Initiative, Parents As Teachers Advisory Board, and the Susan B. Komen Grants Committee. She attended Southern Illinois University in Edwardsville, obtaining a bachelor's degree in human services and a master's in public administration. She has two adult sons.

Senator Rita Heard Days

Senator Days (D-14) was first elected as State Representative for the 71st District, St. Louis County, in a special election in November 1993. She was elected Majority Whip in 1996 and held that position for the remainder of her time in the House of Representatives. In 2002, she ran for the senatorial seat for District 14 and became the first African American senator from St. Louis County. She has chaired the Children's Services Commission since 2006. She has also been involved with the Commission on the Future of Higher Education, Joint Commission for Court Automation, Southern Legislative Conference Education Committee, Reappointment Task Force Committee on the

Assembly on State Issues of the National Conference of State Legislatures, and the Elections Task Force, Council of State Government.

Representative Jeffery Grisamore

Jeff Grisamore (R-47) represents the Lee's Summit area. He was elected to the House in 2006 and was recipient of the Freshman Legislator of the Year for Children and Senior Advocacy. He is on the Children's Services Commission, the House Appropriations—Health, Mental Health and Social Services Committee, special Committee on Small Business (vice-chair); and Energy and Environment Committee. He has also been active in writing, speaking and consulting. He is a humanitarian leader who engages in care for orphans, widows and the poor. In addition to serving as a former pastor and missionary, his professional career over the last 30 years has included broad involvement in the corporate, civic, governmental and faith communities. He graduated from Trinity International University with a bachelor's degree in communications. He is married and has eight children.

Jim Hinson, Ph.D.

Dr. Hinson began his educational career as an elementary teacher in Carthage, Missouri in 1984. He was an elementary principal in Carthage from 1990-1996; superintendent in Greenfield School District (1996-1998) and Granby (East Newton School District 1998-2001), Missouri. He came to the Independence School District as Deputy Superintendent in 2001 and has been Superintendent of Schools since 2002. He is chair of the Missouri Partnership for Educational Renewal and an adjunct professor for the University of Missouri and the St. Louis University. The Independence School District is a national demonstration site for the Yale University School of the 21st Century. He is married and has three children:

John Heskett, Ph.D.

Dr. Heskett is currently the Director of the Office of Comprehensive Child Mental Health in the Department of Mental Health. The Office is responsible for designing and implementing a comprehensive mental health service delivery system for children in Missouri. He has also served as an Adjunct Professor of Educational Leadership and Special Education, the Assistant Commissioner and State Director of Special Education for the Department of Elementary and Secondary Education, superintendent and assistant superintendent for schools in Missouri, and as a speech/language pathologist. He was designated by the Department of Mental Health to represent the department on the Missouri Panel on School Readiness.

Wendell Kimbrough

Mr. Kimbrough is CEO of Area Resources for Community and Human Services (ARCHS) in St. Louis. ARCHS is the state of Missouri's designated area nonprofit community partnership that provides financial and management services to for-profit and nonprofit businesses. Before joining ARCHS, he worked for the Coca-Cola Company in

Atlanta as national marketing manager. His community activities have included Mayor Francis Slay's Commission on Children, Youth and Families and Governor Blunt's 2006 summit on math, engineering, technology and science. He is a member of the 2007 FOCUS St. Louis Leadership Class. He graduated from Clark Atlanta University and he has three adult children.

D. Kent King, Ed.D.

Dr. King was appointed Commissioner of Education on September 22, 2000 by the Missouri State Board of Education. He has spent his entire career in Missouri's public school system, serving as a teacher, principal, superintendent and state education official. He joined the Department of Elementary and Secondary Education in 1996. For three years, he directed the Missouri School Improvement Program, the state's accreditation program for public school districts. He was appointed by Governor Blunt to the Missouri Coordinating Board for Early Childhood in 2006. He received his bachelor's degree from Central Missouri State University, Warrensburg; his master's degree from Drury College, Springfield, Missouri; and his doctorate in educational administration from Oklahoma State University.

Senator Brad Lager

Senator Brad Lager (R-12) represents 16 counties in northern Missouri. He began his career in public service in 2001, when he was elected to the Maryville City Council. From 2002 to 2006, he served as the 4th District Representative in the Missouri House of Representatives. During this time he served as vice-chair and then later as chair of the House Budget Committee. He currently serves as the chairman of the Joint Committee on Tax Policy and as the vice-chair of both the Commerce, Energy, and Environment Committee and the Governmental Accountability and Fiscal Oversight Committee. He is a life-long resident of Northwest Missouri, graduating from Northeast Nodaway High School and earning a Bachelor of Science degree in Computer Management Systems from Northwest Missouri State University. He is married with one daughter.

Valeri Lane, Ph.D.

Dr. Lane has worked for the past 15 years at the Children's Therapy Center in Sedalia as director of family and child development programs and special projects. Her work focused on an array of prevention and early intervention programs, including First Steps, Early Head Start, early care and education, and child abuse and neglect prevention. She is on the adjunct faculty for early childhood at the State Fair Community College and a member of multiple state and local boards. She was appointed by Governor Blunt to the Missouri Coordinating Board for Early Childhood in 2006. She currently serves as a program analyst/writer for the National Infant and Toddler Child Care Initiative at the Zero to Three organization in Washington, DC. She has a doctorate in Human Development and Family Studies, University of Missouri – Columbia with an emphasis in children, families, and public policy and a master's in Early Childhood Special Education.

Jamie Leeling

Mrs. Leeling lives in Boonville, MO. She moved from Colorado to Missouri in July 2005. She is married with two daughters ages two and four. She is currently a stay at home mom due to necessity caring for a medically compromised baby. Her youngest was born with a congenital heart defect and has gone through several medical procedures and has many developmental delays.

Steven Lopez II

Mr. Lopez has worked in the HVAC and Appliance Service Industry for six years. He currently volunteers at and serves as a parent representative for Excelsior Springs Head Start. He is chairman of the Mid-America Head Start-YMCA Policy Committee and recording secretary for the Mid-America Head Start Policy Council. He is a parent representative to the Missouri Head Start Association and serves on their Advocacy and Legislative Call Committee. He is a native of Kansas City, Missouri, now residing in Excelsior Springs He is an army veteran and has four children.

Paula Nickelson

Ms. Nickelson serves as Prevention Services Coordinator in the Office of the Director for the Missouri Department of Health and Senior Services (DHSS). She serves as the Coordinator for the Missouri Early Childhood Comprehensive System (ECCS) plan and chair of the steering team with oversight for implementation. As coordinator of the ECCS plan, she attends all meetings of the Missouri Coordinating Board for Early Childhood. Paula also serves on the comprehensive system management team providing oversight to the implementation of the children's mental health plan for the state, as well as the Child Care Advisory Council for the Children's Division of Department of Social Services. She was designated by the director of Health and Social Services to serve as the department representative to the Missouri Panel of School Readiness.

Roderick (Rod) Nunn

Mr. Nunn was appointed Director of Education and Workforce Innovation by Missouri Governor Matt Blunt in October of 2007. In this unique capacity, Rod serves as Executive Director of the Missouri P-20 Council and principal advisor to the Governor on math, engineering, technology and science initiatives as well as other high profile projects aimed at aligning education, workforce and economic development systems to help improve Missouri's long-term economic competitiveness. Rod previously served as Director of the Missouri Department of Economic Development's Division of Workforce Development. He has a master's degree in Public Administration from the University of Illinois at Springfield and a bachelor's degree from Southern Illinois University at Edwardsville. He also completed the Program for Senior Executives in State and Local Government at Harvard.

Nancy Parman

Ms. Parman is superintendent of North Harrison R-III Schools in Eagleville, MO. Prior to that she was a secondary principal. She began her teaching career in Kansas City and has taught english and math in all sizes of schools. She has actively sought alternatives to the lack of finances and resources for rural schools. North Harrison is the only district in the state to fully implement eMINTS, a state effort to inspire educators to use instructional strategies powered by technology. The district opened an early childhood center in August 2007 to serve children six weeks of age and older. She has a bachelor's degree at the University of Kansas in secondary education and advanced degrees from Northwest Missouri State University in secondary administration and the superintendency. She has two children who are college graduates.

Peggy S. Pearl, Ph.D.

Dr. Pearl is a professor of early childhood and family studies at Missouri State University. In 2007 she was appointed by Governor Blunt to the Child Abuse and Neglect Review Board. She holds a bachelor's degree in vocational home economics education from Southwest Missouri State College, master's in home economics from Central Missouri State University and a doctorate in vocational home economics education from the University of Arkansas-Fayetteville.

Kim G. Ratcliffe, Ed.D.

Dr. Ratcliffe is the associate executive director for the Missouri School Boards' Association (MSBA). Before joining the MSBA in 2003, she worked for 10 years as Columbia Public School's director of special education and spent 19 years working in Marshall, Mo. as principal of the Special Education Center. Before Parents as Teachers was established, Ratcliffe created a parent program in Marshall. She also worked as an adjunct professor for MU and Stephens College. She was recently appointed by Governor Blunt to the Children's Vision Committee. She holds a bachelor's degree in education, a master's degree in education, and a doctorate in education from the University of Missouri-Columbia. She has three daughters.

Deborah Scott

Ms. was appointed as Director of the Department of Social Services (DSS) in 2006. In her tenure with DSS, Deborah has served as Deputy Director, Special Assistant to the Director, and Director of the Office of Early Childhood. She has also held leadership positions in the department's Children's Division and Human Resources. She was appointed by Governor Blunt to the Missouri Coordinating Board for Early Childhood in 2006. She began working for the state of Missouri in 1986 as a disability examiner and over the past 21 years has held various administrative positions within the Departments of Elementary and Secondary Education, Health and Senior Services and DSS. Prior to becoming a state employee, she was a teacher and school administrator. She holds a bachelor's degree in secondary education from Truman State University. She has completed graduate work in social science and theology.

L. Carol Scott, Ph.D.

Dr. Scott was selected as the Executive Director of the Missouri Child Care Resource and Referral Network (MOCCRRN) in January 2008. She has 30 years of experience in the field of early childhood care and education, including more than 10 years in teacher education and management of model pre-k programs at the University of Maine and the University of Kansas. Positions she has held since then include Director of the Metropolitan Council on Early Learning (MCEL) in Kansas City, and Senior Researcher for Pre-K Now in Washington DC. In 1985 she established a consulting firm, LC Associates, through which she facilitated collaborative partnerships for early childhood systems development in several states. She holds a master's in early childhood education and a doctorate in developmental and child psychology, both from the University of Kansas.

Sybl Slaughter

Ms. Slaughter has served on the Missouri State Board of Education since 2003. She has served on the Missouri Early Childhood Committee to write Missouri standards, the National Association of School Boards Early Childhood Committee working on national standards, the NASBE/NCATE partnership to develop standards for teacher accreditation, and the METS (Missouri Engineering Technology & Science) committee. She began her career in Shawnee Mission, Kansas as a teacher and retired as an elementary principal in Lebanon, Missouri after working for 32 years. During this time she taught kindergarten for 17 years, served as Title I Director and wrote and supervised grants. Since retirement she has continued to remain active in the Lebanon community. She has a bachelor's degree in elementary education.

Holly Smith

Ms. Smith is the Early Childhood Development Coordinator for Three Rivers Community College. She has a bachelor's in early childhood education and master's in early childhood special education. She has taught for 12 years in preschool, kindergarten, upper elementary and special education. For the last four years she has been in higher education teaching others how to teach and coordinating the Early Childhood Development Program. She has always had a passion for children and helping others, and is the mother of two teenagers.

Robert Stein, Ph.D.

Dr. Stein works as Missouri's Commissioner of Higher Education (MDHE), a post held since 2006, and has worked with the department for more than 20 years. Prior to joining the MDHE, he served in faculty and administrative roles including department chair, interim dean of the College of Arts and Science, and as assistant vice president for Academic Affairs. He is Professor Emeritus from the University of Northern Colorado and is actively involved in local, state, and national groups championing the benefits of higher education, providing leadership in Missouri for the development of state policies,

and promoting initiatives designed to improve student learning and success in postsecondary education. He received a bachelor's degree in sociology and philosophy from Beloit College and a master's and doctorate degrees in sociology from Vanderbilt University.

Robbyn Wahby

Ms. Wahby has over 25 years experience supporting public education and community development. She has served as Mayor Francis Slay's executive assistant for education since 2001 and works with community based organizations, government agencies and business to create collaborations to advance the well-being of children in the City of St. Louis. Her responsibilities include providing direction to the City's efforts at: supporting public school reform; expanding educational options including quality charter school development, private and parochial schools; increasing the supply, access and quality of early childhood success after school expansion; re-engagement of disconnected youth; and college access. She holds a master's in public administration and a bachelor's degree from the University of Missouri – St. Louis.

Thomas D. Watkins, Esq.

Mr. Watkins was born and raised in St. Joseph. He joined his father in the practice of law in St. Joseph in 1971 as a business lawyer, following his father and grandfather in representing many of the family owned businesses in St. Joseph as well as nationally recognized companies such as Mead, Quaker Oats and Friskies. He has served on more than 20 community boards, among them the St. Joseph Charter Commission, corporate council for the Chamber of Commerce, president of the Pony Express Counsel of the Boy Scouts and a recipient of the Silver Beaver Award, and a member of the Board of St. Joseph Hospital. He is currently the chairman of Success By Six in St. Joseph, a Trustee of the Missouri Western State University Foundation and a member of its Finance and Audit Committees, a trustee and vice president of the Albrecht Kemper Art Museum and a member of several charitable foundations. He was asked by the Missouri Coordinating Board for Early Childhood to chair the Missouri Panel on School Readiness. He is married with two children and four grandchildren.

Michael A. White

Mr. White has been employed by Hutchens Industries, Inc. for 44 years and is currently Vice President of Sales. In the Springfield community, he has been involved with the mentally retarded/developmentally disabled community for many years, serving on the board of directors of the Developmental Center of the Ozarks and subsequently serving 15 years on the Greene County Board for Developmental Disability. The board has recently established a single system point of entry for the First Steps program in twelve counties in south central Missouri. Golf is his principle hobby and he currently serves on the Regional Affairs Committee of the United States Golf Association and is president of the Missouri Golf Association. He is married with one daughter and two granddaughters.

Appendix B Charge

To the Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education From the Missouri Coordinating Board for Early Childhood

Introduction

Research consistently demonstrates that early school success depends on children's cognitive, physical, social, and emotional well-being. The extent to which young children participate in quality early education and child care programs, enjoy the support of nurturing families, and have access to health and social services impacts on their development, preparation for school, and later academic performance. These "conditions" are precursors to the school success of all children. Not all children have this foundation for school success, however, making their needs for supportive programs and services even more essential. If it is accepted that families, public officials, and educators want children to enter school prepared to succeed, the challenge for Missouri is to determine the best path to this goal.

The Challenge

As a state, Missouri has devoted considerable time and resources to supporting the well-being of its youngest citizens. Many communities have made similar commitments. Yet more remains to be done if all of the state's young children are to enter school prepared to succeed. Towards this end, in May 2004, the Coordinating Board for Early Childhood [Coordinating Board] was established in statute. The Governor confirmed his 17 appointees in May 2007, and the Coordinating Board has moved forward to establish itself as a force for change.

The Coordinating Board has identified a number of challenges that need to be addressed if the State's commitment to young children, birth through five, is to be fulfilled. Specifically, the state needs to:

- ❑ Reach consensus on what it means for children to be ready for school;
- ❑ Create a framework of policies and practices that will guide and coordinate current and future investments in developmental and educational programs for young children;
- ❑ Ensure that public investments are used effectively to achieve the goal of school readiness.
- ❑ Understand how schools, community-based early learning providers, social services, and health providers currently serve the educational and developmental needs of young children, birth to the start of kindergarten;
- ❑ Identify the means by which schools and community-based providers can most effectively collaborate with each other, with families, and with other support services to ensure children's school readiness;
- ❑ Ensure that Missouri's early care and education programs provide high quality learning experiences.

Within this policy and practice context, enactment of the No Child Left Behind Act and other pressures on the educational system have resulted in focused attention on student performance in the early grades. Predictably, this attention has shed a spotlight on children's readiness to succeed when they enter kindergarten. Presently, Missouri is investing millions in a variety of school-based and community-based programs for children from birth through age five. Not unlike other states across the nation, increasing numbers of school districts are providing pre-kindergarten (pre-k) programs for three and four year olds, expanding the number and range of programs available to young children and their families. Hundreds of Head Start agencies, family child care providers, and nonprofit and for-profit early programs and organizations also are serving children from birth through age five. The educational and developmental quality of these programs varies considerably, however. Consequently, many of these programs do not contribute effectively to children's readiness for school, depressing a critical time of learning for young children and undermining the State's efforts to build a successful economic future for individuals, communities, and the state overall.

In response to these circumstances, the Coordinating Board is convening the Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education [Pre-K Panel], a broad-based group of individuals from across the State, to examine early care and education for preschoolers in Missouri and make recommendations on strategic next steps.

The Charge

The Pre-K Panel is being convened to provide advice and counsel to the Coordinating Board regarding how to: (1) build on the State's current investments in early care and education programs for preschoolers and (2) seize new opportunities to create a strong network of programs backed by policies that will ensure the State's publicly funded programs for this age group consistently promote children's school readiness. In light of the State's changing landscape, the Coordinating Board's charge to the Pre-K Panel intentionally targets the education of preschoolers and recognizes that the Pre-K Panel's recommendations will need to be considered in the context of the Coordinating Board's responsibilities for coordination of the full array of programs and services serving children from birth through age five.

Specifically, the Pre-K Panel is charged with making recommendations regarding the six questions listed below. In responding to these questions, the Pre-K Panel should consider the impact of its recommendations for Missouri's broader early care and education system.

- What should be the purpose for the State's publicly funded pre-k?
- Who should be served with public funds? Should the State's publicly funded pre-k programs target three- and four-year olds or only four-year olds?
- Should publicly funded pre-kindergarten serve only children identified as at-risk for school success or should these programs be universally available to families on a voluntary basis?

- Should all publicly funded pre-k programs be required to meet similar standards? If so, what areas should be addressed by these standards?
- Which programs serving preschoolers should be qualified to offer publicly funded pre-k?
- How should oversight for Missouri's pre-k programs be structured in order to ensure accountability for the State's investments?

Appendix C

TERMINOLOGY RELEVANT TO THE WORK OF THE PRE-K PANEL¹

Accredited Centers and Homes: Accredited programs meet recognized standards for high quality as established by the sponsoring organization and typically exceed the program standards associated with state licensing criteria. Accreditation systems may be organized at either the state or national level and vary in the requirements they set for achieving accreditation status.

Child Care Resource and Referral Agency: The state network, in conjunction with its local child care resource and referral partners (CCR&R), helps families, child care providers, and communities find and offer affordable, quality child care. CCR&Rs manage a variety of projects and activities such as statewide consumer education and referrals for families, efforts to build child care supply and quality, and the collection and analysis of data related to the State's child care. The Missouri Child Care Resource and Referral Network (MOCCRRN) provides child care resource and referral services in Missouri.

Child Care Subsidy: Publicly funded financial reimbursement provided by the Department of Social Services to parents or as a payment paid directly to eligible child care providers with the purpose of assisting low income families with child care expenses so parents can work, attend school or training programs. These funds are provided through the federal Child Care and Development Fund (CCDF).

An “eligible child” must be under 13 years of age (the age range is extended to 19 if the child has a special need) with a parent who is working, in school, or in job training. The family's income eligibility cannot exceed 127% of the federal poverty level (for a 3-person household, this is currently \$1836 per month). Current legislation passed by the Missouri House and Senate, pending the Governor's signature, establishes a program to transition eligible families off of child care subsidy by providing up to a 75% benefit, up to 139% of the federal poverty guideline.

An “eligible child care provider” can be anyone legally providing child care based on current child care licensing regulations. This includes licensed child care centers, group homes, and family homes; license-exempt school-based child care programs; providers caring for related children and/or up to four unrelated children (see Family, Friend, and Neighbor Care); and providers coming into the child's home to provide care.

Early Care and Education: An all encompassing term used for programs providing out-of-home care and/or education to young children, including child care, Head Start, and

preschool, regardless of the program's sponsor (e.g., public school, for profit, not-for-profit, center- or family-based, and faith-based).

Family, Friend, and Neighbor Care: This form of child care is not licensed by the State and is defined by the State as any person who is caring for four or fewer children. Children who are related by blood, marriage, or adoption to such person within the third degree are not considered when determining the total number of children being cared for. To be a recipient of child care subsidy funds, the provider must be registered with the Department of Social Services. Registration requires the provider to self-certify that he/she is at least 18 years of age, meets minimal health and safety requirements, has passed a TB test and fingerprint background checks, and has access to a working phone for emergencies. Additionally, registration requires anyone aged 17 or older in the provider's home to complete a Family Child Care Safety Registry background screening. Children in the care of a family, friend, or neighbor who is caring for fewer than four unrelated children are not "tracked" by the State.

Head Start/Early Head Start: Head Start and Early Head Start are federally funded, national child development programs. These are federal to local (vs. state) programs and funded by the United States Congress and administered by the Department of Health and Human Services, Administration for Children and Families, Office of Head Start. The Office of Head Start provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families. It focuses on supporting the child development of income eligible children from birth to age 5. Head Start provides program services to three- and four- year olds to promote their academic, social, and emotional development, including social, health, and nutrition services. Early Head Start was created in 1994 to target the needs of income eligible pregnant women, infants, and toddlers to foster positive child development ever earlier in life. To expand the number of children and families served, the Missouri Department of Social Services has been investing state funding in these programs through Head Start agencies since 1999. (State funded Early Head Start programs, of which there presently are ten in Missouri, are monitored by the Department of Social Services.)

Eligibility

- > Head Start grantees must serve at least 55% of their slot allocation with children at or below 100% of the federal poverty guidelines.
- > Grantees may serve up to 35% of their enrollment with children whose incomes are between 100-130% of poverty (if the agency has implemented policies to ensure that needs of the first category, above, are being met; and selection priority is given to above children, who will be served prior to serving others).
- > In addition, 10% of a grantee's enrollment may be with children over income (i.e., no income restrictions).
- > Programs must assure that at least 10% of a program's enrollment must be children with disabilities.

Kindergarten Entry Age: Any child whose fifth birthday occurs before the first day of August in the calendar year of the start of the new academic year.

The law authorizes an exception to the cut-off date for students in the St. Louis and Kansas City School Districts. These districts are authorized to establish a different cut-off date. Children attending these districts and transferring to an out-state district would be enrolled, even if they did not meet the August 1 cut-off date.

Participation in kindergarten is voluntary. Mandatory schooling does not begin until the age of seven in Missouri.

Licensed Programs: Most, but not all, child care programs are required by state law to be licensed by the Missouri Department of Health and Senior Services (DHSS), Section for Child Care Regulation. Public school pre-kindergarten programs are not required to be licensed and are considered exempt from licensing by the Department of Health and Senior Services. Schools participating in the Missouri Preschool Project (see below) are an exception to this law; Missouri Preschool Project classrooms must be licensed.

A licensed program is inspected several times per year and is monitored for compliance with health and safety standards, staff/child ratios, group sizes, equipment, staff qualifications, and specialized training regarding the care of groups of children.

Licensed Child Care Center: A child care facility for 21+ children operated in a location separate from the provider's living quarters.

Licensed Family Child Care Home: A program for up to ten children, typically in the provider's home.

Licensed Group Child Care Home: A program for 11-20 children not related to the provider. The child care space can be adjacent to, but separate from, the provider's living quarters. Group homes meet the same licensing rules as a licensed center.

License-Exempt Child Care Center: According to state law, center-based programs operated by religious organizations or as a part-day nursery school are required to follow health and safety requirements, but are exempt from following other licensing requirements such as staff/child ratios, discipline practices, and staff training. Programs run by public schools such as Title I and some after-school programs are also not required to be licensed and often fall into the License exempt category. Facilities may voluntarily become licensed.

Missouri Assessment Program (MAP): During the spring of 1997, Missouri began implementing a public school-based performance-based assessment system, as required by the Outstanding Schools Act of 1993. This assessment system measures student progress on the Show-Me Standards at the elementary, middle school, and high school levels. All districts have participated in the mandatory administration of the math

assessments since 1998 and the communication arts assessments since 1999. Missouri Preschool Project programs and Title I preschools participate in the Preschool Exit Observational Assessment, which is not part of the Missouri Assessment Program. This information is used for planning purposes at the building level (for Title I preschools) and aggregated to inform the Department of Elementary and Secondary Education's strategic planning. (Note: Title I is a federal funding source for low income children.)

Missouri Coordinating Board: The Missouri Coordinating Board for Early Childhood was established by statute in August 2004. The Coordinating Board's purpose is to serve as the public/private entity for coordinating a cohesive system of early childhood programs and services that will result in the healthy development of, and high quality education for, all Missouri children from birth through age five.

The Coordinating Board is charged with the responsibility to:

- Develop a comprehensive statewide long-range strategic plan for a cohesive early childhood system.
- Confer with public and private entities for the purpose of promoting and improving the development of children from birth through age five.
- Identify and recommend statutory and appropriation initiatives to improve services for children from birth through age five.
- Promote coordination of existing services and programs across public and private entities.
- Promote research-based approaches to services and ongoing program evaluation.
- Identify service gaps and advise public and private entities of methods to close such gaps.

Missouri Head Start State Collaboration Office: The Missouri Head Start State Collaboration Office has as its overall purpose to facilitate collaboration among Head Start agencies (including Early Head Start agencies) and other entities that carry out activities designed to benefit low-income children (as defined by federal guidelines) from birth to school entry, and their families. The Missouri Head Start State Collaboration Office is housed within the Center for Family Policy and Research at the University of Missouri-Columbia and operates through a contract with the MO Department of Elementary and Secondary Education. The MO Department of Elementary and Secondary Education is granted these funds by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

Missouri Preschool Project: The Missouri Preschool Project (Missouri's existing publicly funded pre-k program) began in 1998 through the Early Childhood Development Education and Care Fund with funding from gaming revenues. The program, which is operated by the Department of Elementary and Secondary Education, serves three-, four-year, and five- year olds. (Note: The Missouri Preschool Projects funds children who are one and two years out from kindergarten. So three-year-olds whose date of birth means that they will not meet the kindergarten entry date within two years are not eligible. Similarly, five-year-olds whose birth date excludes them from kindergarten entry in their fifth year may be eligible.) A competitive grant process is used to award funds. MPP

programs may charge a fee but if they do there must be a sliding fee scale. Funded programs must be licensed and meet established program standards and operate in public schools, private child care centers, and non-profit agencies.

Missouri Oversight for Programs Serving Three- and Four-Year Olds:

- > The Department of Elementary and Secondary Education (DESE) provides oversight of school-based programs for three- and four-year olds, the programs they fund, and children with special needs starting from birth.
- > The Department of Health and Senior Services (DHHS) licenses child care programs serving three- and four year olds.
- > The Department of Social Services (DSS) provides child care subsidies for licensed and license-exempt programs, not funded by DESE, that serve three- and four-year olds.
- > No state agency is authorized with the oversight of Head Start since its funding goes directly from the federal Office of Head Start to local programs. In light of this governance structure, Head Start State Collaboration Offices were created to foster collaboration and coordination between Head Start and other preschool programs serving low income children.

¹ Thank you to Stacey Owsley, Doris Hallford, Joanne Ralston, and Valeri Lane for their assistance in creating this Terminology and Fact Sheet.

Appendix C

FACT SHEET PRESCHOOL RELATED STATISTICS

The Number of Three- and Four-Year Olds Children in Missouri

- > Approximately 152,000 three- and four-year old children reside in Missouri.

The Number of Accredited Programs Serving Preschool Children in Missouri

- > There are 472 accredited programs serving three- and four-year olds. These programs serve children from birth to five, and some also serve children of school age.

Licensed State Child Care Capacity

(The numbers provided below are based on April 2008 data, as reported by the Department of Health and Senior Services, Section on Child Care Regulation. These numbers represent the capacity of licensed programs i.e., the number of children a program is licensed to serve. This State data is not reported by the child's age so they include infants through school age children.)

Facility Type	Number of Facilities	Capacity
Licensed	2,023	128,429
Licensed Group Home	187	3,650
Licensed Family Home	1,616	15,881
License Exempt	574	Unknown
Total of Regulated Facilities	4,400	147,960

Percent of Children Served by Type of Child Care Setting

Age	Center or Group Home	Family Child Care
Under 1	60%	40%
1 year old	63%	38%
2 years old	69%	31%
3 years old	74%	26%
4 years old	76%	24%
5 years old	70%	30%

Number of Missouri Children Receiving Child Care Subsidy

(For the month of January 2008, provided by the Department of Social Services)

Age of Child	# of Children	Total Monthly Cost by Age	Average Monthly Cost of Child Care Subsidy Per Child
Under 1	3,955	\$1,740,535	\$440*
1 year old	5,509	\$2,464,334	\$447*
2 years old	5,937	\$1,669,216	\$281*
3 years old	5,822	\$1,645,236	\$282*
4 years old	5,538	\$1,517,897	\$274*
5 years old	3,539	\$ 836,345	\$236*

*Includes full day care (5+ hours), half day care (3 up to 5 hours), part day care, (30 minutes up to 3 hours).

Number of Children in 2007 Receiving Department of Elementary and Secondary Education Supported Preschool Services

(As documented in the Department of Elementary and Secondary Education’s Strategic Plan, January 2008)

Program Type	Number of 3s, 4s, & 5s Served
Missouri Preschool Program	4,972
Title 1 preschools	8,325
Early Childhood Special Education	10,860
Total Number Served	24,157
Percentage of 3s, 4s, and 5s in Missouri Attending DESE-Funded Preschool Program	13%

Number of Children Served by Head Start
(Based on the Head Start 2007 Program Information Report)

Age of Head Start Child	Number of Children Served
Under 1 year	880
1 Year Old	651
2 Years Old	1,183
3 Years Old	8,100
4 Year Olds	10,465
5 Years and Older	95
Total Number of Children Served	21,374

The Number of Missouri’s Young Children Living in Poverty

- > 2005 US Census estimate of children in Missouri under age 5 in poverty: 83,529, representing 22.6% of Missouri’s children

The Number of Children Held Back in Kindergarten

- > This information is not reported, and therefore is not available

Data on 3rd Grade Reading Scores

Missouri Assessment Program (MAP)									
Missouri Data									
			Number			Percent			
Content Area	Grade	Year	Accountable	Reportable	LND*	Below Basic	Basic	Proficient	Advanced
Communication Arts	03	2006	65,440	64,779	1.0	8.8	47.9	26.2	17.1
Communication Arts	03	2007	67,392	66,828	0.8	9.4	47.0	26.3	17.3

Level Not Determined (LND)* = The number of students who were Accountable but did not receive a MAP Score for a variety of technical reasons.

SAMPLING OF PROGRAM STANDARDS BY PROGRAM TYPE

Licensed Child Care Program Standards for Three- and Four-Year Olds in Centers and Family Homes and Group Homes (Department of Health and Senior Services)

Lead and Assistant Teacher Requirements, Center-Based Programs

The Lead Teacher must:

- > Be 18 years of age.
- > Pass a TB test.
- > Have no record of child abuse/neglect.
- > Complete 12 clock hours of training each year.

Lead and Assistant Teacher Requirements, Family Homes and Group Homes

The caregiver must:

- > Be 18 years of age or older to be counted in meeting the required staff/child ratio.
- > Successfully complete a background screen check.
- > Pass an annual TB test.
- > Have on file at the facility a copy of a physical examination.
- > Complete 12 clock hours of approved training each calendar year.

Teacher/Child Ratio, Center-Based Programs

- > 1:10 per classroom; no limits exist on the size of the group.
- > Groups composed of mixed ages of children 2 years of age and older have to be with at least one adult per ten children with a maximum of four two-year-olds in the group. When more than four two-year-olds are in a mixed group, the staff/child ratio has to be no less than one adult to eight children.

Teacher/Child Ratio, Family Homes and Group Homes

- > When one adult provider is present, the home may be licensed for up to six children with a maximum of three children under the age of two may be present. The home provider may be licensed for up to ten children with a maximum of two children under the age of two.
- > If an assistant is present, the home provider may be licensed for up to ten children with a maximum of four children under the age of two. The home provider may be licensed for up to eight children when all of the children are under the age of two.
- > Group Homes have the same adult/child requirements as the center-based programs.

Curriculum, Center-Based Programs

No requirements exist within Child Care Regulations for curriculum.

Curriculum, Group Homes, and Family Homes

No requirements exist within Child Care Regulations for curriculum.

A complete listing of the Department of Health and Senior Services Licensed Child Care Program Standards can be found at

- <http://www.sos.mo.gov/adrules/csr/current/19csr/19c30-61.pdf> licensed centers
<http://www.sos.mo.gov/adrules/csr/current/19csr/19c30-62.pdf> licensed group homes and family homes
<http://www.sos.mo.gov/adrules/csr/current/19csr/19c30-60.pdf> license exempt.

Missouri Preschool Project Program Standards (Department of Elementary and Secondary Education)

Lead and Assistant Teacher Qualifications

- > Lead Teacher Qualifications: Early Childhood Teacher Certification
- > An exception is granted for individuals holding a 4-year college degree in Child Development
- > Assistant Teacher Qualifications: Child Development Associate Credential (removed spaces here)
- > Lead Teacher Qualifications: Early Childhood Special Education Teacher Certification
- > Assistant Teacher Qualifications: One-Year Certificate of Proficiency in Child Development or Child Care

Teacher/Child Ratio

- > 1:10 per classroom (three- to five-year-olds), with no more than 20 children per classroom. Classrooms with 10 children must have a lead teacher; a teacher assistant is required if more than 10 children are enrolled.

Curriculum

Programs must implement a nationally recognized, department approved preschool curriculum model. The lead teacher and assistant teacher must be trained in the chosen curriculum model. It is highly recommended that the program director be trained in the chosen curriculum model, as well.

The selected preschool curriculum models must:

- > Be based on valid research.
- > Have positive evaluation results.
- > Provide ongoing professional development.
- > Be developmentally appropriate for children ages three to five.

Current approved curriculum models are:

- > Creative Curriculum
- > High/Scope®
- > Project Construct

A complete listing of the Department of Elementary and Secondary Education's Early Childhood Program Standards can be found at:

<http://www.dese.mo.gov/divimprove/fedprog/earlychild/documents/EarlyChildhoodStandards.pdf>

Head Start Program Standards* (Since Head Start is a federal to local grant program, no state agency is authorized with its oversight.)

Lead and Assistant Teacher Qualifications

- > By 9/30/2010
 - 100% of Early Head Start teachers with a Child Development Associate (CDA) Credential
- > By 9/30/2011
 - 100% of teachers with a two-year degree
- > By 9/30/2013
 - 50% of teachers nationwide must have at least a bachelor's degree in early childhood education, or a bachelor's degree and coursework equivalent to major related to early childhood education with preschool teaching experience
 - 100% of teacher assistants with at least a Child Development Associate Credential

In addition:

All teachers are required to have 15 clock hours of training each year

Each agency must develop a professional development plan for all full time staff

Teacher/Child Ratio

- > 1:10 per classroom, with no more than 20 children per classroom with a recommended class size 15-17; no more than 17 enrolled in the class if class is predominantly three year old children

Curriculum

Head Start promotes school readiness for every child enrolled through an individualized approach to teaching. All curricula must be based on scientifically valid research and be age and developmentally appropriate. This approach to teaching includes the use of valid and reliable screening and assessment instruments in the ongoing assessment of the child's development. Information from the comprehensive assessment of the child, which includes observation and reassessment throughout enrollment, are used in the setting of goals and benchmarks which result in positive outcomes.

Collaboration/Coordination

Programs are required to complete community needs assessments and work collaboratively with school districts and community partners. Grantees must enter into a Memorandum of Understanding with agencies administering publicly funded preschool programs within their communities. Grantees are required to collaborate with Local Education Agencies to assure an orderly transition from Head Start to kindergarten.

Comprehensive Monitoring System

Head Start has a comprehensive monitoring system including triennial federal reviews, follow-up, and targeted reviews when required. Monitoring is an integral part of the local grantee's success in meeting over 1700 performance standards which ensure delivery of quality services to children and families. In the future, monitoring reviews will include inter-rater reliability checks to ensure quality and consistency across and within regions. Other changes to the monitoring system that reflect new or revised statutory requirements will be developed over the next several months and will be incorporated into the FY 2009 monitoring protocol.

* Head Start is a comprehensive program with over 1700 performance standards. Performance standards provide a standard definition of quality services for all Head Start programs. There are detailed standards within key categories as: early childhood development and health, family and community partnerships, program design and management. A complete listing of the Performance Standards can be found at: <http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements>

Appendix D

Missouri Panel on School Readiness – Focus on Pre-Kindergarten Education Guiding Principles for Working Together

MEETING EXPECTATIONS

- Members are expected to attend all meetings for their full duration.
 - Should a member miss a meeting, the Chair will contact him or her to discuss.
 - Members will inform the Pre-K Panel Facilitator when they will be absent.
- A member may, if he or she chooses, indicate that a particular opinion being expressed represents the point of view of their organization.
- Only appointed members participate in Pre-K Panel deliberations during scheduled meetings.
 - Appointed members may send representatives as observers in their absence.
- Meeting notes will be kept by the Pre-K Panel staff.
- Staff will make documents that can support the deliberative process available in a timely fashion.

EXPECTATION REGARDING MEMBER PARTICIPATION

- Keep the well-being of Missouri's young children at the forefront of decision making
- Maintain an open mind.
- Listen actively.
- Encourage and respect diverse points of view.
- Question assumptions thoughtfully.
- Encourage innovative thinking in order to develop future-oriented recommendations.
- Offer solutions – not judgments.
- Cell phone ringers should be muted/placed on vibrate.

HOW DECISIONS GET MADE

- Decisions will be made by consensus to the greatest extent possible.
 - To the extent possible, the Pre-K Panel will be self-governing.
 - Sufficient time will be provided for dissenting views to be expressed. The Chair maintains the right to close debate in order to ensure progress toward established meeting outcomes.

- When consensus does not appear to be possible:
 - Members may call for a vote.
 - A quorum (50% of the membership) must be present for decisions to be made.
 - Decisions will be determined by a 2/3 votes of those present and voting.
 - The final vote on recommendations will be noted.

- Final recommendations may include authored dissenting opinions.

- Pre-K Panel members must be present to vote.

Approved by Pre-K Panel May 30, 2008

Appendix E

MISSOURI PANEL ON SCHOOL READINESS: FOCUS ON PRE-KINDERGARTEN EDUCATION [PRE-K PANEL] WORK PLAN

In April 2008, the Missouri Coordinating Board for Early Childhood charged the Pre-K Panel with answering six (6) questions that will lay the foundation for the Missouri Coordinating Board for Early Childhood's deliberations on prekindergarten education in Missouri. The Pre-K Panel is to develop recommendations based on its answers to these questions and to finalize these recommendations by October 2008.

Work Plan and Timeline May 2008 – October 2008

The Pre-K Panel's work plan has three (3) phases, each associated with one of its three (3) meetings:

- **Phase 1:** Laying the Foundation
- **Phase 2:** Investigating the Questions Posed by the Charge
- **Phase 3:** Finalizing the Pre-K Panel's Recommendations

To assist Pre-K Panel members prepare for the decision-making that will occur at each of their meetings, voluntary, pre-meeting conference calls will be scheduled. These calls will be structured to focus members' attention on the upcoming meeting agenda, gather input on decision-making items, and in general help establish the conditions needed so each meeting of the Pre-K Panel is focused and results-oriented. Dates and times for the calls in advance of the second and third meeting will be identified following the May 30th meeting.

Additionally, prior to each meeting, briefing materials will be prepared. These materials will be mailed to Pre-K Panel members a minimum of one week in advance of the meeting. Pre-K Panel members are encouraged to review these materials as part of their meeting preparation.

The Pre-K Panel's meeting notes will be publicly distributed via the Missouri Child Care Resource and Referral web site (<http://www.mocccrn.org/>) and input sought from constituents and stakeholders on the questions being deliberated by the Pre-K Panel. Meeting notes, panel questions, and the Pre-K Panel's emergent recommendations (following Meeting #2) also will be posted on the Missouri Child Care Resource and Referral Network web site. Pre-K Panel members are invited to help with the distribution

process and solicitation of input. Input received will be shared with Pre-K Panel members for the purpose of expanding understanding of the issues and informing the group's deliberations.

A table will be available at each meeting for members to share materials of interest.

In accordance with Missouri's Sunshine Law, all meetings of the Pre-K Panel are open to the public, including the press.

Phase 1: Laying the Foundation

Meeting #1: May 29 - 30, 2008

At its first meeting, the Pre-K Panel will:

1. Organize itself for the work set forth in its charge from the Missouri Coordinating Board for Early Childhood (Coordinating Board).

- a. To promote an effective group process, the Pre-K Panel will develop and agree to rules for working together and making decisions.
- b. To permit members to delve more deeply into the issues pertinent to its decision-making, Pre-K Panel members will self-select participation on a work group, each of which is associated with a cluster of questions outlined in the Pre-K Panel Charge. Work groups will be responsible for drafting recommendations for the Pre-K Panel's review and consideration, and final approval. The Pre-K Panel facilitator will be available to support each group's work.

While each member ultimately is responsible for deliberating and informing the recommendations for each of the questions outlined in the Charge, this organizational structure permits deeper investigation into the issues and supports more efficient processing of information during the Pre-K Panel's three (3) meetings. To further their deliberations, work group members may choose to convene via conference call between meetings. If this choice is made, a conference call line will be made available to participants.

2. Increase its understanding of the Missouri context for prekindergarten (pre-k) education.
3. Initiate the process of identifying the purpose of publicly funded pre-k in Missouri. The working document resulting from this work will serve as a filter through which the integrity of the Pre-K Panel's evolving recommendations for the state's pre-k programs is regularly assessed.
4. Identify the information needed to respond to the questions outlined (other than the purpose of publicly funded pre-k) by the Coordinating Board in its charge.

Phase I Outcomes

By the conclusion of its first meeting, the Pre-K Panel will have

- (1) Prepared a working document outlining the purposes of publicly funded pre-k education in Missouri.
- (2) Approved a work plan for its three (3) meetings.
- (3) Organized itself for its work.
- (4) Increased its understanding of the Missouri early care and education context.
- (5) Identified the information needed by each work group for responding to its selected questions.

Phase 2: Investigating the Questions Posed by the Charge Meeting #2: July 22, 2008

At its second meeting, the Pre-K Panel will organize its initial answers to the questions being deliberated by the individual work groups. This result will be achieved through a combination of small and whole group work in conjunction with interaction with individuals involved with delivering pre-k programs in Missouri. The Pre-K Panel's initial answers will be reformulated by the Pre-K Panel facilitator as a series of draft recommendations prior to the Pre-K Panel's final meeting on October 7. Additional information needed to finalize the Pre-K Panel's recommendations – and ways to garner this information – also will be identified.

Phase II outcomes:

At the conclusion of its second meeting, the Pre-K Panel will have:

- (1) Input to its thinking from key constituencies.
- (2) Initial answers to the questions posed by its Charge.
- (3) A clear impression of the direction of its recommendations.

Phase 3: Finalizing the Pre-K Panel's Recommendations

Meeting #3: October 7, 2008

At its third, and final, meeting, the Pre-K Panel will review and finalize its recommendations for the Coordinating Board. The Pre-K Panel's recommendations will be delivered to the Coordinating Board at its meeting on November 11 by the Pre-K Panel Chair. By the end of November, a final written report, prepared by the Pre-K Panel's facilitator, will be submitted to the Coordinating Board. The final report will document the Pre-K Panel's process and recommendations, including rationale. A draft of the final report will be sent to Pre-K Panel members who indicated a willingness to comment on the draft. All Pre-K Panel members will receive a copy of the final report,

which also will be posted on the Missouri Child Care Resource and Referral Network web site.

Phase III Outcomes

By the conclusion of third and final meeting, the Pre-K Panel will have:

- 1) Approved its recommendations for publicly funded pre-k in Missouri.
- 2) Fulfilled its charge from the Missouri Coordinating Board for Early Childhood.

Approved by Pre-K Panel May 30, 2008

Appendix F

Pre-K Panel Purpose Statement for Publicly Funded Pre-K

October 7 Final Version

To ensure that Missouri's children have access to high-quality pre-kindergarten learning experiences that prepare them to succeed in school and life.

October 7 Version

To ensure that Missouri's children have access to high-quality pre-kindergarten learning experiences that prepare them to succeed in school and in life.

September 8 Version

To ensure that Missouri's young children have access to high-quality early learning experiences that prepare them to succeed in school and in life.

September 8 Version (A.M.)

To ensure that (all young children) have access to high-quality early learning experiences that prepare them to succeed in school and in life.

July 22 Version

In order to maximize all resources, both human and capital, Missouri's publicly funded pre-kindergarten should ensure that all young children have access to high-quality early learning experiences that prepare them to succeed in school and in life.

May 30 Version

Missouri's publicly funded pre-kindergarten should ensure that all young children have access to high-quality early learning experiences that (1) are based on national standards that prepare them to succeed in school and life, (2) are delivered through a flexible model which is responsive to the needs of families and communities, and (3) maximize state resources, both human and capital.

Appendix G

Agenda Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education May 29 – May 30, 2008

Meeting Outcomes

May 29-30, 2008

The first meeting of the Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education (Pre-K Panel) launches a seminal effort by the Missouri Coordinating Board to address the variability in the State's response to ensuring that its preschoolers have access to and receive consistently high quality pre-kindergarten (pre-k) education that supports school readiness. At its first meeting, Pre-K Panel members will begin the process of engaging with each other as team members and make a series of initial decisions that will lay the foundation for their work. The Pre-K Panel will have a clear understanding of its charge, embraced its leadership opportunity, and feel prepared to move forward.

By the close of its first meeting, the Pre-K Panel will have:

- Identified guiding principles for working together.
- Approved its work plan.
- Identified an issue for focused investigation and deliberation.
- Identified central issues/questions that need to be addressed to create a pre-kindergarten system for Missouri.

Meeting Agenda

Day 1, Thursday Evening, May 29

5:00 – 6:00 p.m.

Reception
Capitol Plaza Hotel, Jefferson City, MO

6:00 - 8:45 p.m.

Dinner

Carnegie Room

- 6:10 – 6:20 p.m. ***Welcome & Introductions***
- Overview of the Pre-K Panel’s Charge
Karen Bartz, Chair, Coordinating Board for Early Childhood
- 6:30 – 6:40 p.m. ***Welcome***
Tom Watkins, Pre-K Panel Chair
- 7:30 – 8:30 p.m. ***School Readiness: The Context of an Early Childhood Comprehensive System***
Paula Nickelson, Prevention Services Coordinator,
Missouri Department of Health and Senior Services
- School Readiness: State and National Data and Issues***
Kathy R. Thornburg, Director, Center for Family Policy &
Research, University of Missouri-Columbia
- Result: Understanding of the early childhood landscape in Missouri
- 8:30 p.m. ***Closing Comments***
- 8:45 p.m. ***Adjournment***

Day 2, Friday, May 30

Capitol Room, Capitol Plaza Hotel, Jefferson City, MO

- 8:30 a.m. Continental Breakfast
- 9:00 a.m. ***Opening Remarks***
Tom Watkins, Pre-K Panel Chair
- 9:05 a.m. ***Review of the Charge***
Karen Bartz, Chair, Coordinating Board for Early Childhood
Result: Shared understanding of the Pre-K Panel Charge
- 9:15 a.m. ***Introductions***

“As you think about your childhood or those of your

children or grandchildren, what one memory will most inform and/or influence your service on the Pre-K Panel?"

10:15 a.m.

Review of the Meeting Agenda

Stacie Goffin, Pre-K Panel Facilitator

10:20 a.m.

Guiding Principles for Working Together

Result: Approved norms to guide the Pre-K Panel's work

10:35 a.m.

BREAK

10:50 a.m.

Review & Approval of the Panel's Draft Work Plan

Result: An approved work plan to guide the Pre-K Panel's work

11:15 a.m.

Self-Organizing for the Work

Work Groups 1 & 2

- > Who should be served with public funds?
- > Should the State's publicly funded pre-k programs target three- and four-year-olds or only four-year-olds?
- > Should publicly funded pre-k serve only children identified as at-risk for school success or should publicly funded pre-k be universally available to families on a voluntary basis?

Work Groups 3 & 4

- > Should all publicly funded pre-k programs be required to meet similar standards?
- > If so, what areas should be addressed by these standards?

Work Groups 5 & 6

- > Which programs serving preschoolers should be qualified to offer publicly funded pre-k?
- > How should oversight for Missouri's pre-k programs be structured to ensure accountability for the State's investment?

Result: Self-assignment by Pre-K Panel members to a focus area for their work

Noon

LUNCH

Early Child Development: Economic Development With a High Public Return

Rob Grunewald, Associate Economist at the Federal Reserve Bank of Minneapolis

1:15 p.m.

What Should be the Purpose of the State's Publicly Funded Pre-K Programs?

The Pre-K Panel is charged with providing recommendations for public policy that will lead to the implementation of high-quality pre-k programs that promote preschoolers' development and long-term academic success.

In support of this outcome: What do you think should be the purposes of state funded pre-k education?

Small and Whole Group Work

Result: Agreement on the purposes of state funded pre-k programs

2:00 p.m.

Identifying Initial Information Needed to Study Focus Area

Small and Whole Group Work

Result: Information identified for responding to the Pre-K Panel Charge

2:45 p.m.

Next Steps

Stacie Goffin, Pre-K Panel Facilitator

Result: Clarity regarding the work between now and the July 22nd Pre-K Panel meeting

2:50 p.m.

Closing Remarks

3:00 p.m.

Adjournment

Appendix G

Agenda Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education July 22, 2008

Meeting Outcomes

July 22, 2008

The second meeting of the Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education (Pre-K Panel) will focus on drafting the content of its recommendations to the Missouri Coordinating Board (Coordinating). The panel's efforts will involve working in one's work group and as a whole group, ensuring both focus, depth, and input of the whole.

If necessary, the panel consultant/facilitator will take the panel's formative information and re-format it so draft recommendations are available for deliberation and final approved at the panel's last meeting on October 7. Issues and/or questions needing further consideration also will be identified and posted for public response on the Missouri Child Care Resource and Referral Network web site.

By the close of its second meeting, the Pre-K Panel will have:

- Increased awareness of members' perspectives relative to the three overarching questions being considered by the panel.
- Created a "blueprint" for formulating its recommendations.
- Drafted emergent recommendations for the Coordinating Board.
- Identified outstanding issues and questions.
- Determined whether an additional panel meeting is needed.

Meeting Agenda

Lincoln Room, Capitol Plaza Hotel, Jefferson City, MO

9:30 a.m.	Continental Breakfast
10:00 a.m.	<i>Welcome & Opening Remarks</i> Tom Watkins, Pre-K Panel Chair
10:05 a.m.	<i>Review of Purpose Statement</i> <u>Result:</u> Affirmation of Purpose of Publicly Funded Pre-K in Missouri
10:15 p.m.	<i>Creating a Blueprint for the Panel’s Recommendations to the Coordinating Board</i> Small and Whole Group Work <u>Result:</u> Decision on a blueprint for the Pre-K Panel’s Recommendations to the Coordinating Board
10:45 a.m.	<i>What are Panel Members’ Aspirations and Questions/Concerns Related to the Panel’s Overarching Three Questions?</i> Whole Group Work <u>Result:</u> Expanded awareness of members’ perspectives on the panel’s three overarching questions
11:15 a.m.	<i>Break</i>
11:25 a.m.	<i>Composing the Panel’s Emergent Recommendations</i> Individual Work Groups <u>Result:</u> Essential elements identified by each Work Group for their proposed recommendations
Noon	<i>Composing the Panel’s Emergent Recommendations, Merging Perspectives</i> Work Groups 1 & 2 Work Groups 3 & 4 Work Groups 5 & 6 <u>Result:</u> Essential elements identified by “redundant” Work Groups for proposed recommendations

12:40 p.m.

Lunch

1:10 p.m.

***Composing the Panel's Emergent Recommendations:
Getting Input from Other Panel Members***

Result: Whole group input provided on proposed content for recommendations

1:50 p.m.

***Composing the Panel's Emergent Recommendations:
Putting the Pieces Together***

Work Groups 1 & 2
Work Groups 3 & 4
Work Groups 5 & 6

Result: Emergent recommendations drafted

2:30 p.m.

Presentation of Emergent Recommendations

Whole Group

***Breaks Taken
As Needed***

Result: Emergent recommendations refined by member input

3:15 p.m.

What Additional Information Is Needed?

Is An Additional Panel Meeting Needed?

Result: Questions identified for public comments;
Decision made regarding additional meeting

3:25 p.m.

Closing Comments

3:30 p.m.

Adjournment

Appendix G

Agenda Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education September 8, 2008

Meeting Outcomes

September 8, 2008

The third meeting of the Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education (Pre-K Panel) focuses on drafting the panel's recommendations. The process will involve small and whole group work, ensuring both focus, depth, and input to the "parts," as well as the whole.

Following this meeting, public comment will be solicited to inform the panel's final deliberations on October 7 by posting the Pre-K Panel's draft recommendations on the Missouri Child Care Resource and Referral Network's web site.

By the close of its third meeting, the Pre-K Panel will have:

- Approved its Draft Recommendations.
- Shared understanding of the content of the Final Report being submitted to the Missouri Coordinating Board for Early Childhood
- Identified outstanding issues and questions still needing to be resolved prior to approving the final recommendations to the Missouri Coordinating Board for Early Childhood on October 7.

Meeting Agenda

Carnegie Room, Capitol Plaza Hotel, Jefferson City, MO

9:30 a.m. Continental Breakfast

10:00 a.m. *Welcome & Opening Remarks*
Tom Watkins, Pre-K Panel Chair

- 10:05 a.m. ***Points of Agreement, Differences, Questions Based on Review of the July 22nd “Homework Assignment”***
- Results: Collective awareness of panel members’ stance on issues; Input to Pre-K Panel Work Groups
- 10: 35 a.m. ***Review of Charge from Coordinating Board
Review of Purpose Statement***
- Result: Affirmation of Purpose of Publicly Funded Pre-K in Missouri
- 10:50 p.m. ***Drafting the Pre-K Panel’s Emergent Recommendations***
- Individual Work Groups
- Breaks Taken
As Needed***
- Result: Panel’s Emergent recommendations drafted; Shared understanding of the content of the Final Report being submitted to the Missouri Coordinating Board for Early Childhood.
- 12:30 p.m. ***LUNCH - Atrium***
- 1:10 p.m. ***Presentation of Emergent Recommendations***
- Result: Input provided on emergent recommendations
- 2:15 p.m. ***Refinement of Emergent Recommendations***
- Breaks Taken
As Needed***
- Result: Refined emergent recommendations; Issues identified needing further deliberation.
- 3:00 p.m. ***Vote on Emergent Recommendations***
- Result: Approved draft recommendations
- 3:25 p.m. ***Closing Comments***
- 3:30 p.m. ***Adjournment***

Appendix G

Agenda Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education October 7, 2008

Meeting Outcomes

October 7, 2008

This is the Pre-K Panel's fourth and final meeting. Your work will focus on finalizing your recommendations for consideration by the Missouri Coordinating Board for Early Childhood. The process will involve small and whole group work, ensuring both focus, depth, and input to the "parts," as well as the whole.

By the close of your final meeting, the Pre-K Panel will have:

- Approved its recommendations for a pre-kindergarten system for Missouri.
- Filtered the approved recommendations through a simplified SWAT analysis.
- Created an "elevator speech" regarding its recommendations.
- An understanding of next steps.

Meeting Agenda

Lincoln Room, Capitol Plaza Hotel, Jefferson City, MO

9:30 a.m.	Continental Breakfast
10:00 a.m.	<i>Welcome & Opening Remarks</i> Tom Watkins, Pre-K Panel Chair
10:05 a.m.	<i>Agenda Review</i> <i>Review of External Input</i> Stacie Goffin, facilitator

Results: Shared understanding of the day’s work and process

10: 10 a.m.

Final Review of Purpose Statement & Blueprint for Recommendations

- Is the focus still on “all children” vs. 3s and 4s
- Does “and practical” remain in the Blueprint?

Result: Affirmation of Purpose of Publicly Funded Pre-K in Missouri & Blueprint guiding recommendations

10:15 a.m.

Input to Groups 2 & 3 Regarding Emergent Recommendation

Whole Group Work

Result: Input to Groups 2 & 3

10:30 a.m.

Refining the Pre-K Panel’s Recommendations

Individual Work Groups

- Does each recommendation address the critical policy elements?
- Does the rationale statement for each recommendation make “the case”?
- Are all of the Blueprint elements present for each recommendation?

Result: Next iteration of panel’s Draft Recommendations

11:00 a.m.

BREAK

11:15 a.m.

Presentation and Discussion of Draft Recommendations

Result: Panel prepared for final review of its recommendations

Noon

LUNCH - Carnegie

12:40 p.m.

SWOT Analysis

Representative Jeff Grisamore

Result: Strategic assessment available for panel’s final deliberations and next steps

1:10 p.m.

Refinement of Draft Recommendations

Individual Work Groups

***Breaks Taken
As Needed***

Result: Recommendations ready for final vote

2:15 p.m.

***Presentation of Final Recommendations
Vote on Final Recommendations***

Result: Approved recommendations for submission to the Coordinating Board

2:45 p.m.

The Pre-K Panel's Elevator Speech

Result: An agreed to elevator speech when addressing the Pre-K Panel recommendations

2:55 p.m.

Next Steps

Stacie Goffin, Consultant and Facilitator, Pre-K Panel
Karen Bartz, Chair, Missouri Coordinating Board for Early Childhood

Result: Shared information regarding what happens next with the panel's recommendations

3:05 p.m.

Closing Comments

*Tom Watkins, Chair, Pre-K Panel

*Karen Bartz, Chair, Missouri Coordinating Board for Early Childhood

*All

3:30 p.m.

Adjournment

Appendix H

List of Briefing Documents

May 29 – May 30 Briefing Documents

- The State of Preschool 2007, State Preschool Yearbook, National Institute for Early Education Research at Rutgers University
- The Context for an Early Childhood Comprehensive System by Paula Nickelson
- School Readiness: State and National Data and Issues by Kathy Thornburg
- Early Childhood Development with a High Public Return by Ron Grunewald & Art Rolnick
- The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do by the National Scientific Council, Center on the Developing Child at Harvard University
- Executive Summary. State-Funded Preschool Education: A Turn in the Road, *The State of Preschool 2007: State Preschool Yearbook*
- Children’s Education is a Smart Investment: Commentary by Jeffrey M. Lacker
- As States Tackle Poverty, Preschool Gets High Marks, *The Wall Street Journal*

July 22 Briefing Documents

Access

- Catch ‘em Young by James J. Heckman
- The Universal vs. Targeted Debate: Should the United States Have Preschool for All? by W. Steven Barnett, Kirsty Brown and Rima Shore
- The Benefits of Prekindergarten for Middle-Income Children by Karen Schulman and W. Steven Barnett
- Clinton’s Hostile Preschool Takeover by Darcy Olsen and Bruce Fuller
- Pre-K Counts Not Best for Children, Families by Andrew T. Lefevre
- Science, Politics and Preschool by Jeremy Manier
- Long-Term Economic Payoff Seen From Early-Childhood Education by Linda Jacobson

Delivery

- Is More Better? The Effects of Full-Day vs. Half-Day Preschool on Early School Achievement by Kenneth B. Robin, Ellen C. Frede, and W. Steven Barnett
- Increasing the Effectiveness of Preschool Programs by Debra J. Ackerman and W. Steven Barnett
- What Does Economics Tell Us About Early Childhood Policy? A RAND Corporation Research Brief
- Teacher-Pupil Link Crucial to Pre-K Success, Study Says by Linda Jacobson
- A Center Piece of the Pre-K Puzzle: Providing State Pre-kindergarten in Child Care Centers by Karen Schulman and Helen Blank

- Making Pre-kindergarten Work for Low-Income Working Families by Rachel Schumacher, Katie Hamm, and Danielle Ewen

Accountability

- “Keep in Minds” for Designing Early Learning Governance and Accountability by Kristie Kauerz
- Executive Summary & Differing Views on Using Child Assessment Data for Local Agency Accountability, Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality, The Report of the National Childhood Accountability Task Force

Additional Facts

- Additional Facts
- 2006-07 Pre-K Enrollment by School District
- 2008 Missouri Preschool Project Programs Map

September 8 Briefing Documents

- Executive Summary, Early Childhood Assessment, National Academy of Sciences

October 7 Briefing Documents

- Barnett, W. S. (2008). Preschool education and its lasting effects: Research and policy implications by W. Steven Barnett, Education and the Public Interest Center & Education Policy Research Unit.
- Protect our Kids from Preschool by Tracy Olsen with Lisa Snell, Reason Foundation, Wall Street Journal
- A Review of the Reason Foundation’s Report on Preschool and Kindergarten by W. Steven Barnett, National Institute for Early Education Research

Appendix I

MISSOURI PANEL ON SCHOOL READINESS: FOCUS ON PRE-KINDERGARTEN EDUCATION OF THE MISSOURI COORDINATING BOARD FOR EARLY CHILDHOOD

JULY 22, 2008 BLUEPRINT FOR RECOMMENDATION COMPONENTS

Pre-K Panel recommendations will have the following components:

- Policy oriented (achievable in public policy)
- “Science based”
- Innovative
- Achievable, practical, doable
- Broad yet meaningful
- Economically driven
- Education enhancing
- Longitudinal in term of economic input
- Measurable outcomes
- Aspirational w/date for achievement
- Articulate input on other early childhood programs
- Avoid jargon-include definitions
- “Yes” to a rationale, general reasoning