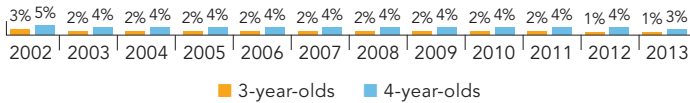
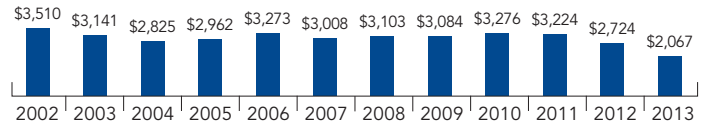


# Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Since 1998, the Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings operated by public schools, private child care centers, and nonprofit agencies. In the 2012-2013 school year, 28 percent of districts in the state served a total of 3,675 children, primarily in school-based settings. This represents a 10 percent decrease in enrollment since the 2011-2012 school year. Private providers are eligible for up to six years to receive state-funded MPP contracts, after which their state-funded contracts are made available to other grantees.

Funding for the Early Childhood Development, Education, and Care (ECDEC) fund is generated by tobacco settlement revenue and supports MPP in addition to other early childhood services (Head Start, Parents as Teachers (PAT), First Steps, childcare assistance). Fluctuation in ECDEC income creates uncertainties for programs. Allocation for MPP funding was decreased by \$3.4 million in 2012-2013 from the previous year following a \$2 million reduction in 2011-2012. Funding for MPP in 2013-2014 has been restored to the 2011-2012 level by the legislature.

MPP funds are awarded through a competitive grant process, though priority is given to programs serving children with special needs and those from low-income families. Programs use sliding payment scales based on criteria including eligibility for free- or reduced-price lunch. Missouri currently serves 3 percent of 4-year-olds and 1 percent of 3-year-olds, despite the goal of MPP to provide access to all families throughout the state regardless of income.

Regardless of setting, all teachers who were hired after July 1, 2005, are required to have a bachelor's degree with specialization in early childhood for the program to receive state funding. All teachers and programs have met this criterion since the 2010-2011 school year. As of the 2008-2009 school year, assistant teachers in both public and nonpublic settings have been required to hold a Child Development Associate (CDA) credential in addition to having experience working in a program with young children and their families.

In 2012-2013, the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually. The minimum number of hours does not meet NIEER's quality standard benchmark of 15 hours, resulting in Missouri meeting seven benchmarks, down from 8 in 2011-2012.

The most recent evaluation of MPP was conducted by the University of Missouri in 2003, in response to a legislative mandate. Monitoring of program quality in 2012-2013 was performed through reviews of program records and self-assessments. Missouri piloted a uniform child assessment instrument among MPP programs during the 2012-2013 school year, to replace the process of using results of locally determined child learning outcomes to improve instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	21

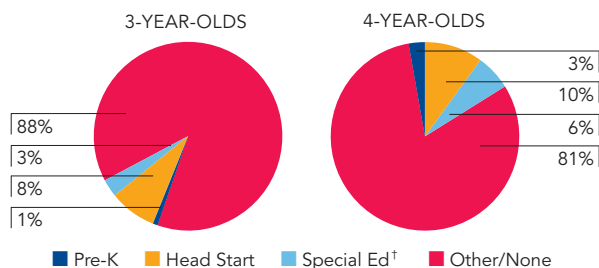
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	39

# MISSOURI PRESCHOOL PROJECT

## ACCESS

Total state program enrollment .....	3,675
School districts that offer state program .....	28%
Income requirement .....	None <sup>1</sup>
Hours of operation .....	3 or 6.5 hours/day, 5 days/week <sup>2</sup>
Operating schedule .....	Academic year <sup>2</sup>
Special education enrollment, ages 3 and 4 .....	9,092
Federally funded Head Start enrollment, ages 3 and 4 .....	13,590
State-funded Head Start enrollment, ages 3 and 4 .....	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



<sup>†</sup> This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	ECE, EC SpEd, 4-year CD Degree,	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	12 clock hours/year <sup>3</sup>	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	20		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	1:10		
4-year-olds .....	1:10		
Screening/referral .....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	Depends on length of program day <sup>5</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring <sup>6</sup>	Site visits	<input checked="" type="checkbox"/>

**TOTAL BENCHMARKS MET**

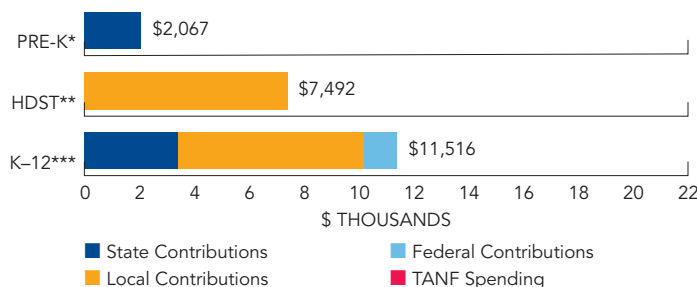
**7**

## RESOURCES

Total state pre-K spending .....	\$7,595,493
Local match required? .....	No
State spending per child enrolled .....	\$2,067
All reported spending per child enrolled* .....	\$2,067

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be a locally specified criteria. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.  
<sup>2</sup> Programs are required to operate full day for 12 months per year, with the exception of government entities and public school districts, which can choose to provide a half-day program and operate for fewer than 12 months, but no less than an academic year. Public schools which implement a four-day school week for K-12 can also implement a four-day schedule for the preschool program.

<sup>3</sup> In 2012-2013, the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually, no longer meeting NIEER's quality standard benchmark of at least 15 hours. Additional required professional development hours for first-year teachers and teacher assistants beyond the state's minimum include at least 30 hours of curriculum training.  
<sup>4</sup> Support services include parent conferences and home visits, parent involvement, and transition to kindergarten activities.  
<sup>5</sup> Programs operating for 3 hours are required to provide a snack or meal. School-day programs are required to provide one meal and two snacks, or two meals and one snack.  
<sup>6</sup> Site visits are not conducted for all programs on a regular basis and are performed as needed, based on a review of submitted reports or concerns raised from partner agencies.