

Missouri Preschool Development Grant Birth to 5

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Key Acronyms for Missouri

CBEC – Coordinating Board for Early Childhood
DESE – The Department of Elementary and Secondary Education
DHSS – The Department of Health and Senior Services
DMH – The Department of Mental Health
DSS – The Department of Social Services
ECCE – Early Childhood Care and Education
I-ECMHC – Infant-Early Childhood Mental Health Consultation
MHSSCO – Missouri Head Start State Collaboration Office
NGA PN3 – National Governors Association Prenatal to Age Three
PDG B-5 – Preschool Development Grant B-5
UMKC – University of Missouri-Kansas City

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Project Summary

Missouri Governor Michael Parson envisions a future-ready workforce in Missouri, which requires an enduring and unwavering investment in Missouri's children. A well-coordinated, aligned and data-focused early childhood care and education (ECCE) system that ensures quality, equity, access and efficiency is an essential element of this vision. Through the use of grants such as the National Governors Association Prenatal to Age Three (NGA PN3) and the initial Preschool Development Grant B-5 (PDG B-5), Missouri has identified strengths, gaps and opportunities to provide a more coordinated mixed delivery system of high-quality ECCE programs serving children birth to five. Missouri is ready to implement the ideas generated from needs assessment activities in the next phase of the ECCE system infrastructure through the PDG B-5 Renewal opportunity.

The three child-serving state agencies in Missouri, the Departments of Elementary and Secondary Education (DESE), Health and Senior Services (DHSS) and Social Services (DSS) work with the Missouri Head Start State Collaboration Office (MHSSCO) to serve families with young children. Along with additional agencies that provide professional development and other supportive services (e.g., Department of Mental Health, Children's Trust Fund and Child Care Aware[®] of Missouri), Missouri will create a more coordinated ECCE system for families and professionals. The majority of statewide infrastructure and child services in the ECCE system are provided by DESE, who will be the lead administrator for the renewal opportunity.

Missouri's Early Childhood Strategic Plan, developed by the Coordinating Board for Early Childhood (CBEC), is currently under revision to develop measureable indicators that will lead to children who are safe, healthy and ready to learn. These revisions will create a closer alignment with DESE's Show Me Success strategic plan, creating a frame of school readiness that will serve as the basis for the vision and mission of a coordinated ECCE system.

In this application Missouri proposes to strengthen family access to ECCE programs through a statewide system of regions that will provide coordinated enrollment and resources. We will coordinate a shared ECCE registry and expand it to include home visiting professionals. Missouri will also create a coordinated data warehouse system to analyze ECCE program data to build ECCE system efficiencies and measure for school readiness for every child.

Missouri Preschool Development Grant (PDG) B-5

Expected Outcomes

Missouri will use information collected through the initial PDG B-5 needs assessment to implement a coordinated mixed delivery ECCE system for birth to five to support and engage families and professionals. For families, the creation of regional hubs with coordinated enrollment will reduce confusion and streamline access into the ECCE system. For ECCE professionals, the utilization of agreed-upon best practices for child development and access to a shared professional development system of birth to five training will increase the use of evidence-based practices with families in order to support the safety, health and learning of children birth to five. For both families and professionals, the alignment of regional committees and councils will provide more efficiency in provider networking and increase opportunities for families to engage in planning and coordinating services and supports in their region. For Missouri, a coordinated data warehouse will allow for the collection of centralized data that will be used to inform policies and manage resources more effectively.

Approach

Missouri will build from information learned in the initial PDG B-5 to coordinate service entry for families, add home visiting professionals to the shared ECCE professional registry and integrate data across state agencies. We have learned from our experience with data agreements among state agencies during the initial PDG B-5, and will continue to build on the relationships across the state agencies as we develop a data warehouse.

Missouri will look to existing regional infrastructures to pilot a consolidated point of service for families and ECCE professionals. The pilot will be in five rural areas the first year

and expanded in year two and three incrementally until we reach our goal of regional hubs available throughout the state.

Activity One: PDG B-5 Statewide Needs Assessment

As described in the state’s initial PDG B-5 proposal, Missouri is in the process of completing five needs assessment activities: (1) listening sessions, (2) survey of community partners, (3) key informant interviews, (4) facilitate advisory committee meetings and (5) analysis of child-level data. The purpose of the needs assessment activities was to identify strengths and opportunities for improving the ECCE system. The award for Missouri was made in late January 2019, nearly a month after the other states received notice. This delayed award effected all activities including the completion of the needs assessment. Missouri is on target to complete all needs assessment activities by December 2019. We will then establish measurable indicators of progress that align with the Early Childhood Strategic Plan (See Activity Two).

Stakeholders involved in the needs assessment process included:

Figure 1: Missouri ECCE Stakeholders

Activity	Stakeholders Involved
Listening Sessions	Parents/caregivers, professionals
Community Surveys	Professionals
Key Informant Interviews	State agency partners, professionals
Advisory Committee Meetings	Parents/caregivers, educators, state agency partners
Data Analysis	State agency partners

The following activities provide a brief review of the needs assessment outcomes:

1) Listening Sessions

Missouri conducted 22 listening sessions with parents/caregivers and ECCE professionals in urban and rural areas of the state, for the first time providing sessions conducted in the Spanish language. Both parents/caregivers and professionals in the listening sessions shared specific activities that would support a coordinated ECCE system, such as a desire for a

centralized system for family resources and services, improved resource sharing at the community level and increased training opportunities for developmental milestones and trauma-informed care. Another common theme that occurred throughout the listening sessions was the need for increased services to support families and wages for ECCE professionals.

2) Community Surveys

Missouri conducted an online survey for stakeholders in September/October 2019 to collect input on the status of the state's early childhood system. Over 900 stakeholders responded to the survey. A rapid data analysis of the findings generated three themes: (1) the need to individualize services and supports to families to make meaningful connections with ECCE programs, (2) the need to look at the whole community and how families of young children access resources using a variety of modes of communication and (3) the need to consider metrics of both academic and behavior in a child's readiness for school.

3) Key Informant Interviews

At this time, Missouri has conducted eight of the fourteen scheduled key informant interviews via one-on-one interviews and group meetings. The remaining six interviews are scheduled to be completed by December 2019. Statements from the completed key informant interviews are being coded to identify emerging themes and the state will receive a complete analysis of the findings by December 31, 2019. Findings will further inform the revisions of the Early Childhood Strategic Plan.

4) Advisory Committee Meetings

Missouri completed three Advisory Committee meetings between July and October 2019. The primary objective of the meetings was to include a local and regional perspective. Over 200 ECCE stakeholders from a wide range of disciplines, including family members, were actively

involved in discussions of strengths and gaps in the data collection efforts. The outcome of these meetings indicated the state needs to consider using the data collection from regional and local efforts as part of a coordinated ECCE system in Missouri.

5) Data Analysis

Four child-serving agencies (i.e., DESE, DHSS, DSS, Head Start) facilitate the provision of direct services to children birth to five in Missouri. With data sharing agreements in place, Missouri will inventory and analyze data for child demographics and services, as described in the initial PDG B-5. Once completed, DESE will work with a contractor to produce a communication plan that effectively engages stakeholders (e.g., families, professionals) when disseminating the data report.

An additional partner not included in this state-level data sharing agreement is the Head Start program, which will require a separate MOU for data sharing. Missouri will obtain an additional agreement with Head Start in 2020. In the meantime, Missouri was able to collect aggregate data on the location and count of children birth to five (See Figure 2) that will inform data analyses currently underway for determining unduplicated counts and common data elements between ECCE programs. According to the 2018 U.S. Census Bureau, there are 447,782 children birth to five in Missouri and the state's child-serving agencies are serving over 300,000. Within the 300,000 there are duplications. Studies conducted in the First Steps (Part C of IDEA) program over the past 10 years indicate stability in the number of children birth to age three in Missouri, but a significant increase in children with developmental delays and disabilities, as the number of children participating in the program has doubled during that time. In year one, Missouri will conduct further analysis to determine duplicates in child-level data.

Figure 2: ECCE Programs Serving Children Birth to Five

Agency	Program Name	Child Count*	Location(s)	Funding Source
DESE	Parents as Teachers	58,185	All 516 school districts	State
DESE	Early Childhood Special Education (ECSE)	13,127	All 516 school districts	Federal, State
DESE	First Steps	12,793**	All 115 counties	Federal, State, Other
DESE	Missouri Preschool Program	1,330	62 classrooms around the state	State
DESE	Foundation Formula	4,471	142 district and charter schools	State, Local
DESE	Title I	21,481	Title I eligible school districts	Federal
DHSS	Maternal Infant Early Childhood Home Visiting (MIECHV)	569	St. Louis City and Southeast area	Federal
DHSS	Title V	399	St. Louis, Kansas City, Springfield, Central and Southeast areas	Federal
DHSS	Child Care	172,828***	Statewide	State, Other
DSS	Home Visiting	1,971	Within specified regions of the state	State
DSS	Child Care through Child Care Development Fund (CCDF)	31,323	Statewide	Federal
Head Start	Early Head Start/Head Start	19,400	Within specified regions of the state	Federal

*The reported data are from state fiscal year 2019.

**The reported number has been reduced to account for duplicate counts between First Steps and Parents as Teachers. Past data analysis indicated the average annual duplicate counts is approximate 20%.

***The reported number is capacity of regulated facilities. Some of the classroom programs (ECSE, MPP, Foundation Formula, CCDF, & Title I) include duplicate counts.

For Missouri, the next steps in data collection and analysis is a change in the way we think about data. Missouri is shifting from a mindset of “what data are collected by the individual programs,” to “what data do we need in order to have a coordinated ECCE system of meaningful connections between children, families, schools and communities.” Therefore, the most important activity to determine gaps in data is the identification of a set of core indicators of school readiness that can be used to determine what data are needed, what data are already

collected and by which ECCE program and what needs to be collected by other ECCE programs to create comprehensive data collection and reporting for birth to five. Currently, ECCE programs collect pieces of data for their individual reporting requirements; however, this is not shared between programs to better serve families, nor is there a focus on data that can inform decisions for children, families, schools and communities in the initiative for school readiness. As part of ongoing collaboration between Missouri's child-serving agencies, the Governor's Office and the National Governors Association, a Data Summit will be held in March 2020 with representatives from the 12 ECCE programs to identify current indicators collected by each program and align program indicators to the Early Childhood Strategic Plan (See Activity Two). This will ultimately lead to better data coordination across programs.

Preliminary Outcomes from the Needs Assessment

Although Missouri's needs assessment is still in progress, the preliminary results indicate many stakeholders agree Missouri needs to move toward a coordinated ECCE system. One that builds on the strengths of existing programs to prepare children to be ready for school by increasing family engagement and ensuring a smooth transition for children birth to five. Stakeholders said there are missed opportunities for the most vulnerable children (e.g., children with disabilities, economically disadvantaged, homeless, experiencing trauma or mental health issues). Missouri uses an expanded definition for vulnerable children, as it relates to the definition of high need characteristics in the Parents as Teachers Program, to include children with English as a second language, in foster care, or experiencing abuse or neglect. Missouri has disparate populations of vulnerable children, both underserved in high-density urban areas as well as in under-resourced rural communities. In Missouri 26 percent of the 115 counties meet the definition of rural per the requirements of this grant.

Stakeholders also said there are missed opportunities for families to receive services from the ECCE system when access is fragmented, limited, or unknown. In Missouri, there are challenges with a family's ability to access center-based facilities that have flexible hours and transportation. There are often limited infant/toddler slots across the state and a limited number of programs in rural areas. This creates an additional challenge when moving families from the ECCE system to elementary school. Families often struggle with adjusting to a new setting and a new process for family engagement that differs from the ECCE system. Teachers often struggle to start the school year with little to no information about the child's development or the family making it difficult to transition into the school community.

Additionally, there are missed opportunities for professionals when training on topics such as trauma-informed care, developmental milestones and social-emotional development. Many professionals reported using evidence-based practices and research-based strategies when delivering services to families; however, the practices are not coordinated or aligned to one another, indicating a fragmented professional development system. Professional learning communities/networks were mentioned as an important support for professionals. Sometimes, though, opportunities are often unknown or limited to certain geographic areas of the state. Professional committees and advisory councils often have overlapping members and discussions, creating a duplication of time and effort.

In summary, these five themes emerged from the needs assessment activities as catalysts for next steps in Missouri's ECCE system:

- The ECCE system lacks an integrated data system;
- The ECCE system lacks a coordinated referral and enrollment process for families;
- Parents/caregivers and professionals are not aware of resources in the communities;

- There are no warm “hand-offs” to refer or transition families to other programs; and
- Professional development activities are not shared across programs.

Next Steps Based on Needs Assessment Activities

The key action from the needs assessment that will help Missouri implement a coordinated ECCE system is to create regional single points of entry (i.e., regional hub) to improve families’ access to the ECCE system. The functions of the regional hub will include a coordinated enrollment into the ECCE system, coordinated referrals for ECCE and/or community programs serving young children and their families, enhanced family engagement activities and resource sharing within the naturally occurring boundaries of the region. To achieve the enhanced infrastructure, Missouri developed a detailed implementation plan with key activities and corresponding timelines for a pilot project (See Activity Five).

Updating Needs Assessment Information

Preliminary findings indicate Missouri is obtaining a rich description of the current needs and a clear message for improvement. In order to allow time for initial implementation of regional infrastructure, construction of data system elements and a shared ECCE professional registry, Missouri anticipates waiting until the end of year two before conducting the next official needs assessment. This gives Missouri time to not only implement but utilize the new structures before collecting information from stakeholders. However, as part of the monitoring and evaluation plan, Missouri will work with stakeholders (e.g., parents/caregivers, professionals, state partners) to informally assess the progress of implementation (See Activity Six).

Activity Two: PDG B-5 Statewide Strategic Plan

The responsibility to revise and maintain the Early Childhood Strategic Plan is statutorily assigned to the CBEC, an independent state board formed under DSS that is accountable to the Governor's office. CBEC is comprised of five agencies: DESE, DHSS, DMH, DSS and MHSSCO. CBEC is the state's Head Start State Advisory Council.

Missouri's Early Childhood Strategic Plan

In addition to the listening sessions described in Activity One, Missouri conducted 23 additional sessions during the initial PDG B-5 that focused on strategic planning. These sessions were conducted with parents/caregivers and ECCE professionals in urban and rural areas of the state, including sessions in the Spanish language. Both parents/caregivers and professionals in the strategic planning sessions provided comments that mirror the findings in Activity One, indicating agreement for Missouri to approach the ECCE system with a lens of preparing children to enter kindergarten ready to learn.

The Early Childhood Strategic Plan is under revision to align the outcomes with this stakeholder input. An updated strategic plan will be completed by January 2020. The existing vision for early childhood reflects children who are safe, healthy and ready to learn. Current outcomes include family support, parenting education, optimal health and social-emotional development. While the plan outlines the coordination and collaboration necessary for ECCE programs, a preliminary review of comments from stakeholders indicate a stronger emphasis on getting children ready for kindergarten is needed. The current strategic plan lacks measureable indicators that will lead to children who are safe, healthy and ready to learn, especially for the state's most vulnerable children and in rural areas of Missouri. As the strategic plan is aligned to

the logic model and vision described herein, more emphasis will be placed on aspects of school readiness.

A Vision for School Readiness

Prior to entering elementary school, some children in Missouri do not access programs in the mixed delivery system of home visiting and child care programs. This range of experiences results in varied foundational skills and behaviors appropriate for the school setting. Lack of coordination in structures, approaches and policies in Missouri makes it difficult for ECCE programs and elementary schools to facilitate smooth transition experiences for children. Implementing a coordinated and effective ECCE system in Missouri will create a smooth transition with positive early learning experiences, healthy children, family engagement, supportive relationships and stronger communities.

Ultimately, the success of a coordinated ECCE system that improves school readiness must be measured by improved child outcomes in the five domains of early childhood development: (1) Adaptive/Self-help, (2) Cognition/Learning, (3) Communication, (4) Physical and (5) Social-emotional. While separate and distinct, these domains interact with and reinforce each other. Additionally, improving school readiness must address children's behaviors within the context of relationships with parents/caregivers and environments in which they spend their time. Therefore, families, schools and communities play critical roles in school readiness.

DESE's strategic plan, Show Me Success, is also under revision at this time as the agency considers a vision of improving lives through education with access to opportunity every step of the way and one of the four priority areas involved in this work is early learning and early literacy. This funding opportunity will strengthen Missouri's efforts to connect the ECCE system directly to the vision, mission and strategic initiatives for K-12 education.

Missouri poses the following theory of change that aligns the current Early Childhood Strategic Plan with the Head Start Parent, Family and Community Engagement Framework and the DESE definition of school readiness to create a framework (See Figure 3) for children, families, schools and communities.

Figure 3: Theory of Change for School Readiness

Ready Children	If children have access to high-quality learning environments, then they will be exposed to the foundations of learning and their development will be monitored on a regular basis. When ECCE professionals are able to modify strategies and activities accordingly, children experience meaningful growth and when necessary are referred for further evaluation.
Ready Families	If families maintain a safe and healthy environment that is conducive to their child’s learning, then they are more likely to engage in their child’s learning and promote natural learning opportunities outside of the home visit or classroom.
Ready Schools	When ECCE programs and elementary schools promote strong partnerships between leaders and families, including mutual respect and trust, then leaders and families will be more comfortable sharing what they know about the child’s development, while acknowledging the family’s primary role as the child’s first teacher. Additionally, when ECCE programs and elementary schools maintain a safe and healthy environment that is conducive to learning, children are more likely to succeed in the classroom and in life.
Ready Communities	When families are linked to meaningful support networks in their community, then they will be more likely to meet their needs, interests and goals. This in turn strengthens the educational and workforce outcomes of the community.

As depicted in the Missouri PDG B-5 Logic Model for the ECCE system (See Page 54), Missouri’s short-term goals are to engage families in learning about child development; build smooth transitions; and promote best practices among ECCE professionals. The long-term goals will support safe, healthy and school ready children that will help build a stronger workforce. When the state workforce is able to concentrate on their own employment as a result of the children being served in high-quality programs, entire communities benefit from a strong statewide ECCE system.

Systems Framework

Missouri's ECCE system lacks centralized executive leadership and coordination. State-level ECCE programming excels today because there are strong partnerships and collaborations amongst the agencies that comprise the ECCE system.

Missouri used a systems approach for governance, finance and data to analyze the ECCE infrastructure as a result of needs assessment activities and to prepare for revisions to the strategic plan. For governance and finance, there are strong partnerships and collaborations amongst the state agencies that comprise the ECCE system. While an ideal vision for the ECCE system would be seamless funding and minimal regulatory burden, Missouri plans to undertake two governance and finance related activities in the strategic plan. These activities are practical first steps in improving coordination and maximizing funding effectiveness.

- **Advisory Councils:** Analyze and align the memberships and activities of various advisory councils that connect to early childhood at the local, regional and state levels, including the Workforce Advisory Council, in order to reduce the number of councils and streamline meetings and networking opportunities for professionals.
- **Fiscal Mapping:** Identify and analyze current funding streams utilized for services to children and families and supports to professionals in order to coordinate these activities at the regional level.

Missouri will evaluate the initiatives in this funding opportunity to determine future steps towards an integrated ECCE system of governance and finance. In the meantime, Missouri will maintain the core state-level governance and finance structures for individual ECCE programs.

For data systems, the child-serving and other supportive services agencies each maintain their own data systems and data collection processes. With an MOU in place for data sharing, Missouri is on track to align data collection and reporting in an effort to move toward a Statewide Longitudinal Data System (See Activity Six).

Recognizing the opportunities and challenges of coordination, from a systems perspective, Missouri proposes the best approach for this funding opportunity is to move from a fragmented system of collaboration between separate structures, to a system of coordination for improved access, services and family engagement and eventually to an integrated, unified ECCE system. States like Maryland have found the need for an agency to take a leadership role in the ECCE system to have statewide impact. Since DESE's Show Me Success strategic plan already aligns the initiative of early learning and school readiness with the K-12 education system and the majority of statewide infrastructure in the ECCE system are provided by DESE, this agency will be the lead administrator for this funding opportunity.

Next Steps Based on Needs Assessment Activities

The key action from the needs assessment that will help Missouri implement a coordinated ECCE system is to use CBEC's updated Early Childhood Strategic Plan, which is expected to be completed by January 2020, to guide the development of core indicators of school readiness at the child, family, school and community levels. These indicators will provide the framework for data collection and analysis. Missouri created a draft set of indicators, based on preliminary findings from the needs assessment (See Figure 4); however, this chart will need to be updated in 2020 in conjunction with the final strategic plan and Data Summit.

Figure 4: Core Indicators of School Readiness (Draft)

		Readiness Indicator		
		Safe	Healthy	Learning
Readiness Level	Child	No Adverse Childhood Experiences	Growth Rate	Developmental Information
	Family	No Child Abuse Neglect Case	Access to Healthcare	Family Engagement
	School/ Program	Environmental Rating Scale & Qualified Professionals		
	Community	Access to Resources		

Updating the Early Childhood Strategic Plan

Given the comprehensive approach to gathering stakeholder input in the current needs assessment process and the amount of time needed to incorporate the information into agreed-upon measurable indicators for school readiness, Missouri anticipates waiting until the end of year two before conducting the next official review of the Early Childhood Strategic Plan.

However, as part of the monitoring and evaluation plan, Missouri will be periodically reviewing the plan as it relates to comparing measures in the collection and analysis of school readiness indicators (See Activity Six). Missouri will continue to engage with current stakeholders involved in the strategic planning in the initial PDG B-5 (i.e., parents/caregivers, professionals, state agency partners).

Activity Three: Maximizing Parent and Family Knowledge, Choice, and Engagement in their Child’s Early Learning and Development

Family engagement supports the parent-child relationship and child development, which are critical for children being ready to learn. Over years, studies have shown families who are

engaged in their child's development in the early years are more likely to be engaged throughout their child's school years. Missouri's fragmented system has created a barrier to families being engaged in the ECCE system. Professionals during listening sessions indicated that the current ECCE system lacks coordination between agencies resulting in duplicated efforts and missed service opportunities for families who need access to multiple agencies in the ECCE system.

Missouri has several existing initiatives to coordinated services for families (e.g., Promise 1000 Home Visiting Initiative, Head Start's Parent, Family and Community Engagement Framework and University of Missouri – Kansas City (UMKC) Charting the LifeCourse Framework. These initiatives are showing success with family engagement but are only utilized in few, resource rich areas of the state. None of these initiatives are directly affiliated with the state's child serving agencies. This PDG B-5 funding opportunity will allow Missouri to maximize families' engagement in their child's development through these key actions: (1) coordinated enrollment, (2) a framework for family engagement, (3) focus groups and (4) family leadership training.

Coordinated Enrollment

Coordinating services across ECCE programs will provide direct benefit to families, particularly vulnerable families in rural areas of the state. Regional coordinating hubs will provide families with up-to-date information about early learning and developmental activities, opportunities to enroll in support services, assistance in building the connections to safety, health and learning opportunities that support school readiness. In year one, a coordinated enrollment will be designed and piloted in the regional hubs. This coordinated enrollment will include a multi-faceted process to collect child and family demographics through a coordinated application, enrollment and intake method.

Research through the National Institutes of Health shows coordination of care is a complex activity but an effective model for improving service provision and care for patients and the ECCE field should follow this lead. An early childhood healthcare pilot project having success with the use of a coordinated enrollment is the Promise 1000 Home Visiting Collaborative in Greater Kansas City. Promise 1000 uses a common questionnaire to connect families to home visiting agencies. The project has shown success with increasing child screenings, transition to preschool programs at age three and achievement of health goals. Building on Promise 1000 concepts, Missouri will pilot a similar approach for coordinated enrollment through regional hubs, but with two important distinctions: (1) Use a coordinated enrollment process for a combination of programs, not just home visiting programs, serving children birth to five in a mixed delivery system and (2) Pilot the process in rural areas of the state.

Similar to Promise 1000, the coordinated enrollment process will begin with families answering a short series of questions to determine the family's need, through either an online questionnaire or phone call. Based on the family's response, a referral will be made to the most appropriate ECCE program or community resource in the region. The implementation of the activities and timelines will correspond to the pilot project for regional hubs (See Activity Five).

A Framework for Family Engagement

Families have diverse needs and unique situations that call for us to be more individualized in our interactions with children and families. We must respect families' needs based on their current situation, meet them where they are and then engage them in learning about their child's development so they will support their child's development through natural learning opportunities.

Currently, Head Start uses a framework (the Parent, Family and Community Engagement Framework) that has increased family engagement in their child's development during the early years. Using a systems-thinking approach for changing behaviors, the framework specifies how components of multiple systems work together to promote family engagement through infrastructure, continuous learning, workforce and professional development. By aligning the Early Childhood Strategic Plan with this framework, Missouri will support interactions and communications with families. In year one, Missouri will build on Head Start's existing framework to improve family engagement in the regional hubs, including equity, inclusiveness, cultural and linguistic responsiveness. Additionally, in year one of this project, the framework will be used to guide the development of procedures for the regional hubs, which will facilitate appropriate referrals and transitions for the state's most vulnerable children and families in rural areas (See Activity Five).

Focus Groups

Focus groups provide an opportunity for stakeholders to share perspectives, generate ideas and build relationships through regular communications. Missouri will use the focus group methodology to obtain valuable information from families about the quality of services for their children. To build on the current Quality Assurance Report (QAR) pilot described in Activity Five, in year one, Missouri will conduct focus groups with families enrolled in ECCE programs that received QAR and are located in a regional hub pilot area. The purpose of this research is to examine how families perceive quality in the ECCE program and the impact on their child's development. Factors such as access, equity, cultural competence and affordability will be analyzed for relationships to quality as indicated by the QAR. A grounded approach to data

collection and analysis will be implemented using software to organize and code the qualitative data.

Family Leadership Training

UMKC has an established model for leadership development and capacity building with families. Operating as a tiered training system, it provides a basic level of competency-based training and offers additional coaching and mentoring to parents interested in moving to state-level leadership. The model is grounded in evidence-based core competencies for family leadership. Additionally, the Charting the LifeCourse Framework was created by families to help individuals of all abilities and all ages be prepared to plan, problem solve and advocate throughout their lives. Currently, numerous state systems, school districts, provider agencies and family advocacy organizations receive training and technical assistance on how to use this framework.

Missouri will leverage this training series to maximize parent knowledge. For support to parents, Missouri will develop an online 6-module training that integrates the competency-based family leadership training with the Charting the LifeCourse training tools. Topics will include: cultural proficiency and family dynamics; navigating services and systems; communication; decision-making and problem solving; and partnerships and relationships. Parents will learn leadership skills for supporting one another, partnering for organizational change and partnering for systemic change.

To further support the training of family leaders, Missouri will facilitate this training series with groups of families in the regional hub pilot areas. Trainings will be repeated annually and follow ups provided quarterly via video conferencing, as new parents are recruited and other

parents age out during transitions to school. Missouri will provide advance mentoring and coaching for a smaller group of parents who are ready to engage in state-level leadership roles.

Activity Four: Sharing Best Practices and Professional Development for the Early

Childhood Workforce

Professionals are entering the ECCE field with a wide variety of experience, education and training related to transitioning and preparing children and families for school. Most of the existing trainings provided by ECCE programs (See Figure 5) focus on creating safe and healthy environments but do not address the comprehensive training on child development and learning necessary for school readiness.

Figure 5: ECCE Programs Providing Professional Development

Agency	Program	Primary Training Themes
DESE	First Steps	Early intervention
DESE	Parents as Teachers	Family engagement and child development
DESE	Missouri Preschool Program	Program quality and child development
DHSS	Child Care (Licensing)	Safe and healthy children and environments
DHSS, DSS	Children’s Trust Fund	Prevention of abuse/neglect, home visiting, protective factors
DMH	Mental Health Consultation	Infant and toddler mental health
DSS	CCDF	Safe and healthy children and environments
DSS	Children’s Division	Prevention of abuse/neglect
Head Start	Early Head Start/Head Start	Classroom environment, practice-based coaching, family engagement

To ensure ECCE professionals continue to strengthen their practices, training opportunities must adapt to the evolving field of early childhood and focus on the diverse needs of families served. Training opportunities must allow for a wide range of participation (e.g., online, in person) and wide range of topics (e.g., social-emotional development, best practices) to establish a culture of professional growth. Missouri must build capacity for professional development to have statewide impact and ensure every child is ready for school.

Several existing professional development structures and activities will be leveraged for this project. Missouri will take the following key actions to maximize existing resources and create a more comprehensive professional development system for the ECCE workforce: (1) develop a shared ECCE professional registry, (2) use of agreed-upon best practices, (3) build workforce capacity and (4) provide leadership opportunities.

Access to a Shared ECCE Professional Registry

A professional registry for child care providers and school age professionals is maintained by the University of Missouri's Opportunities in a Professional Education Network (OPEN) Initiative. Through the use of a unique identifier, the OPEN Initiative can track professional development but does not include home visitors.

A statewide training calendar is maintained by Child Care Aware[®] of Missouri to support child care providers with available training opportunities. Child Care Aware[®] of Missouri accepts training applications, advertises approved trainings and collects attendance data. However, this calendar does not include any information about training for home visitors.

These systems were created utilizing funding streams from multiple state agencies in order to track approved training and attendance for child care providers. The shared ECCE professional registry and calendar are in need of modernization to support the current users as well as expand utilization for home visiting, as there is no system for professional development for home visitors. A Blueprint for State Early Childhood Professional Development Systems has been created by the National Association for the Education of Young Children (NAEYC). Missouri will use this to influence the development of a single, coordinated registry that would combine the existing systems as well as expand to home visitors.

An additional layer to the professional development system is training provided by DESE through Regional Professional Development Centers (RPDC) and the Virtual Learning Platform (VLP). These systems primarily provide training for K-12 professionals but do not have the capacity to support ECCE professionals in the public schools at this time. Additionally, these professional development tools are not included in the current systems.

The existing approach to professional development has created a fragmented and inefficient system, which requires a new way of thinking about training for all professionals in the ECCE system. Through this funding opportunity, Missouri will build on the existing system to create a coordinated single point of entry for all ECCE professionals in the mixed delivery system (e.g., child care providers, home visitors and preschool teachers).

In year one, Missouri will establish shared competencies for all home visitors to inform their professional growth plan and guide ongoing professional development. As a part of this process we will build from the existing Head Start competencies that support family engagement. A shared ECCE professional registry will be expanded to include the capacity for home visitors. In year two, home visitors will be able to register in the system and track their participation in professional development. Also in year two, Missouri will expand the RPDCs to offer onsite trainings to ECCE programs and include ECCE online courses in the VLP to support professionals in public schools. By year three, all professional development for ECCE professionals will be maintained in this single system creating a more efficient way to approve, register and track professional development, reducing duplication and increasing awareness of training opportunities (See Activity Five). This collaboration with ECCE professionals builds an inter-disciplinary approach to professional development, which creates a shared understanding and improves connections among ECCE systems.

As an additional benefit, this system will enhance staff efficacy, collaboration and result in better learning experiences for professionals. Obtaining access to a coordinated, comprehensive professional development system with high quality trainings will improve the knowledge and skills of professionals, thus strengthening the ECCE workforce and, ultimately, increasing retention rates in ECCE programs.

Use of Agreed-Upon Best Practices

ECCE programs in Missouri use evidence-based or research-based practices but they are individualized to each program based on funding and program models. During listening sessions, comments from professionals working in the mixed-delivery system (e.g., child care and home visiting) identified the need for statewide guidelines for evidence-based practices that ensure consistency among ECCE professionals, regardless of the region in which the professional practices. Missouri will work with stakeholders to create a set of agreed-upon best practices for programs in the mixed delivery system. These practices will provide an opportunity for the state to capitalize on the strengths of the child-serving programs that have such practices in place. NAEYC provides a framework of 12 principles of child development and learning that inform practices for birth to age eight. In year one, Missouri will use these principles as a resource in developing agreed-upon best practices for a birth to five ECCE system.

An Emphasis on Social-Emotional Development

Positive social-emotional development is critical for young children to develop relationships, self-regulate and ultimately, be ready to learn in school. ECCE programs recognize the need to incorporate social-emotional development into supports and services to families to better support the behavioral health of children. Two existing initiatives Missouri will leverage in

this funding opportunity are: (1) the First Steps Program state systemic improvement plan and (2) the DMH Infant-Early Childhood Mental Health Consultation (I-ECMHC).

The First Steps Program is the Missouri's Part C of the Individuals with Disabilities Education Act (IDEA), administered by DESE. This program has shown success with increasing positive social-emotional outcomes in children with disabilities, as part of the state systemic improvement plan required by the U.S. Department of Education. The First Steps initiative is fully implemented with professional development and strategies for early childhood outcomes, but does not have the capacity to scale to the entire ECCE system. Beginning in year one, Missouri will collaborate with the First Steps program to share training opportunities and supplemental materials surrounding social-emotional development to be used in the regional hubs.

The I-ECMHC is an emerging initiative being planned by DMH and DSS. I-ECMHC will build the capacity of ECCE professionals to promote positive emotional and behavioral health and identify behavioral health needs. The initiative with I-ECMHC is not yet implemented, which provides an excellent opportunity for partnership with the PDG B-5. In years two and three, I-ECMHC will be implemented with additional capacity in the regional hubs to provide an increased number of ECCE professionals the opportunity to improve their social-emotional and behavioral health skills through expanded trainings and mental health consultations. This aids in the early identification of children at risk for behavioral, developmental or mental health difficulties, which will also strengthen the family's understanding of their child's development and learning needs.

An Emphasis on Trauma-informed Care

Trauma can have long-term consequences on development, which can disproportionately affect the state's most vulnerable children. Recently, there have been multiple collaborative efforts in Missouri to fully integrate trauma awareness training into ECCE programs. The University of Missouri offers three tiers of trauma training that address the negative impact of exposure to violence and trauma in children and families. Tier one is an interactive training that focuses on awareness of the impact trauma has on child development. Tier two focuses on building resiliency. Tier three focuses on the core principles of trauma-informed care and the process of becoming trauma-informed. These trainings have been successful in increasing trauma awareness but are not yet to scale statewide for all ECCE professionals. Missouri needs more training on trauma-informed care and related coaching as it continues to be at the top of requested training topics. In year one, Missouri will expand on the tiered training to provide general trauma awareness training to all ECCE professionals in the regional hubs. Also in year one, Missouri will implement trauma coaching for ECCE professionals who have completed the three tiered program to support ECCE programs, families and children in school readiness. In year two, Missouri will ensure at least one person is trauma-informed at each regional hub to provide additional technical assistance and strategies for serving the states most vulnerable children, especially in rural areas where community resources are lacking.

Build Workforce Capacity

Developing a strong, connected and educated ECCE workforce is a priority for Missouri. Through this renewal opportunity, Missouri has a chance to leverage existing pieces that have strong impact and build this impact into a statewide system of coordinated professional

development. An existing initiative that supports the effort to increase quality in the ECCE workforce is the Teacher Education and Compensation Helps (T.E.A.C.H.) Missouri scholarship program. This scholarship is part of a nationwide effort to increase the educational qualifications of teachers in the field and Missouri is one of 25 states offering the program. A requirement of the program is that the recipient remain employed at the sponsoring program or stay in the field of early childhood for a minimum of six months. Due to funding limits, this program is offered on a limited basis in Missouri and not available for all ECCE professionals. T.E.A.C.H. scholarships have proven success in retaining qualified professionals. Therefore, Missouri will expand the number of T.E.A.C.H. scholarships provided annually from 102 to 200 total. This will provide the opportunity for more professionals to obtain a degree in the ECCE field.

The Missouri Economic Research and Information Center (MERIC) is the workforce research office of the Missouri Department of Higher Education & Workforce Development (DHEWD). It provides analyses and assistance to policymakers and the public, including studies of the state's economic trends, targeted industries and labor markets. MERIC will provide data to enable Missouri to identify the areas of highest need for professional development in the ECCE field. Using the Quarterly Census of Employment and Wages (QCEW) by Geographic Area produced by MERIC, Missouri can identify the number of individuals employed in child care services and tracks job gains/losses to reveal aspects of business dynamics, including facilities openings and closings. Since these data track changes in employment at the county and facility level, this activity will provide Missouri with a picture of the dynamics underlying any employment issues. These data will also allow Missouri to assess the volatility of the labor market and target additional professional development and T.E.A.C.H. scholarships in those areas.

Provide Leadership Opportunities

Leadership activities have demonstrated efficacy for building skills, improving program administrative practices and influencing structural systemic change. Several leadership programs tailored for professionals in mixed delivery systems already exist in the higher education arena. Missouri will implement a series of opportunities for professionals to receive leadership training, including leadership academies and community of practice.

Leadership Academies for ECCE Professionals

Missouri will partner with a state public university to implement an ECCE leadership initiative to increase Missouri's workforce capacity. Missouri will provide three academies for 25 participants each year with a total capacity of 225 newly hired and experienced administrators in the state's mixed delivery system (e.g., child care and home visiting). The state public university will also conduct external program assessments each year for participants at the beginning of the community of practice and six to twelve months after completion.

Leadership Programs for Elementary Principals

Missouri will partner with the Missouri Association of Elementary School Principals to offer a one-year program to assist principals with increasing their knowledge and understanding of the ECCE system, with an emphasis on seamless transitions between ECCE programs and schools. Over the course of three years, 90 elementary principals will be trained on six leadership competencies that challenge them to rethink the ECCE connection with elementary schools and emphasize strategies for quality early childhood programs in their schools. Upon completion, participants will be connected to the Advisory Council in each regional hub to network and better support families in rural communities. By increasing the participant's knowledge of the

ECCE system, Missouri will improve transitions from the ECCE system into elementary school, especially for the state's most vulnerable children.

Activity Five: Improving Overall Quality and Service Integration, Expanding Access and Developing New Programs

Missouri will not subgrant to expand services in this funding opportunity, but will instead build on the strengths of the regional infrastructure to improve the quality of existing ECCE programs and utilize resources more efficiently to serve the diverse needs of more families in the future. The PDG B-5 renewal opportunity will leverage existing regional infrastructure to build a stronger ECCE system that is coordinated and accessible to families, which will promote options for ECCE programs for children in rural areas, increase family engagement, prepare children to transition to school and, ultimately, strengthen the workforce in communities.

Most professionals in Missouri's ECCE are passionate about helping families. They want to provide quality services to children and appropriate resources to families. However, services often duplicate efforts and resources are often unknown to families in rural communities. The PDG B-5 will create the opportunity to improve access to resources and restructure Advisory Councils in the regional hubs, creating a more effective system for accessing the birth to five mixed delivery system.

Improving the Quality of Programs

Missouri is in the initial implementation stage of piloting a Quality Assurance Report (QAR), which provides a continuous improvement process for child care and preschool programs to provide families with information about quality programs. The current three-year pilot program uses evidence-based practices to ensure that all children especially those at risk of, or with a disability, a special health care need, or a developmental need will have access to a high quality ECCE program, particularly those in rural areas with limited access to programs.

A QAR framework was developed to address five aspects of early education: (1) program structure, (2) family engagement, (3) child environment assessment, (4) child screening and assessment and (5) staff qualifications and professional development. Programs in the pilot were given evidence-based classroom environment assessments and received on-site consultation from early childhood professionals. The pilot programs are currently submitting documentation as evidence to complete the QAR assessment. A state public university will evaluate the QAR pilot in year one and on an annual basis to inform the plan to scale up to statewide implementation.

The current QAR pilot is showing success by increasing parent knowledge and program quality but there are a limited number of programs based on available funding. In order to build on the QAR, Missouri proposes over the next three years, to add additional ECCE programs that are located in the areas in which the regional hubs serve.

Implementing Improvements in Service Integration

The National Implementation Research Network model for implementation science, which includes four implementation stages of exploration, installation, initial implementation and full implementation, was used to create an initial implementation plan of activities and timelines for this funding opportunity.

Aligned to the priorities of this funding opportunity, implementation will begin with piloting the regional hubs in five rural areas of the state: northeast, northwest, southeast, southwest and central Missouri. In year one, Missouri will analyze the regional infrastructure to determine the exact location for the regional hubs. Missouri already conducted a preliminary review of statewide facilities that have been successfully coordinating referrals within the ECCE system, conducting transition activities with elementary schools and providing community resources for families. As a result of this review, Missouri has found several programs to

potentially leverage for this pilot project (e.g., Child Care Aware[®] of Missouri, First Steps, Head Start). It is likely the regional hubs will be located in one of these centers. Next, we will develop guidelines and responsibilities for the regional hubs in order to amend contracts with existing entities, as needed. Any contract amendment must align with the state fiscal year, July 1 to June 30. To account for time to complete contract amendments and train personnel, the regional hubs will begin implementation in September 2020, which aligns closely with school district calendars. In year two Missouri plans to scale up with 10 additional hubs and in year three, an additional 10 hubs to reach capacity of 25 hubs statewide.

The regional hub will be responsible for tracking resources and networking activities to ensure families, schools and communities are ready for children to enter school. In year one, Missouri will create a shared website through the State of Missouri (e.g., ReadyToLearn.mo.gov) that will display a statewide phone number and regional resources to enable families to easily connect to these resources.

This funding will create the opportunity to align and enhance the existing ECCE regional administrative infrastructure and coordination efforts. The regional hub will align local committees and advisory councils to create a single early childhood advisory council in each region served by the hub. With this structure, existing ECCE activities can be coordinated and aligned with the Advisory Council through the creation of sub-committees, task forces or standing work groups to ensure stakeholders continue to be engaged in ECCE activities in their region. Streamlining this structure will also provide a coordinated system of resource sharing and knowledge of local activities for public awareness and child find, which is important in the dissemination of information to parents/caregivers and professionals at the regional level. Ultimately, Missouri will have a more efficient ECCE system and able to serve more families.

Through the use of regional hubs, Missouri will provide a system of coordinated professional development and enhanced data collections. For improving professional development, in year one, Missouri will build an expanded ECCE professional registry to include home visitors. Then, in year two, Missouri will implement the new system, and embed ECCE trainings conducted through RPDCs and the VLP into the system. By the end of year three, all professional development will be maintained in one system to ensure ECCE professionals are knowledgeable about best practices that effectively engage families in their child's development. For more details about the development of a coordinated ECCE professional development system, see Activity Four.

For improving data collections, Missouri will identify the necessary data elements to build a comprehensive ECCE system. In year one, Missouri will review existing data currently collected, develop a common language through data definitions and research a more feasible method for using unique identifiers that will be used to coordinate data more efficiently (See Activity Six). In years two and three, Missouri will develop a shared data system that will include the agreed-upon core indicators for school readiness from all child-serving agencies. By the end of year three, Missouri will implement the system and generate standard reports that inform ready children, ready families, ready schools and ready communities.

For a comprehensive picture of the details necessary for Missouri to implement the activities and timelines for implementation of this project, see Implementation Plan.

Activity Six: Monitoring, Evaluation and Data Use for Continuous Improvement

Data-driven decision making is necessary to identify trends, measure progress towards goals, produce actionable insights and predict future needs. Data-driving decision making also helps prevent making a biased decision based on incomplete and inaccurate information.

Data Collection

Missouri believes school readiness begins at birth and home visiting programs serving children birth to five also need a universal tool for measuring school readiness. This school readiness tool would be designed to be administered every six months. Missouri will explore the use of the Desired Results Developmental Profile (DRDP) or another standardized tool to be used in home visiting programs. In the event an ECCE program is unable to utilize the recommended tool, Missouri will work with the other three child-serving agencies (i.e., DHSS, DSS, MHSSCO) to develop a set of agreed-upon properties for developmental screening and assessment to ensure the tools used by ECCE programs are standardized for administration and reporting of data. Standardization is critical to ensure accurate data-driven decisions, particularly for school readiness. To develop these properties, Missouri will begin with a review of existing tools used by ECCE programs and align these tools to criteria for standardized testing as defined by national standards. Once developed, these agreed-upon properties will also assist ECCE programs in selecting the appropriate developmental tools to use. To ensure Missouri can collect data that align with the core indicators for school readiness, all four child-serving agencies must use either the recommended tools or a tool that meets the agreed-upon properties.

A necessary prerequisite to reach Missouri's vision of school readiness is the collection of standardized data, particularly from tools used to measure the child's development when entering school. Missouri has identified a uniform tool for school readiness, the DRDP, a tool designed for teachers to observe, document and reflect on the learning, development and progress of children in ECCE programs. The use of DRDP is inconsistent in child care and state preschool programs due to the high cost of the data management system and lack of awareness at the local level. Missouri will improve the awareness of the DRDP as part of the marketing

campaign and increase utilization of the DRDP as part of the coordinated professional development enhancements in year one.

After the Data Summit with the Missouri child-serving agencies, the Governor's Office and the National Governors Association, we will finalize metrics to measure the core school readiness indicators, establish data collection processes for each metric, complete data collection and analysis and refine the logic model and quality activities as part of the research process. Missouri will start working on refining the evaluation plan immediately after submitting the application in anticipation of a grant award. This will allow for additional time to begin working on the five activities outlined herein and ensure successful implementation of the program performance evaluation plan.

Data Integration, Management, and Use

The ability to connect families to a range of services, support families in making informed choices about ECCE programs, utilize state funding in a more efficient way and track the progress of children in different ECCE programs and through their transition into the K-12 system depends on an integrated, well-conceived and high-functioning data system. Yet Missouri does not have a statewide ECCE data system at this time. The four child-serving agencies separately collect different data elements using varying collection and reporting methods that need to be brought together in a data warehouse to create a centralized data store to allow for analysis of school readiness data from ECCE programs. DESE conducted an initial review and comparison of data elements collected by child-serving agencies per federal and state reporting requirements (See Figure 6). The ECCE data is minimally integrated with the PK-12 MOSIS system. Several agencies collect data related to children and their families. Children and families are identified and/or screened for eligibility of services through school districts or agencies across the state. There are many common data elements collected by agencies including but not

limited to demographics of the child, such as race, ethnicity, gender, age, special needs; and characteristics of families, such as socio-economic status, educational setting and accessibility.

Figure 6: Data Elements Collected in Child-Serving Agencies

Agency	Data Elements
DESE Parents as Teachers	<ul style="list-style-type: none"> • Children screened • Children served • Total families served • Number of family personal visits performed • Number of families with high need characteristics
DESE IDEA Part B, section 619 (ECSE)	<ul style="list-style-type: none"> • Total child count, participation rates, settings (educational environment) • Number of children eligible/transition from First Steps • Child outcomes: social emotional skills, knowledge and appropriate behaviors
DESE IDEA Part C (First Steps)	<ul style="list-style-type: none"> • Children referred, eligible and served • Children with health insurance • Service amounts and types, settings, provider qualifications • Children eligible/transition to ECSE • Child outcomes: social emotional skills, knowledge and appropriate behaviors • Family outcomes • Primary language of family
DESE Missouri Preschool Program, MPP (State PK)	<ul style="list-style-type: none"> • The number of children by district in the program • The number of low income children in the program • The number of homeless children in the program
DESE Foundation Formula PK (State PK)	<ul style="list-style-type: none"> • The number of children by district in the program
DHSS MIECHV	<ul style="list-style-type: none"> • Children screened • Children served • Infants born preterm • Children with positive screens for developmental delays • Children received recommended visit based on the American Academy of Pediatrics • Children with at least 1 investigate case of maltreatment • Infants placed to sleep on their backs • Rate of injury-related visits to the Emergency Department • Total families served • Number of family personal visits performed • Number of families with high need characteristics

	<ul style="list-style-type: none"> • Primary caregivers screened for depression • Primary caregivers screened for intimate partner violence • Primary caregivers with continuous health insurance coverage
DHSS Child care	<ul style="list-style-type: none"> • Number of regulated facilities • Facility capacity
Early Head Start Head Start	<ul style="list-style-type: none"> • Cumulative enrollment by age • Children screened • Children with health insurance • Infants and toddlers who left the program • Children experiencing homelessness • Children for whom transportation is provided • Number of families • Primary language of family • Staff with advanced degrees or credentials
DSS	<ul style="list-style-type: none"> • Children in foster care at any point during the program year • Children experiencing homelessness • Families receiving Federal Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Supplemental Nutrition Assistance Program (SNAP) • Children in CCDF programs

Integrating data from programs in a mixed delivery system allows Missouri to answer questions about access to resources and indicators of school readiness. It can also identify trends and shape policy to reduce disparities for at-risk populations. Identifying policy questions is an important starting point for Missouri. These policy questions can guide us in year one as we develop a plan to integrate data, communicate intended use of the integrated data and explain the value of this data to stakeholders. These questions will also inform leaders’ decisions about which data elements to prioritize for integration.

Data Literacy

In year one, Missouri will assess the data literacy of its key data users as part of additional professional development funded by this grant. The professional development will focus on increasing the knowledge of those who use data to make decisions (e.g., state and regional staff, parents/caregivers, professionals). Missouri will also work on a data dictionary to

standardize the definitions of the data elements to provide accurate interpretations of the data being collected.

Data Governance

The state of Missouri has a Workforce Longitudinal Data System Memorandum of Agreement (WLDSMOA) between multiple state agencies that acts as a baseline for sharing data between state agencies. In addition to the WLDSMOA, there is currently an MOU in place for the initial PDG B-5 grant between DESE, DSS and DHSS that allows for data sharing between the agencies for the purpose of addressing personally identifiable information related to school readiness. For the WLDSMOA, there is a data governance committee that regulates the exchange of data between the state agencies. These data governance structures at both the state and department level allow the data to be handled in a secure and confidential manner during the exchange between agencies.

As the lead administrator for this funding opportunity, DESE is committed to data governance in relation to data exchanges and data collection. This dedication can be seen in the hiring of a dedicated Assistant Director of Data Governance to oversee DESE's engagements and sharing of data between internal and external parties. DESE has worked for several years with the National Center for Education Statistics (NCES) State Support Team on building a data governance program including the creation of the Data Policy Committee comprised of DESE's Executive Leadership Team and the Data Governance Committee comprised of the Assistant Director of Data Governance, office data liaisons and data stewards. DESE also developed a data governance plan with data access and management agreement that mandates Family Educational Rights and Privacy Act (FERPA) training. Anyone who works with these data must provide signed assurance of compliance. It is this strong data governance that enables DESE to continue

its research-based improvement efforts by leveraging the integrated data system that will be supported by this grant.

Unique Identifier

Missouri utilizes two unique identifiers through the Document Control Number (DCN) in DHSS and the Missouri Student Information System (MOSIS) in DESE. DSS assigns each child a DCN at birth and DESE assigns a MOSIS ID when the child enters public school.

The existing approach for using unique identifiers for children in the state is a soft match of the DCN and MOSIS numbers against each other to link the numbers. This provides the potential for an unduplicated count of children and the ability to track progress through the ECCE system and PK-12 systems. This process has been implemented for foster care and children who qualify for free lunch (SNAP/TANF recipients). In year one, DESE will conduct this linkage with all students in Missouri.

While DESE currently tracks pre-kindergarten enrollment within the agency, the linkage of information across health and other ECCE programs is non-existent. The next step in year two is to link the DCN to the MOSIS ID on a broader scale for a distinct unduplicated count of children participating in ECCE and education programs. This will allow DESE to better leverage data to examine opportunities for growth in the ECCE system. By collecting these data, DESE will have an accurate count of children in early learning programs that can identify patterns of service, inform resource allocation and program improvement.

State Longitudinal Data System

DESE's MOSIS is part of the State Longitudinal Data System (SLDS). DESE recently applied for a SLDS grant to modernize infrastructure as technology has advanced greatly. By the end of year one, Missouri plans to ensure the integration of data between school systems and

DESE by implementing common education data standards (CEDDS). Also by the end of year one, DESE will partner with MERIC's workforce data to identify the areas of highest need for resources and professional development.

As part of the state's vision for a SLDS, with the expansion of the current linking system between the DCN and the MOSIS ID, this funding opportunity would build upon DESE's existing PK-12 data system to create a secure and efficient way to integrate data among all four child-serving agencies to create an integrated ECCE data system.

Workforce Longitudinal Data System

Today, the state of Missouri possesses or controls comprehensive data sufficient to create an effective Preschool to 20 Workforce (P-20W) system. However, these data are separately developed and maintained in different state agencies without effective infrastructure to link them. The Workforce Longitudinal Data System (WLDS) currently links data from Department of Higher Education and Workforce Development (DHEWD), Department of Labor and Industrial Relations (DOLIR) and DESE Adult Education. It lacks a link to DESE's SLDS (PK-12), ECCE data and DSS data. The WLDS also lacks a governance structure to effectively implement a statewide P-20W system. This makes it difficult to leverage the existing data to understand the true performance of our ECCE programs, K-12, higher education and workforce programs and initiatives.

Connecting either of Missouri's existing longitudinal data systems to ECCE programs is currently not feasible as neither of these systems attempt to link to ECCE programs outside of their departments. Over the last 10 years, DESE and Workforce Development, with the aid of federal funding and a large number of stakeholders, have attempted to create separate P-20W systems within their departments. The fragmentation of these efforts, however, has resulted in

two separate and incomplete P-20W data initiatives in two agencies running on varying platforms.

Through the PDG B-5, DESE will integrate the disparate data systems to leverage ECCE data in creating ready children, ready families, ready schools and ready communities. For other data elements, DESE will work with the evaluation team to identify how best to measure the key indicators and collect and analyze the relevant data.

Monitoring, Evaluation and Continuous Improvement

For an ECCE system to be successful, stakeholders and state agencies must work together to provide a system that is easy to understand and accessible to families with young children. This funding opportunity provides a platform for ECCE programs to develop infrastructures that are more efficient, effective and potentially able to serve more families.

Program Performance Evaluation Plan

In addition to the use of implementation science as described in Activity Five, Missouri will use a Program Performance Evaluation Plan (PPEP) to monitor the progress of PDG B-5. The PPEP is a tool designed to monitor implementation, completion of activities, track outputs and outcomes and evaluate progress toward goals. The PPEP also provides avenues for Missouri to utilize research around best practices and develop a system for continuous improvement to learn from the past and transform the future.

The PPEP was built on a solid foundation of expertise of nationally known evaluation leaders and researchers affiliated with Missouri universities, the expertise of ECCE leaders in the state and the feedback and suggestions from parents/caregivers and professionals who are most impacted by policy in the ECCE system. The PPEP process focuses on three primary components:

- **Process evaluation:** How and what are state agencies and partners doing to implement the strategic plan to improve the mixed delivery system in the state?
 - Data points: Activity completion and progress tracking, outputs, output measures, state-wide and regional data
- **Impact evaluation:** As a result of the activities, what are the changes and benefits that are being realized throughout the state?
 - Data points: Outcome and impact tracking, outcome measures, state-wide and regional data
- **Broader themes:** What are the broader themes that affect the early childhood education system that the PPEP should also focus on?
 - Themes: Early childhood education workforce, diversity and inclusion and mental and physical health

Using the metrics and data available to conduct the process and impact evaluations, the evaluators and project leads will use the lens of the broader themes to determine how the design, planning, activities and implementation can be viewed from each of those perspectives.

In year one, the PPEP will be aligned with the Early Childhood Strategic Plan, which is currently under revision. Throughout the project, DESE will provide quarterly status reports to the CBEC, which is responsible for maintaining the strategic plan (See Activity Two). To further engage partners, DESE will develop a dissemination/communications plan in year one to assist with regular distribution of findings, solicitation of feedback and the formation of avenues for continuous learning. A solid plan will effectively communicate the progress and lessons learned from implementation and evaluation. Using the findings for continuous improvement will be essential for realizing the goals of the PPEP. Throughout the project, the project leads and

managers will develop strategies for incorporating the PPEP findings into activities in the ECCE system.

Throughout the duration of the project, DESE will coordinate and distribute monthly reporting to monitor progress and guide communications between partners. The project leads and managers will also utilize the monthly status reports to identify areas of concern and make adjustments for quality improvements. The PPEP is a living document and ongoing evolution of the plan is expected as priorities are refined, activities are completed and implementation plans are solidified. If tasks are off schedule, then a remediation plan will be developed immediately by the project leads to get back on schedule.

DESE will contract with a third-party evaluator to utilize the tools and mechanisms in the plan, to identify areas for plan modification and improvement and to ensure appropriate benchmarks are in place to measure progress with implementation. Evaluation and continuous improvement is one of the strengths of DESE, their evaluation partners, researchers and relevant stakeholders.

Implementation Timeline for the PPEP

There are six stages of Missouri's PPEP that will be completed concurrently to ensure the PDG B-5 is implemented successfully over the course of the grant. As outlined in Figure 7, in order to implement in a timely manner, the stages will have both initial completion and ongoing engagement throughout the timeline.

Figure 7: Annual PPEP Implementation Timeline

Task	Quarter	Year 1				Year 2				Year 3			
		1	2	3	4	1	2	3	4	1	2	3	4
Stage 1: Evaluation planning and design													
<ul style="list-style-type: none"> Confirm evaluation design with Federal project officers 													
<ul style="list-style-type: none"> Convene EAC to solidify evaluation design and implement suggest modifications from Federal project officers 													
<ul style="list-style-type: none"> Engage internal and external stakeholders for feedback (initial and ongoing) 													
<ul style="list-style-type: none"> Work with EAC to develop data collection, analysis and reporting timelines 													
<ul style="list-style-type: none"> Work with EAC to expand on and solidify existing evaluation standards 													
<ul style="list-style-type: none"> Refining and updating the logic model 													
Stage 2: Staff recruitment and training													
<ul style="list-style-type: none"> Identify and hire all evaluation consultants and staff and complete contracts 													
<ul style="list-style-type: none"> Train all staff and consultants 													
<ul style="list-style-type: none"> Define tasks and schedule of distribution of duties 													
Stage 3: Communication with project leads													
<ul style="list-style-type: none"> Communicate with project leads to define expectations, data collection and sharing agreement, share evaluation standards, data collection and reporting calendars and provide contact information for ongoing technical assistance 													
<ul style="list-style-type: none"> Monthly project lead check-ins and updates 													
<ul style="list-style-type: none"> Share findings and lessons learned for continuous improvement 													
Stage 4: Data collection													
<ul style="list-style-type: none"> Instrument development (online surveys, key informant interview scripts, focus group protocols, etc...) 													
<ul style="list-style-type: none"> Develop data collection agreement with state partners 													
<ul style="list-style-type: none"> Collect data from state partners 													

<ul style="list-style-type: none"> Develop a schedule and define locations and parameters for collecting data from community partners 																				
<ul style="list-style-type: none"> Collect data from community partners 																				
<ul style="list-style-type: none"> Identify additional data sources and resources and needed 																				
Stage 5: Data Analysis																				
<ul style="list-style-type: none"> Conduct data analysis 																				
Stage 6: Report Writing and Dissemination																				
<ul style="list-style-type: none"> Write draft evaluation report 																				
<ul style="list-style-type: none"> Solicit feedback from stakeholders on draft report 																				
<ul style="list-style-type: none"> Write final evaluation report 																				
<ul style="list-style-type: none"> Share final report and findings with leadership, stakeholders, the community and media (ongoing and past the year timeline) 																				
Review PPEP and align with current needs assessment and strategic plan (ongoing)																				

The PPEP goals are aligned with needs assessment activities conducted in the initial PDG B-5, Missouri’s vision and the Early Childhood Strategic Plan in order to thoroughly connect these elements and develop clear, feasible metrics to examine their process, cost, implementation and outcomes. For a crosswalk between the strategic plan initial findings and the PPEP goals, see Figure 8.

As mentioned previously, the Early Childhood Strategic Plan is currently under revision. Given that the PPEP is to reflect the objectives in the strategic plan, no specific objectives are yet provided for the PPEP. The program performance evaluation plan’s goals were aligned with the vision statement, needs assessment and Early Childhood Strategic Plan in order to thoroughly connect these elements and develop clear, feasible metrics to examine their process, cost, implementation and outcomes.

Figure 8: Crosswalk between Strategic Plan Initial Findings and Goals

Strategic Plan Data Analysis	PPEP Goals
Strategic planning process <ul style="list-style-type: none"> • Process should allow for public participation • Accountability • Child focused 	Improve transparency and accountability in administrative processes and encourage opportunities for public input
Stakeholder Identification and public engagement <ul style="list-style-type: none"> • Community focus • Connect with community • Support participation 	Improve collaboration and coordination of mixed delivery ECE, including encouraging partnerships with Head Start, private agencies, family-based care, government and education agencies
Performance indicators and metrics <ul style="list-style-type: none"> • Should be holistic • Should measure state success • Should include community perceptions 	Streamline administrative infrastructure
Collaboration and coordination <ul style="list-style-type: none"> • ECE web of connections • Facilitation • Social aspect 	Improve collaboration and coordination of mixed delivery ECE, including encouraging partnerships with Head Start, private agencies, family-based care, government and education agencies
Quality improvement activities <ul style="list-style-type: none"> • Relevant professional development • Ensure developmental appropriateness • Socio-emotional development 	Improve quality of early childhood programs and support services while maintaining availability
Transition of children from ECE to elementary school <ul style="list-style-type: none"> • Coordination • Preparedness 	Improve transitions for children experiencing disadvantages/vulnerabilities including preparation for kindergarten
Access to ECE <ul style="list-style-type: none"> • Overcoming barriers • Service deficits 	Improve quality of early childhood programs and support services while maintaining availability
Current policies and challenges <ul style="list-style-type: none"> • Impacts on quality • Impacts on access • Impacts on relationships 	Improve transparency and accountability in administrative processes and encourage opportunities for public input
Data collection and usage strategies <ul style="list-style-type: none"> • Quality enhancement • Transitional Support • Screenings 	Streamline administrative infrastructure

<p>Governance and leadership</p> <ul style="list-style-type: none"> • Inclusion • Trust • Capacity 	<p>Improve transparency and accountability in administrative processes and encourage opportunities for public input</p>
<p>Funding and financing</p> <ul style="list-style-type: none"> • Value of ECE • Resource allocation 	<p>More efficiently use resources and improve funding efficiencies through equitable funding distribution and allocation</p>
<p>Workforce and professional development</p> <ul style="list-style-type: none"> • Professionalizing and diversifying ECE • Supporting Providers 	<p>Build and strengthen the capacity of the mixed delivery workforce</p>
<p>Family/parent support and involvement</p> <ul style="list-style-type: none"> • Inclusion • Partnerships • Support vs. monitoring • Parent education 	<p>Expand parental choice and knowledge of early childhood education opportunities</p>
<p>Health (physical, mental, social)</p> <ul style="list-style-type: none"> • Basic needs • Prevention/intervention 	<p>Expand services and partnerships that enhance the health and wellness of children and families</p>
<p>ECE policies</p> <ul style="list-style-type: none"> • Licensing • Relationships • Access • Standards 	<p>Improve transparency and accountability in administrative processes and encourage opportunities for public input</p>
<p>Diversity, equity and inclusion</p> <ul style="list-style-type: none"> • Trust • Diversity matters 	<p>Improve quality of early childhood programs and support services while maintaining availability</p> <p>Improve participation in a robust mixed delivery system by families in the state</p>

Governance Structure and Stakeholder Engagement

Missouri has strong partnerships and collaborations among the state agencies that comprise the ECCE system and will maintain the core state-level governance and finance structures for individual ECCE programs (See Activity Two). Missouri will use the CBEC as the primary advisory group for this project to allow partners to share information and ask for input. Feedback from CBEC will be incorporated in the considerations for modifications to

implementation of the project. As Missouri implements the PDG B-5 we will use the CBEC as the Advisory Council.

As illustrated in Figure 9, the child-serving state agencies will share information and ask for input and recommendations from CBEC. The feedback from CBEC will be incorporated in the considerations for program implementation.

Figure 9: CBEC Current Members and Decision-making Path

Organization	Name	Role
DESE	Jo Anne S. Ralston	Early learning coordinator
DHSS	Sue Porting	Child care licensing administrator
DMH	Kelly Dudley	Early childhood wellness expert
DSS	Cindy Burks	CCDF state administrator
Family and Community Trust	Roseann K. Bentley	Community engagement
Head Start	Stacey O. Wright	Head Start Collaboration Office
Member	Valeri J. Lane	Consultant
Member	Paula D. Knight	Public school administrator
Member	Shirley S. Patterson	Consultant



The three key roles of the CBEC are to: (1) guide DESE and partners in collaborative evaluation planning, (2) support effective project management (e.g., on-time deliverables) and (3) assure evaluation feeds continuous quality improvement across activity areas. The committee will continue to meet quarterly to serve in that role and provide guidance and accountability to the Early Childhood Strategic Plan and the PPEP.

In addition to the state partners and resources identified herein, community partners also play a significant role in the PPEP. Throughout the project, community stakeholders will have the opportunity for valuable input and feedback through regional advisory boards, online surveys, key informant interviews, focus groups and other networking opportunities identified by the regional hubs.

Engaging relevant stakeholders is essential to the design and execution of the PPEP. The initial PDG B-5 grant provided DESE with the opportunity to mobilize state partners for design, planning, implementation and evaluation. The Office of the Governor of the State of Missouri has committed valuable resources and capacity toward the goals of the PDG B-5 grant and will continue to do so in the future. Throughout PDG B-5, new and returning stakeholders in the ECCE system will be identified, utilized and mobilized in a variety of different avenues and opportunities to ensure the ECCE system has adequate and appropriate representation in the implementation of the grant. Encouraging stakeholders to give feedback, make suggestions and recommendations will help address shortfalls and ultimately produce a stronger project.

PDG B-5 Implementation Plan (Milestones & Timelines)

Activity	Quarter	Year 1				Year 2				Year 3			
		1	2	3	4	1	2	3	4	1	2	3	4
1 Birth to Kindergarten Entry Statewide Needs Assessment Plan <ul style="list-style-type: none"> • Conduct periodic needs assessment 													
2 Birth to Kindergarten Entry Statewide Strategic Plan <ul style="list-style-type: none"> • Review and revise Strategic Plan • Develop core indicators of school readiness at child, family, school and community levels • Fiscal mapping with child-serving agencies 													
3 Maximizing Parental and Family Knowledge, Choice and Engagement in their Child’s Early Learning and Development <ul style="list-style-type: none"> • Coordinated enrollment system, website and marketing • Implement family engagement model • Conduct family focus groups about QAR • Implement family leadership training • Develop leadership training of annual enrollment and quarterly reviews 													
4 Sharing Best Practices and Professional Development for the Early Childhood Workforce <ul style="list-style-type: none"> • Create and expand shared ECCE professional registry • Develop a set of shared best practices • Expand tiered trauma training access • Develop leadership academy 													

Organizational Capacity

As the state department of education, DESE has a history of administering, managing and evaluating federal and state programs similar in size to the scope and funding of the PDG B-5. As the lead administrator for this project, DESE will provide the primary support for this work. Due to the large scope of this project, we divided the project into four key areas: Collaboration, Implementation, Data Systems and Governance. Missouri proposes a full-time employee in the department to be a project lead for each area in order to fully support the development, implementation and maintenance of the project.

- Jo Anne Ralston is the proposed project lead for the area of Collaboration. In this role, Jo Anne will be responsible for participation on the CBEC, coordinating policies and procedures for ECCE programming with other partners. JoAnne is qualified for this position because she is responsible for overseeing the Early Learning section and is a member of the CBEC. JoAnne has been with the department for 15 years.
- Pam Thomas is the proposed project lead for the area of Implementation. In this role, Pam will be responsible for the overall implementation of the project, efficiency strategies and lessons learned that will inform continuous improvement activities. Pam is qualified for this role because she has 11 years of experience as the Part C Coordinator responsible for implementing multiple initiatives such as a regional structure of contractors and vendors, the child outcome pilot projects and early intervention regional team projects as part of the state systemic improvement plan. During Pam's tenure in Part C, the number of children served doubled and the cost per child decreased due to successful implementation of strategic initiatives. Pam has been with the Department for

12 years. To assist with implementation oversight, DESE will contract for an onsite project manager responsible for the day-to-day administration of this grant.

- Angie Koetting is the proposed project lead for the area of Data. In this role, will be responsible for coordinating with data personnel in each state agency to identify data elements necessary to build the integrated ECCE system. Angie is qualified for this role because has experience working in multiple data system and with early learning policies. Angie has been with the department for 18 years.
- Michael Harris is the proposed project lead for the area of Governance. In this role Michael will be responsible for maintaining contact with policy coordinators in the Governor's office. Michael is qualified for this role because he is currently serving as the chief governmental liaison for the agency. Michael has been with the department for over 2 years.

Program Performance Evaluation Plan

The program performance evaluation plan can be found in Section Six, within the Monitoring, Evaluation and Continuous Improvement section.

PDG B-5 Logic Model

Governor Michael Parson's Goal		A future-ready workforce in Missouri		
State Goal		Show Me-Success: Improving lives through education with access to opportunity		
PDG B-5 Goal		Ready to Learn: Ready Children, Ready Families, Ready Schools, Ready Communities		
Inputs		Activities	Outputs	Outcomes
DESE	Child Care Aware [®] of Missouri	Establish regional hubs with coordinated enrollment and resources.	Increase number of families accessing the ECCE system.	<u>Short-term</u> Increase family engagement and learning about child development.
DHSS	CTF	Create a shared professional registry.	Increase the number of ECCE professionals in the professional registry.	Positive early learning experiences that build smooth transitions.
DMH	CBEC	Develop agreed-upon best practices.	Increase the number of ECCE professionals trained in best practices.	ECCE professionals consistently use best practices with children and families.
DSS	DHEWD	Develop shared data system.	Increase number of qualified ECCE professionals.	<u>Long-term</u> Use a Statewide Longitudinal Data System to monitor and evaluate the effectiveness of ECCE services.
MHSSCO	DOLIR	Develop and measure school readiness indicators.	Increase retention rates of ECCE professionals.	A coordinated statewide ECCE system.
Child-Serving Agency Partners			Increase number of children ready for school.	Children are safe, healthy and ready to learn. Stronger workforce in every community.
Other Supporting Entities				
	MAESP			
	MERIC			
	RPDC			
	State Universities			

Project Sustainability Plan

With the support of the Governor for investment in ECCE infrastructure and the recent addition of prekindergarten funding to Missouri's foundation formula for school districts and charter schools, Missouri will use the PDG B-5 project to initiate a coordinated ECCE system. This system will allow programs to integrate and focus on the same goal, rather than be fragmented and siloed. Missouri will leverage existing infrastructure and data systems to strengthen the regional system; therefore, sustaining the project after the federal funding period will primarily be maintenance of data systems and repurposing existing funding for personnel.

Sustainability of data systems will require decision-makers in all child-serving agencies to agree on the common data elements necessary to create an integrated system that can be utilized to identify duplication and gaps in service based on family needs, demographics, geography, etc. in order to ensure there are no missed opportunities for the most vulnerable children (e.g., children with disabilities, economically disadvantaged, homeless, experiencing trauma or mental health issues). In year one, agencies will develop agreed-upon elements that will be used to develop the systems in year two and three.

Sustainability of personnel will require decision-makers in all child-serving agencies to agree on the common activities shared across ECCE programs (e.g., facilitating referrals, coordinating enrollment activities, sharing resources, participating in advisory councils, training professionals) and coordinate funding to ensure there is no duplication of personnel and activities. This will allow us to use current funds to sustain personnel (e.g., contracted, sub-contracted, employed) in the regional hubs after the federal funding period. In year one, the federal funding will support initial personnel; however, in order to scale up in years two and three, ECCE programs will have to identify personnel conducting these common activities in

relationship to the location of the regional hubs. Missouri has a history of strong partnerships and collaborations between ECCE programs and does not foresee any barriers preventing this coordination of funds and personnel.

Dissemination Plan

In preparation for this application, DESE held stakeholder meetings and conference calls with representatives from the child-serving and supportive services agencies to share project information and gather input on activities. As part of developing a communication plan described herein, Missouri will create a website (e.g., ReadyToLearn.mo.gov) that will contain regular reporting and materials for the citizens of Missouri as it relates to this project, including the location, services and number of children served in the regional hubs. As part of the PPEP described herein, Missouri will produce and disseminate status reports on project outcomes for the CBEC and related partners in order to use their feedback to inform action steps and timelines.

Third-Party Agreements

As required in the initial PDG B-5, the child-serving agencies of DESE, DHSS and DSS have signed an agreement for data sharing activities.

Project Budget and Budget Justification

Missouri PDG B-5			
Cost Category	Cost Type	Description	Total Cost
Activity # 1 – PDG B-5 Statewide Needs Assessment			
Contractual	PDG	Conduct needs assessment -year 2 activity	\$0.00
Indirect	PDG	8% indirect based on state agreement	\$0.00
Activity Total			\$0.00
Activity #2 – PDG B-5 Statewide Strategic Plan			
Contractual	PDG	Revise strategic plan - year 2 activity	\$0.00
Contractual	PDG	Develop core indicators of school readiness	\$100,000.00
Contractual	PDG	Conduct fiscal mapping and analysis	\$100,000.00
Indirect	PDG	8% indirect based on state agreement	\$16,000.00
Activity Total			\$216,000.00
Activity #3 – Maximizing Parent and Family Knowledge, Choice and Engagement in their Child's Early Learning and Development			
Contractual	PDG	Coordinated enrollment forms and website	\$400,000.00
Contractual	PDG	Training on Parent, Family, and Community Engagement Framework	\$100,000.00
Contractual	PDG	QAR family focus groups	\$200,000.00
Contractual	PDG	Family leadership training	\$500,000.00
Indirect	PDG	8% indirect based on state agreement	\$96,000.00
Activity Total			\$1,296,000.00
Activity #4 – Sharing Best Practices and Professional Development for the Early Childhood Workforce			
Contractual	PDG	Create shared ECCE professional registry and add home visiting professionals	\$400,000.00
Contractual	PDG	Develop best practice standards	\$400,000.00
Contractual	PDG	Training on tiered trauma strategies (awareness level)	\$260,000.00
Contractual	PDG	Missouri Model training (trauma-informed strategies)	\$240,000.00
Contractual	PDG	Coaching with staff that have attended tiered trauma strategies trainings	\$400,000.00
Contractual	PDG	Leadership academy development	\$100,000.00
Contractual	PDG	T.E.A.C.H. Missouri scholarship	\$1,000,000.00
Contractual	PDG	L.E.A.D scholarships	\$200,000.00

Contractual	PDG	Leadership program for Elementary Principals	\$150,000.00
Indirect	PDG	8% indirect based on state agreement	\$252,000.00
Activity Total			\$3,402,000.00
Activity #5 – Improving Overall Quality and Service Integration, Expanding Access and Developing New Programs			
Contractual	PDG	Quality Assurance Database	\$200,000.00
Contractual	PDG	Quality Assurance pilot expansion & improvement strategies for existing pilot programs	\$700,000.00
Contractual	PDG	Regional hubs personnel (3 per hub)	\$2,000,000.00
Contractual	PDG	Regional hub supplies	\$250,000.00
Indirect	PDG	8% indirect based on state agreement	\$252,000.00
Activity Total			\$3,402,000.00
Activity #6 – Monitoring, Evaluation and Data Use for Continuous Improvement			
Contractual	PDG	Kindergarten entry assessment	\$450,000.00
Contractual	PDG	Data system	\$2,000,000.00
Indirect	PDG	8% indirect based on state agreement	\$196,000.00
Activity Total			\$2,646,000.00
Other Grant Required Activities			
	In Kind	Foundation formula funding for preschool age children	\$3,750,000.00
Contractual	PDG	Project management	\$150,000.00
Contractual	PDG	Communication plan	\$250,000.00
Contractual	PDG	Technical Assistance	\$200,000.00
Contractual	PDG	Program Performance Evaluation Planning (contract with state university)	\$800,000.00
Travel	PDG	Required Grantee Travel	\$24,000.00
Indirect	PDG	8% indirect based on state agreement	\$112,000.00
Activity Total			\$1,536,000.00

Categorical Totals	
Contractual	\$11,550,000.00
Travel	\$24,000.00
Indirect	\$924,000.00
Total	\$12,498,000.00

Personnel and benefits

No PDG B-5 grant funds are allocated for personnel and benefits in year one.

Travel

Travel is allocated for required travel to national meetings - \$24,000.

Equipment

No funding is allocated for equipment in year one.

Supplies

No funding is allocated for supplies in year one.

Contractual

The majority of the activities will be funded through contracts - \$11,550,000. Contracting is the most efficient and sustainable method to accomplish the outlined activities.

Indirect

DESE has a negotiated indirect rate with the U.S. Department of Education – 8%. This indirect rate will be applied to all contractual agreements.

Cost Sharing or Matching Requirement

Missouri will use \$3,750,000 of foundation formula funds used for preschool age children in local education agencies for the required matching funds.

Bonus Points: Coordinated Application, Eligibility and Enrollment for Families

Missouri will develop a pilot for regional hubs to implement a coordinated application, enrollment and intake system for families. This centralized system will include a combination of programs serving children birth to five creating a single point of entry. This pilot will begin in rural areas of the state to support the most vulnerable populations.

Families will answer a series of questions online, by phone or in-person, collecting key information to complete the enrollment process. This questionnaire will quickly determine applicability for programs (e.g., First Steps, Head Start, Parents as Teachers) and connect families to other appropriate resources in the community. This streamlined approach to services will ensure that all Missouri children and families are safe, healthy and ready to learn. The regional concept will further allow us serve additional children and families in rural areas.

Bonus Point – Infant/Toddler Focus

With the explicit support of the Governor for investment in ECCE infrastructure and resources, the robust focus on infant and toddler care across the state, Missouri is well-suited to implement and sustain the PDG B-5. Home visiting programs have a priority to serve vulnerable children birth to age three. Through the PDG B-5, Missouri will create a coordinated system of support giving all children and families access to quality ECCE experiences with the goal being children are ready to learn. School readiness begins at birth, home visiting programs serving children birth to five need a uniform school readiness tool to assess children's development. This concept will provide consistency for children birth to five in Missouri's mixed delivery system.

The creation of regional hubs will also repurpose resources to reach more infants and toddlers in rural areas. During the first year, the regional hubs will be located in rural areas across the state ensuring access to underserved areas in the state. These initiatives along with our

shared best practice and shared ECCE professional registry will ensure a uniform delivery of services focused on family engagement and quality service.

Bonus Point Collaborative Transition

Increasing parent's knowledge of child development and available resources through the regional hubs will provide a smooth transition moving from the ECCE mixed delivery system into the K-12 public school system. To further support families, Missouri will facilitate a family training series in the regional hub pilot areas. Families will have the opportunity to continue their participation in a more in depth way with state-level leadership roles.

Missouri will develop training for ECCE professionals on best practices to better support smooth transitions into school. The shared ECCE professional registry will allow us to improve access and ensure consistent professional development across the state.

Through a partnership with Missouri Association of Elementary School Principals, we will increase elementary principal's knowledge and understanding of the ECCE system. This will ensure services in the mixed delivery system are aligned and smooth transitions occur between the ECCE system and school. Upon completion, participants will be connected to the Advisory Council in each regional hub for networking and strategies to support the state's most vulnerable children in local schools and communities.