



## Missouri Visioning Project Sub-Committee Report Early Learning and Student Success Sub-Committee

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### INTRODUCTION

High-quality early childhood education programs have been shown to significantly improve educational outcomes by reducing the numbers of children retained in a grade, lowering the number of children eligible for special education, and increasing graduation rates. Research shows that every dollar invested today in high-quality early childhood education programs produces savings ranging from \$2.50 to as much as \$17 in the years ahead (ICW, 2010). For example, economic impact analysis of New Mexico Early Childhood Education Programs find an estimated \$5.00 in benefits is generated in New Mexico for every dollar invested. The benefit to U.S. society is estimated at \$6.17 for every dollar invested in New Mexico Early Childhood Education Programs (2008).

Positive impacts of high quality early childhood education programs were found in each of three content areas important to early academic success – language, literacy, and math. Kindergarten students completing such programs generally were found to be better prepared for school entry, and scored better on school entry screenings than their classmates with no formal early learning experience.

Characteristics of high quality early childhood education programs, include:

- Research based child development curriculum
- Highly effective and trained teaching staff
- Administrative leadership and curriculum support,
- Small classes with a teacher and a teaching assistant
- Systematic efforts to involve parents as partners

In 2008, state early childhood education programs were operating in 38 states, and served more than 1.1 million children nationwide using \$4.6 billion in state dollars (Barnett, Epstein, Friedman, Stevenson Boyd, & Hustedt, 2008). At age 4, one in four American children now attends a program that can be classified as state pre-K. Some states have committed to making state pre-K available to all 4-year-olds whose parents would like them to attend. Oklahoma has come closest to meeting this goal, with 71% of its 4-year-olds enrolled.

### Benefits of Early Childhood Education Programs

The Perry Preschool Program and subsequent three decade longitudinal research project found the program reduced special education assignments for mental impairment from 35 percent in the control group to 15 percent in the treatment group (Schweinhart et al. 2005). In addition, at age 27, participants in the Perry Preschool Program, which targeted very low-income minority youth, were less likely to have been arrested, earned higher salaries on average, had a higher percentage of home ownership, and had fewer out-of-wedlock births than non-participants. The researchers concluded that the two-year, half-day program produced \$108,000 in benefits to society per child. Over the lifetimes of the participants, the preschool program returned to the public an

estimated \$7.16 for every dollar invested. At age 40, the positive return for the public was even greater with a return of \$17.07 on every dollar invested (Schweinhart, 2006).

Multiple meta-analyses conducted over the past 25 years have found preschool education to produce an average immediate effect of about half (0.50) a standard deviation on cognitive development. This is the equivalent of 7 or 8 points on an IQ test, or a move from the 30th to the 50th percentile for achievement test scores. To put these gains in perspective, a half standard deviation is enough to reduce by half the school readiness gap between children in poverty and the national average.

Recent findings conclude that preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior.

Arthur J. Rolnick, then-senior vice president of the Federal Reserve Bank of Minneapolis, and Robert Grunewald, associate economist, calculated an annual, inflation-adjusted rate of return of 16% for high-quality prekindergarten for disadvantaged three- and four- year olds (Rolnick & Grunewald, 2003). These returns are based on long-term educational, social, and economic benefits, including increased earnings and tax revenues and decreased use of welfare and other social services, resulting in lower expenses for states and communities. The Chicago Child Parent Center study found that low-income children who participated in an early intervention preschool program had higher levels of academic achievement in high school, were less likely to be held back a grade or require special education, and experienced lower rates of juvenile delinquency. The study estimated that a half-day pre-kindergarten program created \$48,000 in economic benefits per child by decreasing the need for remedial education, reducing justice system expenditures, and increasing participants' projected future earnings and tax revenues.

**Federal Funding Focusing on Early Learning & School Readiness**

<b>Program</b>	<b>2008</b>	<b>2010</b>	<b>2011 (requested)</b>
Head Start (excluding Early Head Start)	\$6.2 billion	\$6.7 billion	\$7.2 billion
Early Head Start	\$688 million	\$1 billion	\$1.7 billion
Child Care Subsidies	\$5.2 billion	\$5.7 billion	\$6.5 billion
Child Care Food Program	\$1.3 billion	\$1.4 billion	\$1.5 billion
Tax Credits (CDCTC and DCAP)	\$2.2 billion	\$2.2 billion	
DOD Child Care	\$300 million	\$750 million	\$800 million
Title 1 Preschool	\$400 million	\$500 million	\$550 million
Preschool Special Education (IDEA Part B, §619)	\$374 million	\$574 million	\$374 million
Early intervention for infants and toddlers with disabilities (IDEA Part C)	\$436 million	\$632 million	\$649 million
Home Visiting	\$100 million	\$250 million	
<b>Total</b>	<b>\$17.1 billion</b>	<b>\$19.5 billion</b>	<b>\$21.7 billion</b>

In 2009, 4% of four-year-olds and 2% of three-year-olds in Missouri were enrolled in the state pre-K program, ranking Missouri 36<sup>th</sup> and 18<sup>th</sup> respectively in each category. Not only is spending per child below average for state pre-K, but Missouri has also decreased spending per child by \$405 without adjusted for inflation from FY2002-FY2009. (National Institute for Early Education Research, 2009). Missouri does have a robust Parents as

Teachers (PAT) program, however decreased funding has significantly limited the potential impact the program can have for all Missouri families with children under five years of age.

More than 156,000 Missouri children, including the state's most vulnerable, are currently served by Parents as Teachers programs with access to personal visits, developmental screenings, referral services and other parent education services that help prepare Missouri children for school and encourage parents in their role as their child's first and best teacher. 84 percent of Missouri 2-year-olds in Parents as Teachers were current on immunizations. In addition, 85 percent of the families served in Missouri are from rural or small towns where resources are not readily available.

#### **Resources:**

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The Carolina Abecedarian Project, *Age 21 Follow-up, Executive Summary, Early Learning, Later Success: The Abecedarian Study*, FPG Child Development Institute, University of North Carolina at Chapel Hill 1999

[http://www.fpg.unc.edu/~abc/#summary\\_follow\\_up](http://www.fpg.unc.edu/~abc/#summary_follow_up)

<http://www.promisingpractices.net/program.asp?programid=132>

Wat, A., "Dollars and Sense: A Review of Economic Analysis of Pre-K," Pre-K Now, May 2007.

[www.preknow.org/documents/dollarsandsense\\_may2007.pdf](http://www.preknow.org/documents/dollarsandsense_may2007.pdf)

## **GUIDING PRINCIPLES**

A principle is a fundamental, primary, or general law or truth from which others are derived. It is a statement of value that is unchanging over time.

The Early Learning and Student Success Planning Team identified the following guiding principles:

1. The family plays the most important role in a young child's life; schools are vital in forming partnerships with families to develop systems of support.
2. The prenatal period through grade three is the most critical developmental period.
3. Child development (early learning) occurs across equally important and interrelated domains – physical well-being and motor development, social and emotional development, approaches to learning, language development and cognition, adaptive behavior and general knowledge.
4. Children learn differently and at different rates.
5. Children learn best through creative, constructive learning experiences.
6. High quality early learning programs should be available and accessible to all children.
7. Early learning experiences result in significant return on investment.

## **KEY ISSUES**

### **Key Issue: Quality of Early Childhood Programs**

High quality early childhood education programs have been shown to significantly improve educational outcomes for all children, mediates social-economic barriers, reduces grade retention, lowers the number of children eligible for special education, increases graduation rates, and increases public safety through reducing incarceration numbers. Positive impact of high quality early childhood education programs were found in each of three content areas important to early academic success - language, literacy, and math.

A "mixed delivery system" utilizing Head Start, Title I programs, school district preschools, early childhood special education programs, Parents as Teachers family education, fee-based programs, contracted service programs, as well as community-based programs that meet high quality standards should be considered by districts.

The LEA should have the option of providing both full day and half day programming with the preschool program aligned with the regular school day. The school year is determined by the LEA; preschool should be aligned with the regular school year with the option of expansion to a 12-month program. Considerations should be given for

before and after school care, localized support of Parents as Teachers for family education programs and collaboration with Head Start and community-based preschools to coordinate curriculum, expectations and services.

### **Characteristics of High Quality Early Childhood Education Programs**

- Research based child development curriculum
- Highly effective and trained teaching staff
- Administrative leadership and curriculum support
- Small classes with a teacher and a teaching assistant
- Systematic efforts to involve parents as partners

### **Recommendations:**

1. Implement a coordinated system of PK-20 education in Missouri.
2. Every family in Missouri will have access to a voluntary free and equitable quality preschool program.
3. All Missouri public preschools must meet standards for licensure and accreditation.
4. Conduct a thorough review of all state and federal licensure standards and develop a systematic, uniform set of standards.
5. All teachers fully certified in Early Childhood Education.
6. Programming aligned with state standards and evidence-based curriculum.
7. Educational leadership preparation programs will reflect a curriculum that fosters and promotes quality early childhood education in certification of elementary principals and superintendents.

### **Proposed Learning Program Standards - DESE**

1. **Needs Assessment** - Conducted at least every three years to identify the needs and services in the community and reviewed annually.
2. **Qualifications for Staff** - Supervisor/Administrator qualifications: baccalaureate degree with recommended competencies. Teacher qualifications: baccalaureate degree in early learning (MPP, Title I, ECSE) Paraprofessional/Teaching Assistant qualifications: CDA, AA in Early Childhood or 60 college credit hours.
3. **Curriculum and Assessment** - The curriculum is research-based, aligned with the Show-Me Standards, and is approved by DESE. Children are assessed with authentic, reliable, and valid assessments that are used for the intended purpose.
4. **Health, Safety and Nutrition** - The health component of a program is carefully planned and carried out through comprehensive health policies and procedures. The role of early learning staff is the prevention of harm to children from known risks, as well as the promotion of children's health through medical, nutrition, oral health, and mental health evidence-based practices. Sufficient indoor and outdoor classroom space.
5. **Interaction and Learning Environments** - Program experiences for infants, toddlers, and preschoolers are developmentally appropriate and are individualized based on the needs of each child.
6. **Staff Evaluation** - Staff performance is evaluated at least annually and results are documented.
7. **Program Evaluation** - The annual evaluation includes results of ongoing assessments, review of needs assessment, and input of families, staff and community partners.
8. **Professional Development** - Administrators and teaching staff participate in high-quality professional development experiences and are shared with providers in the community.
9. **Child/Adult Ratios** - Ratio and group size should be based on the needs of the children and requirements of the individualized education program.

10. **Partnerships and Collaborations** - Established with stakeholders from the community to provide the work force and development of programs and services. Partners agree to implement programs and services in accordance with these standards.

The committee would also reference the National Association for the Education of Young Children (NAEYC) standards for accreditation. [www.naeyc.org](http://www.naeyc.org)

The NAEYC standards have very specific criteria under each of these 10 standards that are researched based for high quality programs. The following summarizes the NAEYC standards:

- a. **Relationships**—The program promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as part of a community and to foster each child’s ability to contribute as a responsible community member.
- b. **Curriculum**—The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
- c. **Teaching**—The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.
- d. **Assessment of Child Progress**—The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.
- e. **Health**—The program promotes the nutrition and health of children and protects children and staff from illness and injury.
- f. **Teachers**—The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.
- g. **Families**—The program establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture.
- h. **Community Relationships**—The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.
- i. **Physical Environment**—The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.
- j. **Leadership and Management**—The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences.

**Resources:**

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Long-term Effects of an Early Childhood Intervention on Education Achievement and Juvenile Arrest, Arthur J. Reynolds, PhD, Judy A Temple, PhD, Dylan L. Robertson, Emily A. Mann, MSSW, JAMA May, 2001, Vol 285, No. 18 Reprinted, Jama.ama-assn.org

A Science-based Framework for Early Childhood Policy, Fall 2007 Volume 1, Issue 3  
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Early Childhood Education & Parent Productivity: Make the Business Case, K Shellenback, 2004,  
<http://government/>cce.cornell.edu/doc/reports/childcare/research.asp>

Parents as Teachers: Educating Parents on Healthy Development, April 2002, Early Childhood Newsletter

Family Engagement, Diverse Families and Early Childhood Education Programs: An Integrated Review of the Literature, Deborah R. Stark and Shannon Moodie - NAEYC

Missouri Panel on School Readiness: Focus on Pre-K Education, 2008

### **Key Issue: Bridge with Head Start**

Currently in Missouri, there are various early learning programs operating in isolation and without regard to efficiency and effectiveness.

- Development of relationships & partnerships with Head Start & Early Head Start
- Quality Issues
  - Highly qualified & certified staff
  - In-Service & Professional Development
  - Early Learning Program Standards -- aligning Head Start & Missouri Department of Elementary and Secondary Education (DESE) Standards
  - High Staff-Child Ratio
  - Age Appropriate Curriculum
- Accessibility & inclusiveness for all children
- Memo of Understanding with LEAs
- Pursue braided and/or blended funding
- Overcome Philosophical Differences (identify strategies to overcome obstacles -relative to guidance, behavioral & discipline issues)

A united effort needs to happen across the state to coordinate and develop collaborative partnerships to serve all preschool aged students. The vision of early learning by Head Start shares many commonalities that other groups have and are focused on the positive outcomes of young children. Head Start provides children a strong, developmentally appropriate educational program, as well as offering other important services within its approach to serving the “whole” child: developmental and social-emotional screenings; comprehensive health screenings; activities to involve families and connect them with community resources; and support for children’s readiness to kindergarten.

Partnerships will offer more opportunities for use of creative funding resources and allow more extended services. The perceived differences in philosophy need to be openly discussed, dissected and overcome in various communities by all stakeholders, with the intended outcome of a highly efficient and effective model of early learning education in Missouri.

**Recommendations:**

1. Missouri will develop a unified and coordinated system that aligns the various efforts of all stakeholder groups providing early learning opportunities, such as private and faith-based preschools, Head Start, Early Head Start, and Local Education Agencies (LEAs).

**Resources:**

The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old, U.S. Dept. of Health & Human Services Administration for Children and Families, Office of Head Start, December 2010.

Planning for Pre-kindergarten: A Toolkit for School Boards, The Center for Public Education, An Initiative of the National School Boards Association and the National School Boards Foundation, January 2009.

School Districts and Community Programs: Working Together to Support Children and Families, 2010 DESE Administrators' Conference,  
<http://www.dese.mo.gov/divimprove/fedprog/earlychild/document/WorkingTogetherToSupportChildrenAndFamilies2010.pdf>

Top Innovations in the Family Engagement Field, USDOE, Office of Innovation & Improvement, March 2010,  
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### **Key Issue: Funding Issues**

Funding is a critical problem – Missouri Preschool Project (MPP) only serves a portion of eligible School districts. Forty percent of Missouri school districts use some Title I dollars for preschool-aged children and 37 districts invest fifty percent or more of their Title I dollars for preschoolers. The following are specific examples and rationale for methods of program funding.

- Mo Preschool Project – approved school districts (limited funding)
- Braided funding with other entities – Head Start, YMCA, private, fee-based, etc.
- State funded programs must meet state mandated guidelines for early learning.
- Must identify 3-4 year old early education programs (that meet standards) as worthy of yearly state funding, and be included when state mandated education funding is allocated

\*\*Funding appears as important aspect of early learning programs (current state funding is limited or unavailable to many schools) our vision is that Missouri children need the readiness activities before Kindergarten, therefore, state funding must follow the programs for our students to be provided quality early childhood experiences. Schools need to receive funding for the children they serve on a per pupil basis. State funding will only be provided if the childcare provider meets established state approved standards for early learning.

- A body of research exists that shows the investment in quality pre-school programs - yields good benefits in education and society.
- Child's readiness to school is key to success in school in later years.
- Many children gain this readiness through activities that parents do with their children. It is the children who do not have this support that need a quality early education program, so they are equally ready to start their academic career.

According to NIEER (2004) most states with pre-k initiatives have class size and ratio standards that are consistent with NAEYC, the American Public Health Association, and the American Academy of Pediatrics, i.e., class size of no more than 20 children and ratios of no more than 10 students per teacher. Children in classrooms that meet or are closer to those standards display great school readiness and language comprehension and fewer behavior problems.

It is estimated through the Missouri School Readiness Coalition that the annual per pupil cost would be \$7,883 per child including transportation serving twenty children in a classroom. Depending on the individual classroom square footage and recommended class size an estimated annual per pupil cost of \$10,511 per child if fifteen children were in the classroom.

### **Recommendations:**

1. Preschool programs in public schools and private agencies , meeting standards for licensure and accreditation, will be eligible for state funding.
2. Preschool programs in public schools and private agencies meeting standards for licensure and accreditation, will be eligible to receive funding in the development of facilities for early childhood education.
3. Missouri must consider alternative and new methods of generating revenue to fund Early Learning in Missouri.
4. Missouri will expand funding and sustain focus on funding methods for children of Parents as Teachers (PAT), age 3, age 4, and students eligible for Early Childhood Special Education.

**Resources:**

School Districts and Community Programs: Working Together to Support Children and Families, Annual Cooperative Conference for School Administrators, DESE, 2010

Missouri Department of Elementary and Secondary Education (DESE) February, 2011

Barnett, W. S., Schulman, K., & Shore, R. (2004) Class size: What's the best fit? *Preschool Policy Matters*, 9. New Brunswick, NJ: National Institute for Early Education Research (NIEER). Retrieved from <http://nieer.org/>

**PROMISING PRACTICES**

All promising practices will be designed with a rich research based child development curriculum that employs state certified teachers with ongoing professional development. Programs must have strong administrative leadership and a viable curriculum, allocating the necessary resources and funding to support the program. These programs must have strong community support, parental education and involvement in collaborative efforts to enhance the quality of all early learning programs. All Missouri children will have access to high quality early learning experiences that prepare them to succeed in school and in life.

Publish evidence-based practices from across the state and provide templates for best practices in for-pay and sliding scale options.

The following school districts provide a diverse student population of examples with community outreach programs utilizing blended funding resources as cited by DESE Office of Early and Extended Learning. Some of the programs have been funded with MPP funds and utilized braided and blended funding to supplement the programs. Due to substantial legislative cuts in MPP funding, and the plan to phase out support for current MPP rooms, these programs are facing significant reductions or closure. Because Missouri does not currently provide consistent funding for early learning programs, programs throughout the state may have to eliminate or reduce proven readiness programs. The list represents a random sampling of early learning programs on a statewide basis.

**Belton School District** has an enrollment of 5,124 students with a 49 percent free and reduced lunch rate. At the Grace Early Childhood Care & Education Center, Belton is able to serve all of its programs under one roof. Programs include PAT, United Way Success by Six, ECSE, MPP, Title I, Infant & Toddler Child Care, and Early Childhood Pre-K Kindergarten Readiness. Serving a diverse population of 350-415 students, the center is both licensed and Missouri Accredited. The center utilizes funds from a variety of sources including, but not limited to parent fees, the Children's Division of the Department of Social Services (DSS), United Way, Child Care Block Grants, the Missouri Preschool Project, Title I, Early Childhood Special Education and local district funds. All of the funding streams work together to provide the highest quality of comprehensive services to families including home visits, classroom experiences, parenting workshops family activities and resources, and child care to compliment the educational programming and to meet the needs of families. The district also works to coordinate professional development opportunities for early childhood professionals in the community so that all children and their families can benefit.

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**Hannibal School District** has a 53 percent free and reduced lunch rate for the 3,510 enrolled students. The district utilizes a wide array of funding sources to coordinate early childhood and parent education services to children and their families. New Beginnings is a program that offers high school education, parenting and life skills, and Parents as Teachers services to teens. Collaborating with Early Head Start allows teens to receive free child care while working on graduation requirements. The PAT program and the local Head Start program work together to

provide training to Head Start staff so they can deliver PAT services to families beyond the classroom. In addition, the district offers 10 preschool classrooms consisting of full-day and part-day sessions, using funding from Title I, the Missouri Preschool Project, Early Childhood Special Education, parent fees and local dollars. These preschool programs serve approximately 174 children; and some classrooms offer extended care for families that need additional hours to meet working parents' schedules. All preschool teachers are certified in PAT and provide visits to the home to strengthen the home and school education partnership.

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**Ritenour School District** serves 6,300 students with a 73 percent free and reduced lunch rate. The multifaceted programs reach 150 students ages 3-5 and currently PAT serves 800 families in the community with support and enrichment opportunities. The early childhood education program is licensed by Missouri Department of Health and Senior Services and accredited by the National Association for the Education of Young Children (NAEYC). With the strong support from the community a new, world-class, LEED certified Early Childhood Education Center opened its doors in August 2010. Utilizing the MPP, Project Construct, Build Your Own Curriculum (BYOC), the Reggio Emilia Approach and collaboration with St. Louis County Special School District, Ritenour provides daily experiences in both full and half day classes. Using a variety of research based resources and strategies, there is an emphasis on early literacy and numeracy skills for all students.

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**Springfield School District** has a total enrollment of 24,129 students with a 50.5 percent free and reduced lunch rate. SPS Early Childhood programs are represented by three main programs: Parents as Teachers, Integrated Classroom Model and the Title I Wonder Years. These programs serve 2240 students district-wide, approximately 890 students are receiving Early Childhood Special Education services, Title I services or a combination of both. Several staff members have been trained in the Parents as Teachers "Three to K" curriculum, along the "Working with Special Needs Families" curriculum, to ensure quality services to families beyond the classroom. The district is currently working with Head Start to pilot two co-qualifying classrooms with Title I. All families receive PAT home visits with a trained parent educator, currently serving over 6000 families with a special outreach to teen parents and to residents of two homeless shelters.

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**Webster Groves School District** has a free and reduced lunch rate of 18 percent, 4460 students enrolled and serves 220 students in Early Childhood Education Center. The center is accredited by NAEYC and licensed by the state of Missouri - Bureau of Child Care Safety and Licensure. Enrollment options for parents include year round full and half day preschool, special education services, parenting education, and Adventure Club before and after school. ECEC works collaboratively with PAT, the St. Louis County Special School District, Head Start, and the Division of Family Services Child Care Assistance program offering a financially self-supporting business model and a culture of shared leadership and learning. Webster Groves received the 2010 MSBA FutureBuilders Early Childhood Education Program of the Year Award.

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## SUMMARY

It is imperative that we advocate for a statewide education program for the general public to better understand the importance of quality early learning in Missouri. Today's quality programs are much more than a daycare service, they provide a rich educational environment. Accomplishing this endeavor will take a unified effort among all state agencies, policy makers and stakeholders to invest in early childhood education. Research indicates for every dollar spent, generates a high rate of return on our investments.

## VISIONING PROJECT MEMBERSHIP

### Steering Committee

Dr. Tom Cummings	North Kansas City	Project Coordinator
Dr. Carter D. Ward	MSBA	Executive Director
Mr. Roger Kurtz	MASA	Executive Director/Facilitator
Phyllis Barks	MSBA	Facilitator
Randal Charles	St Charles R-VI	Co-Chair/Sup
Kenneth Cook	Malden R-I	Co-Chair/Sup
Joel Denney	MSBA	Facilitator
Gabe Edgar	Marceline R-V	Co-Chair/Sup
Jim Finley	Blue Springs R-IV	Co-Chair/Administrator
Mike Fulton	Pattonville	Co-Chair/Sup
Jeanie Gordon	MSBA	Facilitator
Kelli Hopkins	MSBA	Facilitator
Phil Hutchinson	Grain Valley R-V	Co-Chair/BrdMbr
Stephen Kleinsmith	Nixa R-II	Co-Chair/Sup
Gerry Lee	Springfield	Co-Chair/BrdMbr
Vic Lenz	Lindbergh	Co-Chair/BrdMbr
Marilyn McCroskey	Marionville R-IX	Co-Chair/BrdMbr
Michael Murphy	St. Clair R-XIII	Co-Chair/Sup
Mike Parnell	MSBA	Facilitator
Lonnie Schneider	MASA	Facilitator
Keith Strassner	Rolla 31	Co-Chair/BrdMbr
Peggy Taylor	Nixa	Co-Chair/BrdMbr
Dave Wright	Blue Springs R-IV	Co-Chair/BrdMbr

### Climate, Culture and Organizational Efficacy

Jim Finley	Blue Springs R-IV	Co-Chair/Administrator
Keith Strassner	Rolla 31	Co-Chair/BrdMbr
Lonnie Schneider	MASA	Facilitator
Michele Clark	DESE	Liaison

Melanie Adams	St. Louis City	Board Member
Brent Blevins	Forsyth R-III	Superintendent
Luis Cordoba	Kansas City 33	Administrator
Mary Groeper	Wright City R-II	Board Member
Eileen Houston-Stewart	Kansas City 33	Administrator
Mary Ann Johnson	Retired	Retired Superintendent
Tara Lewis	Renick R-V	Superintendent
Troy Porter	Dixon R-I	Board Member
Matt Robinson	Cameron R-I	Superintendent
Stan Stratton	Dunklin R-V	Superintendent
John Westerman	Newburg R-II	Superintendent
Larry Wood	Senath-Hornersville C-8	Superintendent

### **Early Learning and Student Success**

Michael Murphy	St. Clair R-XIII	Co-Chair/Sup
Peggy Taylor	Nixa	Co-Chair/BrdMbr
Phyllis Barks	MSBA	Facilitator
Kathy Thornburg	DESE	Liaison
Bev Borgeson	Mexico 59	Board Member
Judy Duden	Kirksville R-III	Board Member
Cheryl Compton	Ritenour	Superintendent
Julie Germann	Monett R-I	Administrator
Toni Hill	Portageville	Superintendent
Nancy Masterson	Camdenton R-III	Board Member
Tim McCraw	Windsor C-1	Board Member
John James	Mid-Buchanan R-V	Superintendent
Michael Ringen	Holden R-III	Superintendent
Melisa Smitson	Kansas City 33	Head Start Director
Debbie Stenner	Platte Co R-III	Administrator
Marilyn Stewart	St. Louis Special	Board Member
Lisa Vanderburg	Moberly	Board Member
Robert Wilcox	Kansas City 33	Administrator
Tina Woolsey	Mexico	Superintendent

### **Financial Resources**

Randal Charles	St Charles R-VI	Co-Chair/Sup
Phil Hutchinson	Grain Valley R-V	Co-Chair/BrdMbr
Mike Parnell	MSBA	Facilitator
Ron Lankford	DESE	Liaison
Eric Churchwell	Palmyra R-I	Superintendent
Freddie Doherty	Oak Grove R-VI	Superintendent
Keith Dorsch	Wellington-Napoleon R-IX	Board Member
Darin Ford	Centralia R-VI	Superintendent
Bruce Johnson	Stanberry R-II	Superintendent
Kyle Kruse	New Haven	Superintendent
Rebecca Lee-Gwin	Kansas City 33	Administrator
Clay Loveland	Sparta R-III	Board Member
Kent Medlin	Willard R-II	Superintendent
Rocky Miller	School of the Osage	Board Member
Francis Moran	Past Superintendent	Past Superintendent
Roy Moss	Grain Valley R-V	Superintendent
Randy Spurlock	Ava R-I	Board Member
Diane Watson	St. Joseph	Board Member
James Welker	Cape Girardeau	Superintendent

### **Governance, Leadership, and Accountability**

Stephen Kleinsmith	Nixa R-II	Co-Chair/Sup
Dave Wright	Blue Springs R-IV	Co-Chair/BrdMbr

Jeanie Gordon	MSBA	Facilitator
Mark VanZandt	DESE	Liaison
John Cary	St. Louis Co. Special	Superintendent
Mona Coleman	Bolivar R-I	Board Member
J. William Covington	Kansas City 33	Superintendent
Fred Czerwonka	West Plains R-VII	Superintendent
Larry Felton	Mehlville R-IX	Board Member
Christopher Gaines	Wright City R-II	Superintendent
Randy George	Meramec Valley R-III	Superintendent
George Koontz	Scotland Co. R-I	Board Member
Brad MacLaughlin	Lexington R-V	Superintendent
Charles Moore	Fayette R-III	Past Board Member
Paul Nenninger	Cape Girardeau 63	Board Member
Bryan Prewitt	Albany R-III	Superintendent
Chace Ramey	Kansas City 33	Administrator
Mike Rosenbohm	Nodaway-Holt R-VII	Board Member
Steve Shelton	Raytown C-2	Administrator
Chris Small	Orrick R-XI	Superintendent
Jennings Wilkinson	Woodland R-IV	Superintendent

#### **Human and Organizational Capital**

Gabe Edgar	Marceline R-V	Co-Chair/Sup
Vic Lenz	Lindbergh	Co-Chair/BrdMbr
Kelli Hopkins	MSBA	Facilitator
Karla Eslinger	DESE	Liaison
Aron Bennett	Osceola	Superintendent
Kelly Burlison	Fredericktown R-I	Superintendent
Maureen Clancy-May	Bayless	Superintendent
Brent Depee'	School of the Osage	Superintendent
TomHauser	Marceline R-V	Board Member
Nathan Holder	Steelville R-III	Superintendent
Sharon Horbyk	Houston R-I	Board Member
Ken Lerbs	Gasconade Co. R-I	Board Member
Anthony Moore	Kansas City 33	Assistant Superintendent
Bill Redinger	Lone Jack C-6	Superintendent
Brian Robinson	Winston R-VI	Superintendent
Jim Westbury	St. Louis Special	Board Member

### Physical Resources

Kenneth Cook	Malden R-I	Co-Chair/Sup
Gerry Lee	Springfield	Co-Chair/BrdMbr
Roger Kurtz	MASA	Facilitator
Leigh Ann Grant-Engle	DESE	Liaison

Steve Banton	Rockwood R-VI	Board Member
Phillip Cook	Carl Junction R-I	Superintendent
David Dude	Kansas City 33	Administrator
Rob Gardner	Platte Co R-III	Administrator
Kathy Green	Marshall	Board Member
Jim Hill	Knob Noster R-VIII	Board Member
David Knes	Valley Park	Superintendent
David Lawrence	Excelsior Springs 40	Administrator
Steve Morgan	Bolivar R-I	Superintendent
Mark Penny	Troy R-III	Superintendent
Joe Ridgeway	Richland R-IV	Superintendent
Michael Rounds	Kansas City 33	Administrator
Alison Schneider	School of the Osage	Board Member
Robert Smith	Maysville R-I	Superintendent

### Teaching, Learning, and Assessment

Mike Fulton	Pattonville	Co-Chair/Sup
Marilyn McCroskey	Marionville R-IX	Co-Chair/BrdMbr
Joel Denney	MSBA	Facilitator
Sharon Hoge	DESE	Liaison

Sandra Alden	Gallatin R-V	Past Board Member
Robert Bartman	Center	Superintendent
Kris Callen	Springfield	Board Member
Jim Clark	Ferguson-Florissant R-II	Past Board Member
Judith DeLany	Carrollton R-VII	Superintendent
Mary Esselman	Kansas City 33	Administrator
Chuck Fugate	Ozark R-VI	Board Member
Linda Gray Smith	Past Superintendent	Past Superintendent
Kathy Grover	Clever R-V	Administrator
Shelley Jokerst	Ste. Genevieve R-II	Administrator
Robin Krause	Knob Noster R-VIII	Board Member
Charlotte Miller	Southern Boone Co R-I	Superintendent
Mike Pratte	Gasconade Co. R-I	Board Member
Mi'Andrea Prince	Kansas City	Administrator
Norm Ridder	Springfield	Superintendent
Brad Sprague	Clark Co. R-I	Board Member
Johnny Thompson	Crawford Co R-II	Superintendent