The Missouri Preschool Project (MPP) has served 3- and 4-year-olds in the state since 1998, with programs situated in public schools, nonprofits agencies, and private child care centers. MPP is supported by state gaming revenues and funding is distributed through the Early Childhood Development Education and Care Fund. While priority is given to programs serving children from low-income families and those with special needs, all MPP funds are awarded through a competitive grant process. Programs use sliding payment scales, which use criteria including free or reduced-priced lunch eligibility. However, the goal is to eventually provide access to all families regardless of income.

Teachers hired after July 1, 2005, are required to have a bachelor’s degree as well as a specialization in early childhood. New grantees also must meet this teacher education requirement in order to receive state funding. As of the 2008-2009 school year, assistant teachers in both public and nonpublic settings are required to have a Child Development Associate credential, as well as experience working in a program with young children and their families. Before this, assistant teachers were required to have a high school vocational certificate in early childhood care and education, as well as a high school diploma or GED.

The 2009-2010 school year was the first year in which MPP programs were required to collaborate with Parents as Teachers programs, which provide parent education and periodic developmental screening and are available in all school districts in the state. Other new requirements for the 2009-2010 school year include providing annual nutrition, health, and developmental screenings to all MPP enrollees. In addition, a minimum of two parent-teacher conferences per year are now required.

This program was evaluated for both process quality and program impact/child outcomes in 2000 and 2001.
MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment ............................................. 4,331
School districts that offer state program .................................. 31%
Income requirement .............................................................. None¹
Hours of operation .............................................. 3 hours/day (half-day), 6.5 hours/day (full-day), 5 days/week²
Operating schedule .................................................. Academic year³
Special education enrollment ............................................. 8,886
Federally funded Head Start enrollment ......................... 15,046
State-funded Head Start enrollment .................................. 0

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

Pre-K  Head Start  Special Ed¹  Other/None
3-YEAR-OLDS
87%  3%  18%  2%
4-YEAR-OLDS
11%  5%  80%  0%

¹ This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.
² Programs are required to operate full-day for 12 months per year, with the exception of government entities and public school districts, who can choose to provide a half-day program and operate for fewer than 12 months but no less than an academic year.
³ These screenings were required for the first time in the 2009-2010 academic year. Support services include two parent conferences or home-visits as well as parent involvement and transition to kindergarten activities.

QUALITY STANDARDS CHECKLIST

<table>
<thead>
<tr>
<th>POLICY</th>
<th>STATE PRE-K REQUIREMENT</th>
<th>BENCHMARK</th>
<th>DOES REQUIREMENT MEET BENCHMARK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>Comprehensive</td>
<td>√</td>
</tr>
<tr>
<td>Teacher degree</td>
<td>BA</td>
<td>BA</td>
<td>×</td>
</tr>
<tr>
<td>Teacher specialized</td>
<td>EC or ECSE Birth-3 certification</td>
<td>Specializing in pre-K training or 4-year CD degree</td>
<td>√</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>CDA</td>
<td>CDA or equivalent</td>
<td>√</td>
</tr>
<tr>
<td>Teacher in-service</td>
<td>22 clock hours</td>
<td>At least 15 hours/year</td>
<td>√</td>
</tr>
<tr>
<td>Maximum class size</td>
<td>20 or lower</td>
<td>20</td>
<td>√</td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 or better</td>
<td>1:10</td>
<td>√</td>
</tr>
<tr>
<td>Screening/referral</td>
<td>Vision, hearing, health, dental; Vision, hearing, health; and support services</td>
<td>Developmental; and support services¹</td>
<td>√</td>
</tr>
<tr>
<td>Meals</td>
<td>Depend on length of program day⁴</td>
<td>At least 1/day</td>
<td>√</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Site visits and other monitoring</td>
<td>Site visits</td>
<td>√</td>
</tr>
</tbody>
</table>

RESOURCES

Total state pre-K spending ..................................... $13,215,441
Local match required? ............................................. No
State spending per child enrolled ......................... $3,051
All reported spending per child enrolled* ............... $3,051

¹ Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
² Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).
³ K-12 expenditures include capital spending as well as current operating expenditures.
⁴ These screenings were required for the first time in the 2009-2010 academic year. Support services include two parent conferences or home-visits as well as parent involvement and transition to kindergarten activities.

DATA

<table>
<thead>
<tr>
<th></th>
<th>PRE-K</th>
<th>HDST**</th>
<th>K-12***</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$8,583</td>
<td>$10,440</td>
</tr>
</tbody>
</table>

$ THOUSANDS

State Contributions  Federal Contributions
Local Contributions  TANF Spending

¹ Eligibility is determined by age, with all other eligibility requirements determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.
² Programs are required to operate full-day for 12 months per year, with the exception of government entities and public school districts, who can choose to provide a half-day program and operate for fewer than 12 months but no less than an academic year.
³ These screenings were required for the first time in the 2009-2010 academic year. Support services include two parent conferences or home-visits as well as parent involvement and transition to kindergarten activities.
⁴ Programs operating for 3 hours are required to provide a snack. School- or full-day programs are required to provide one meal and two snacks or two meals and one snack.