



KC PRE-K PROGRAM
IMPLEMENTATION PLAN

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Executive Summary

The KC Pre-K Program is based on best practices from 10 U.S. cities and five years of intensive local planning. The plan is a roadmap of the KCMO pre-K landscape, program goals, strategies, guidelines, action steps and timeline to strategically expand access to high-quality pre-K for all KCMO families.

THE PROBLEM	The demand for high-quality pre-K exceeds the city's current capacity to supply pre-K for its four-year-olds. Currently, only 34 percent of KCMO four-year-olds are enrolled in a high-quality pre-K program. Additionally, issues of pre-K affordability and accessibility remain two of the greatest inherent barriers facing KCMO parents.
VALUE CHALLENGES	Racial and Socioeconomic Equity, High Quality, Accessibility and Affordability
THE SOLUTION	Fund high-quality pre-K for all KCMO children with an estimated investment of \$30 million a year through an economic development sales tax paid by residents of and visitors to Kansas City, Missouri.

Program Goals

1. Ensure high-quality, affordable pre-K is available to all KCMO children the academic year prior to entering Kindergarten.
2. Create and support a citywide high-quality pre-K program that focuses on the three building blocks of school readiness: self-regulation, social expression, and Kindergarten academics as well as motor skills, the foundation for these building blocks.
3. Close the Kindergarten readiness gap to ensure there are no differences in measurable outcomes by race, ethnicity, or family income.
4. Support providers with resources to ensure all KCMO pre-K students receive attentive instruction that provides developmentally appropriate opportunities, within intentionally planned spaces, to grow cognitively, socially, emotionally and physically.
5. Endorse data-driven decisions and foster community-accountability partners to uncover bias and ensure diversity, equity, and inclusivity in all decision making.
6. Cultivate an Early Childhood Education workforce of diverse professionals who are respected for their work, paid adequately for their time, and representative of the communities they serve.

7. Install the Early Learning Program Profile (ELPP) to help providers identify the strengths of their programs and prioritize areas for improvement.
8. Improve accessibility, quality, affordability, and equity of pre-K in KCMO through three investment strategies: tuition discounts for families, quality improvement grants, and facilities funding for providers.
9. Allocate funding in three phases, where spending gradually shifts from start-up and ramp up spending toward building and maintaining high-quality programs and student enrollment.
 - a. **Phase 1:** Increase high-quality programs in KCMO system through targeted investment in pre-K providers.
 - b. **Phase 2:** Ramp-up investments in access through increased seats and facilities investments.
 - c. **Phase 3:** Maintain high quality and shift majority of funds towards tuition discounts.
10. Measure accessibility and affordability of investments, giving all KCMO children an opportunity to enroll in high-quality pre-K without geographical, cost, or language constraints.

“Quality pre-k provides the best foundation for Kindergarten readiness, which is important for 3rd grade reading proficiency. It also helps reduce the achievement gap.”

SLY JAMES, MAYOR OF KANSAS CITY, MISSOURI

Introduction

The KC Pre-K Program is a child-focused, value-driven program that outlines the implementation of the KC Pre-K Program strategy. The program’s approach and construction are based on demonstrable proof of the benefits of high-quality pre-K and the successes of locally funded pre-K programs in other U.S. cities. The primary goal of the KC Pre-K Program is to ensure all KCMO children have access to high-quality pre-K and enter Kindergarten equipped with the academic, social, and emotional skills necessary to succeed.

The organizational structure, operational protocols, and equity framework laid out in this plan are modeled on research-proven practices in 10 cities (Denver, Seattle, San Antonio, D.C., Boston, Tulsa, San Francisco, Dayton, Cleveland, and Cincinnati)— as well as a KCMO educational landscape needs assessment. With student academic success and its inevitable positive impact on workforce and economic development at the forefront, the multi-year planning process was collaborative, methodical, and transparent.

“No economy can succeed without a high-quality workforce, particularly in an age of globalization and technical change...Research increasingly has shown the benefits of Early Childhood Education and efforts to promote the lifelong acquisition of skills for both individuals and the economy as a whole.”

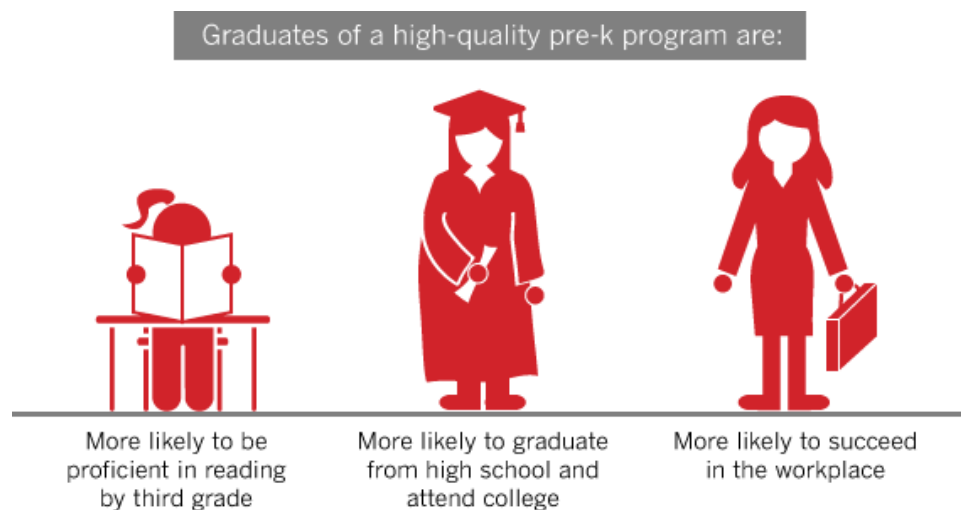
BEN BERNANKE, FORMER CHAIRMAN OF THE FEDERAL RESERVE¹

¹ Catherine Rampell, “Bernanke for Early Childhood Education?” The New York Times, March 3, 2011, , accessed July 28, 2018, <https://economix.blogs.nytimes.com/2011/03/03/bernanke-for-early-childhood-education/>

Benefits of High-Quality Pre-K

The academic, cognitive, and social benefits of attending high-quality pre-K significantly increase a child's academic success and their future economic contributions. Parents who are able to enroll their children in high-quality pre-K are typically more productive employees, with fewer worries for their child's wellbeing.² Moreover, children who attend high-quality pre-K programs show improved social and emotional skills that are key in driving cognitive achievement, better health outcomes and overall quality of life.³ Children who attend high-quality pre-K show an empirical gross higher lifetime earnings and are more likely to graduate high school (Figure 1).

FIGURE 1. Benefits of high-quality pre-K ⁴



Source: Alabama School Readiness Alliance

Guided play and supportive child-teacher interactions—components of high-quality pre-K—help level the playing field by ensuring that children from all-income levels are prepared to enter Kindergarten. A literature review of the benefits of pre-K can be found in Appendix A.

² Josh Bivens et al., *It's Time for an Ambitious National Investment in America's Children*, report, April 6, 2016, accessed July 28, 2018, <https://www.epi.org/publication/its-time-for-an-ambitious-national-investment-in-americas-children/>

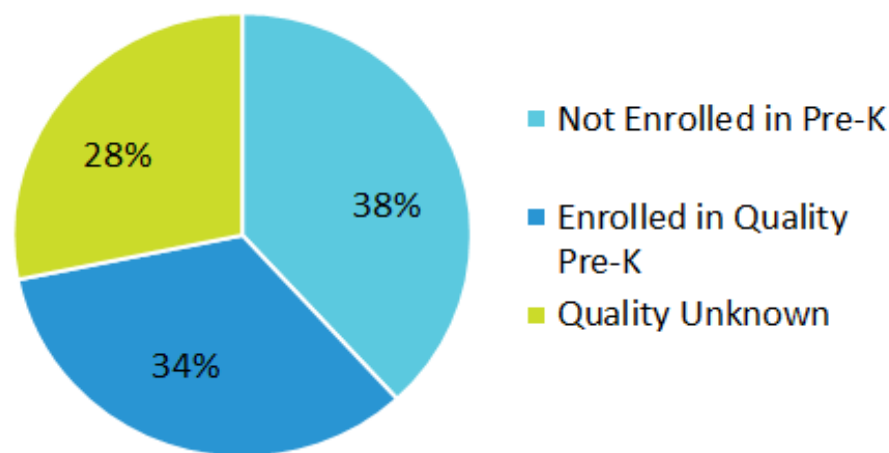
³ P. Gertler et al., "Labor Market Returns to an Early Childhood Stimulation Intervention in Jamaica," *Science* 344, no. 6187 (2014): , doi:10.1126/science.1251178

⁴ Benefits of high-quality pre-K, digital image, What Is High-Quality pre-K, accessed July 28, 2018, <http://www.alabamaschoolreadiness.org/what-is-high-quality-pre-k/>

Current pre-K Landscape in KCMO

There are approximately 6,750 four-year-olds in KCMO. Each of these children have their entire life before them; but often, many of them begin life disadvantaged by racial and socioeconomic disparity. Leading urban economic development, equity-based education reform, and general ECE research illustrates an absence of high-quality pre-K typically produces devastating, lasting effects on a child's long-term success. Moreover, pre-K data analysis indicates children who received a high-quality pre-K education had increased test scores throughout their academic careers, were more likely to graduate from high school, accounted for fewer arrests, and earned higher lifetime wages as well as increased overall wealth.⁵ Although high-quality pre-K is important for child development and long-term success, only 34 percent of the 6,750 four-year-olds in Kansas City, Missouri are enrolled in high-quality pre-K programs (Figure 2).⁶

FIGURE 2. Current KCMO Pre-K Enrollment by Quality⁷



Some might ask: Why would parents not enroll their children in pre-K if it is so beneficial? The reality is: For many hard-working KCMO parents, it is not as simple as making a choice. In the current KCMO landscape, high-quality pre-K is difficult to access and afford for a large percentage of residents.

A significant percentage of KCMO parents encounter roadblocks when trying to access high-quality pre-K programs. The prominent local barrier is that there are not enough affordable, high-quality pre-K seats to serve all KCMO four-year-olds. In fact, 40 percent of four-year-olds do not have access to any pre-K program in their neighborhood, let alone a high-quality one. This barrier can force parents to take their children on long

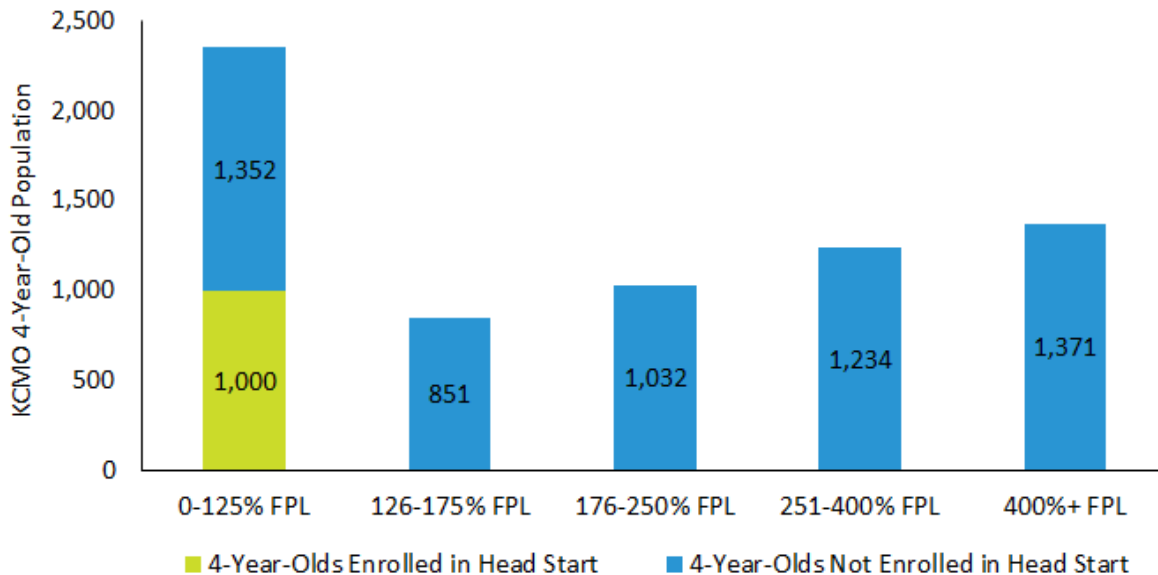
⁵ Glendean Hamilton and John Scianimanico, *Assembling the Building Blocks: Recommendations for Universal Preschool in Kansas City, Missouri*, report, John F. Kennedy School of Government, Harvard University (2017)

⁶ Ibid.

⁷ Ibid.

and sometimes unfeasible commutes.⁸ KCMO Head Start locations, which offer low-income families access to high-quality pre-K, report having as many as 300 families on their waiting lists.⁹ There are roughly 2,400 eligible children for the 1,000 Head Start seats in KCMO (Figure 3). Current pre-K access in KCMO is limited to those with means and time, and this leaves approximately 4,388 KCMO four-year-olds on the outside of programs that can dramatically improve their quality of life.

FIGURE 3. Head Start Coverage of KCMO 4-Year-Olds¹⁰



In cases where geography is not a barrier, available pre-K seats remain out of reach for most families due to high cost. The median annual household income in Kansas City, Missouri is \$47,489, and the cost of a full-day, high-quality pre-K program in KCMO is \$12,000. In this paradigm, the average parent would have to spend approximately 25 percent of their income on pre-K tuition to send their child to a high-quality program.¹¹ This is simply not feasible for most KCMO families. According to the U.S. Department of Health and Human Services (HHS), affordable tuition is defined as no more than seven to ten percent of a family’s income.¹² The issue of affordability is compounded for the one in five KCMO residents who live below the U.S. poverty line. The KC Pre-K Program value paradigm is that every child deserves the chance to attend a high-quality pre-K program. Four-year-olds are just beginning their life’s journey, yet when their parents cannot access or afford high-quality pre-K programs, they begin far behind the starting line.

⁸ Glendean Hamilton and John Scianimanico, *Assembling the Building Blocks: Recommendations for Universal Preschool in Kansas City, Missouri*, report, John F. Kennedy School of Government, Harvard University (2017).
⁹ Ibid.
¹⁰ 2016 U.S. Census American Community Survey
¹¹ Ibid.
¹² Josh Bivens et al., *It’s Time for an Ambitious National Investment in America’s Children*, report, April 6, 2016, accessed July 28, 2018, <https://www.epi.org/publication/its-time-for-an-ambitious-national-investment-in-americas-children/>

“Quality Early Childhood Education is a long-term, powerful economic development tool. It’s an investment in our future workforce. If we’re going to create or grow our businesses, we’ve got to care. If we don’t grow our own talent, it’s at our peril. And who knows? One of those children benefiting from pre-K education could grow up to be the next Ewing Kauffman...The KC Chamber believes quality early childhood education is a good investment and one that greater Kansas City needs to make — for our kids and for our future.”

JOE REARDON, CEO OF THE GREATER KANSAS CITY CHAMBER OF COMMERCE¹³

¹³ Joe Reardon, “Guest Column: Investment in pre-K Programs Brings Long-term Gains,” Kansas City Business Journal, May 17, 2018, accessed July 28, 2018, <https://www.bizjournals.com/kansascity/news/2018/05/17/opinion-reardon-investment-pre-k-benefits.html>

Vision, Mission, and Values

Vision

High-quality, affordable pre-K is available to all Kansas City, Missouri (KCMO) children the academic year prior to entering Kindergarten.

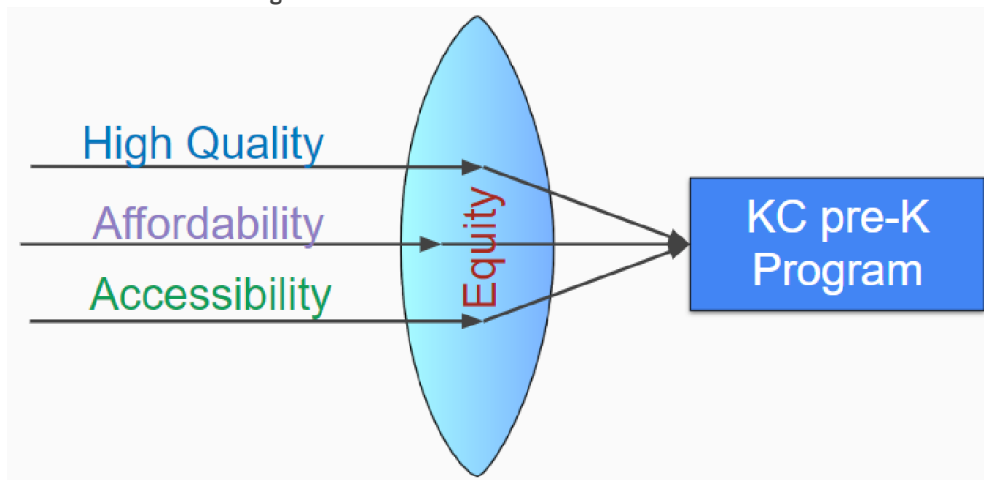
Mission

The KC Pre-K Program will assist families with the cost of high-quality pre-K and invest in pre-K providers to increase system-wide capacity and quality.

Values

Each of the KC Pre-K Program's objectives, action steps, and measurable outcomes are tied to the values of High Quality, Affordability, and Accessibility—evaluated through the lens of Equity (Figure 4).

FIGURE 4. KC Pre-K Program Values



KC Pre-K Program values are as follows:

- **Affordability and Accessibility:** All KCMO children have the opportunity to attend high-quality pre-K without geographical, financial, or other identified barriers.
- **Equity:** Race, ethnicity, and family income are not predictors of Kindergarten readiness.
- **High Quality:** KCMO children receive attentive instruction that provides developmentally appropriate opportunities, in an intentionally planned space, to grow cognitively, socially, emotionally, and physically.

Racial Equity and Social Justice Cornerstone

The historical achievement gap of students of color who live in underserved communities has been built by persistent oppression and bias within institutional structures, policies, and practices. The unequal outcomes illustrated yearly in state annual performance ratings is a systemic challenge this plan directly aims to address. The KC Pre-K Program is committed to increasing opportunities for all KCMO children to attend high-quality pre-K that cultivates their development. The goal is that all students are prepared to succeed in school and in life. The program will make data-driven decisions and respond to community accountability partners who uncover bias and encourage equity and inclusion in decision making. These actions will break through systems of inequity, which currently exist in Early Childhood Education systems. When fully installed, this student-centered KC Pre-K Program will champion equitable learning that addresses the needs of all students, no matter race, family income or KCMO zip code.

For more on KC Pre-K Program's commitment to equity, see Appendix B.

“Because they (teachers) are not Hispanics I’m not going to understand them. It is very important for me to maintain good communication with the people that are going to watch my kids.” (translation)

KCMO PARENT, FROM FOCUS GROUP

Years in the Making

It has been a long journey to get to this point; the KC Pre-K Program is the culmination of years of learning, planning, piloting, and – mostly – waiting for a chance to give KCMO children the investment in high-quality pre-K they need and deserve.

Private financial support and the few Federal and State dollars received cannot and have not satisfied the need. The KC Early Education Funders Collaborative – a collective of twelve foundations and funders – formed four years ago to leverage and maximize each other’s funding to support high-quality Early Childhood Education. However, their funding alone, while significant, does not come close to bridging the gap between what high-quality pre-K costs and what families can afford.

As the city waits for public investment, it has worked on improving the resources it already has. Since 1996, Mid-America Regional Council (MARC) has supported Partners in Quality (PIQ), a community collaborative of early learning experts, foundation representatives, and Early Childhood Education providers who crafts the city’s strategic plans and areas of focus in Early Childhood Education. PIQ is still active today and has been instrumental in developing the KC Pre-K Program. MARC has been the regional administrator for the federal Head Start grant for 13 years. In the past several years, it has streamlined administrative processes and worked on collective enrollment, benefits and purchasing opportunities to lower administrative costs and increase funds that go to high-quality seats for children. Yet, even with their efficiencies, MARC only has 1,000 Head Start seats for an eligible population of 2,400 (Figure 3).

Over the past few years, we have thoroughly studied the issue. A landscape study of Early Childhood Educator pay and credentials was done in 2015, and in 2017, a Harvard study identified Kansas City’s preschool deserts. The city knows the Cost of Quality, via a study by renowned expert Anne Mitchell, and the inner workings of city-funded pre-K programs through a site visit to the Denver Preschool Program. Last year, MARC piloted a Kindergarten Readiness Assessment for the school districts, which serves as a measure of school readiness. This year, MARC is piloting an Early Learning Program Profile (ELPP), which will serve as a consistent measure of quality in Early Childhood Education settings. The above work was made possible with generous support of the foundations in the KC Early Education Funders Collaborative.

Four years ago, Hickman Mills School District made a significant investment. It chose to use its federal and local K-12 funds to fund full-day, tuition free pre-K for every four-year-old in its district. This action was taken based on evidence that investments in pre-k help avoid larger costs of remediation in later grades. Today, they operate two nationally accredited centers that educate 600 children. This investment in pre-K is commendable, but Hickman Mills is just one of fifteen school districts in KCMO and serves less than 10 percent of the city’s four-year-olds. The other school districts need additional public investment to do the same.

Five years ago, Kansas City Public Schools (KCPS) created the Early Learning Commission. A separate nonprofit, the Commission was tasked with finding a local, sustainable funding source for pre-K for children in the KCPS boundaries and creating a plan to administer those funds. The solution for local funding decided upon by the Commission required legislative approval from Jefferson City. After three unsuccessful attempts at the last three sessions to get legislation passed, the Commission has indefinitely paused its efforts.

Last spring, the Greater Kansas City Chamber of Commerce launched the “pre-KC” campaign for the purpose of building citywide awareness around the importance of Early Childhood Education. This campaign is part of a nearly five-year commitment by the Chamber to promote the importance of Kindergarten Readiness as one of its Big Five priorities.

As for Mayor Sly James, his staff, through three competitive applications, received technical assistance from the National League of Cities Institute for Youth, Education, and Families for the last four years on how to build high-quality early learning systems and improve the Early Childhood Education workforce. Through this assistance, the mayor’s staff and KC community leaders learned from the top Early Childhood Education experts across the country and connected with peers in other cities who have made local investments in pre-K. Leaders from these other cities willingly shared advice for successful operations as well as important lessons they have learned along the way.

“For years, civic and business leaders have said, ‘This is not the right time for a new tax for children.’ They say there are more important issues we must fund. As I look back at our past city administrations, I agree that there were other important issues brought to our voters to approve, and approve they did. But now, it is time to build and invest in human capital: our young children.”

JIM CACCAMO, FORMER DIRECTOR OF THE METROPOLITAN COUNCIL ON EARLY LEARNING AT THE MID-AMERICA REGIONAL COUNCIL¹⁴

¹⁴ Jim Caccamo, “The time has come for Kansas City to fund pre-K education,” The Kansas City Business Star, July 9, 2018, accessed July 28, 2018, <https://www.kansascity.com/opinion/readers-opinion/guest-commentary/article214588745.html>

Recent Community Engagement

With the objective to craft a plan that best fits KCMO, the community engagement phase sought input on governance models, tuition discounts, tax distributions, program eligibility (for both children and providers), outcome measures, racial equity, and other important topics. Feedback was collected via ongoing discussions, standing weekly planning meetings, and one-on-one conversations. A diverse group of key stakeholders—including KCMO families, Early Childhood Education experts, economic development leaders, elected officials, community organizers, and school district leaders (public, charter, and parochial)—contributed to important aspects of the plan from the smallest details to the largest objectives.

Parent Feedback

Through six public parent focus groups—in English, Spanish and Somali—KCMO parents reported that barriers to accessing high-quality pre-K were typically logistical in nature: long waiting lists, distance from home/work, inconvenient hours of operation, and unaffordable cost. Most parents who participated agreed that they wanted their four-year-old children enrolled in a pre-K program with a strong curriculum and high-quality instruction, and safety was priority above all. The consensus was parents would go far out of their way to take their children to great center, even if good childcare offered at modest cost was more convenient to work or home. Through this engagement, we wanted to understand the motivating factors for parents when seeking high-quality pre-K as well as the challenges they face as we design a program that best fits their needs.

Provider Feedback

Guidance from pre-K providers—via seven focus groups with school-based, center-based, and home-based providers—was paramount in the early stages of program design. KCMO providers supported centralized technical support systems for common applications, student attendance reporting and shared curricula resources. They also guided the components of the quality service investments to strengthen the pre-K workforce and provide ongoing professional development to pre-K leaders, teachers, and parents. The protocols of transparency, objective fairness in tax fund distributions, and provider agreement terms were led by providers during the engagement phase. Lastly, providers were most decisive in their support of a trusted, known and independent entity to oversee day-to-day operations of the pre-K program.

School Leader/Superintendent Feedback

The focus of discussions among school leaders was centered around governance structures, tuition-payment procedures, curriculum, and half-day vs. full-day program options. To better understand how school districts, Head Start providers, and community providers could

effectively leverage the KC Pre-K Program funds, members of the KC Pre-K Program Finance Committee met with the Chief Financial Officers (CFOs) and/or Early Learning Directors at seven school districts, as well as multiple Head Start Directors and private program Directors.

Specifically, the group sought to learn how existing State and Federal funds are used and how the pre-K sales tax revenue could complement these funding sources. School districts vary greatly in how they currently use Federal Title I funds—if at all—for pre-K.

We asked school districts if they intend to utilize newly available “four percent” dollars from the Missouri Department of Elementary and Secondary Education. Most school districts only have half-day pre-K. The “four percent” dollars from the state require school districts to offer pre-K full-day, five days a week. Based on feedback from school districts, the “four percent” funds are not enough for school districts to consider expanding pre-K programs; however, the prospects of additional local pre-K funds may incentivize providers to take advantage of the opportunity.

Community and Expert Feedback

The KC Pre-K Program Finance Committee consulted with Metrix IQ, a Denver-based firm with expertise in early childhood financing, enrollment, and fund disbursement. Metrix IQ worked with the Denver Preschool Program and Cincinnati Preschool Promise to launch publicly financed pre-K programs. Metrix IQ provided advice to KCMO specifically on the Tuition Discount Model; they conducted expert analysis on income groups, a tiered-discount structure and cost projections. Additionally, Metrix IQ provided guidance on sales tax revenue forecasting and planning.

The purpose of the community engagement phase was to seek expert knowledge on technical aspects and KCMO parent and provider views and needs on logistical matters. This process ensured voices from every stakeholder group would be present in this plan.

“Additional funding would increase access for children and enable children on waiting lists to receive the services needed, which will ensure they’re adequately prepared for kindergarten.”

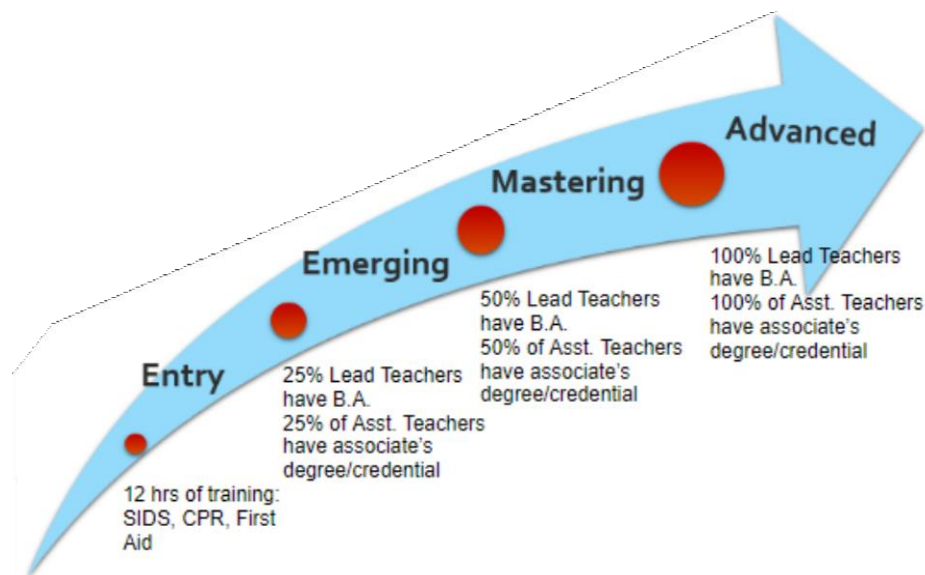
DEIDRE ANDERSON, EXECUTIVE DIRECTOR OF ST. MARK CHILD AND FAMILY DEVELOPMENT CENTER

Quality Rating and Improvement System (QRIS)

Missouri is the only state, of the 43 states with state funding for pre-K, that does not have a statewide quality rating and improvement system (QRIS) for Early Childhood Education programs. Therefore, the plan calls for the implementation of a local QRIS: The Early Learning Program Profile (ELPP). Starting in 2016, MARC's Metropolitan Council on Early Learning, in collaboration with ECE experts and providers across the Greater Kansas City metropolitan area, created the ELPP after researching best practices in state QRIS, reviewing Missouri Preschool Project and Early Learning Standards, and receiving feedback from more than 100 ECE experts and providers. MARC is currently piloting the ELPP with 30 Early Childhood Education centers in the KC Metro area.

The Early Learning Program Profile (ELPP) includes independent observations of teacher-child interactions (CLASS pre-K®) as well as nine key structural elements of high-quality pre-K in its review of providers. The ELPP provides a rubric that shows the progression of a program through four levels. Figure 5, is an example of that progression for one of the quality measures: Teacher Qualifications.

FIGURE 5. Early Learning Program Profile (ELPP) Levels by Teacher Qualifications



For information on the structural elements and the ELPP review matrix, see Appendix C. For a concrete description of what high-quality pre-K “looks like”, see Appendix D.

With the objective of moving providers to the Mastering and Advanced levels, the KC Pre-K Program will use the ELPP to assist providers in identifying program strengths and prioritizing areas for improvement. Providers at the Mastering and Advanced levels are defined as operating at the level of high-quality that produces positive outcomes for children. This is based on extensive Early Childhood Education research. For the KC Pre-K Program to achieve its intended outcomes, we must support participating providers to the Mastering and Advanced levels through targeted investment in quality improvement and facilities.

“For me, I really didn’t care about the cost. The (low) cost is great, but I would rather her get the quality over anything... to provide for her and make sure she gets the education she wants I would pay anything. I would live in cardboard boxes.”

KCMO PARENT, FROM FOCUS GROUP

Eligibility

The KC Pre-K Program intentionally has only a few eligibility requirements to ensure the program is equitable and inclusive. The KC Pre-K Program is open to all KCMO families and pre-K providers who choose to participate.

Child Eligibility

- Family/guardian of child must live within the Kansas City, Missouri boundaries.
- Children must be age four before August 1 and plan to enter Kindergarten the following academic year.
- Children are only eligible to participate for one year.

Provider Eligibility

- Has a current license or is license-exempt and in good standing with the State of Missouri.
- Currently offers pre-K for four-year-olds.
- Operates within Kansas City, Missouri (exception for pre-K classrooms of school districts partly in KCMO).
- Agrees to participate in Early Learning Program Profile (ELPP) review and support system.

Provider Conditions and Supports

- Providers participating in the KC Pre-K Program will operate within the conditions outlined in Table 1. These conditions are designed to ensure a high-quality and equitable pre-K program for all students and their families.
- The KC Pre-K Program will provide supports to help providers meet each of the listed conditions.

“Having the opportunity to see the effects of a quality pre-K program, both from the pre-K and the Kindergarten [teacher] perspectives, children that attend pre-K are more prepared when entering Kindergarten; which makes for not only a successful Kindergarten year, but a successful school career.”

LATRECIA THORNTON, KINDERGARTEN PARAPROFESSIONAL, CROSSROADS SCHOOLS OF KC

TABLE 1. Provider Conditions and Corresponding Supports

CONDITIONS	SUPPORTS
Maintain student to staff ratio of 10 to 1, not to exceed 20 children per class.	Tuition discount assumes cost of staffing ratio.
Meet annual benchmarks in their ELPP Program Improvement Plan.	Providers receive investments and supports aligned to their custom ELPP Program Improvement Plan.
Offer pre-K full day (6.5 hrs) or half day, five days a week, 10 or 12 months a year.	Tuition discount will be adjusted based on cost of full or half day.
Submit attendance records using common data system.	KC Pre-K Program funds will purchase a data system and train providers in its use to streamline attendance tracking and reporting.
Prohibit suspensions and expulsions.	Quality Improvement Investments will support training (e.g., conscious discipline) and/or positive behavior support staff.
Pay pre-K teachers competitive salary in line with cost of quality by quality level.	Tuition discount assumes cost of competitive, livable wage for lead and assistant pre-K teachers.
Use DESE approved curriculum (e.g., Creative Curriculum, High/Scope, Project Construct).	Quality Improvement Investments include purchasing curriculum and training for all participating providers.
Offer open enrollment for KC Pre-K Program seats. School district run pre-K available only to children living within school district boundaries.	The KC Pre-K Program will do outreach and marketing for open seats and create a website with information on all participating providers.
Adhere to set tuition scale aligned to costs by ELPP quality level (Table 2).	Tuition discount assumes cost by ELPP quality level; KC Pre-K Program's quality improvement investments will help providers move up ELPP quality level.
Offer religious instruction outside the 6.5 hrs of tax-funded instruction (for faith-based providers)	DESE approved curriculum and trainings will be provided to all participating providers.
Access the "four percent" of Free and Reduced Priced Lunch pupil state aid allowed by state (for charter and school district providers).	KC Pre-K Program fund will bridge state aid to the cost of ELPP quality level.

Program Design

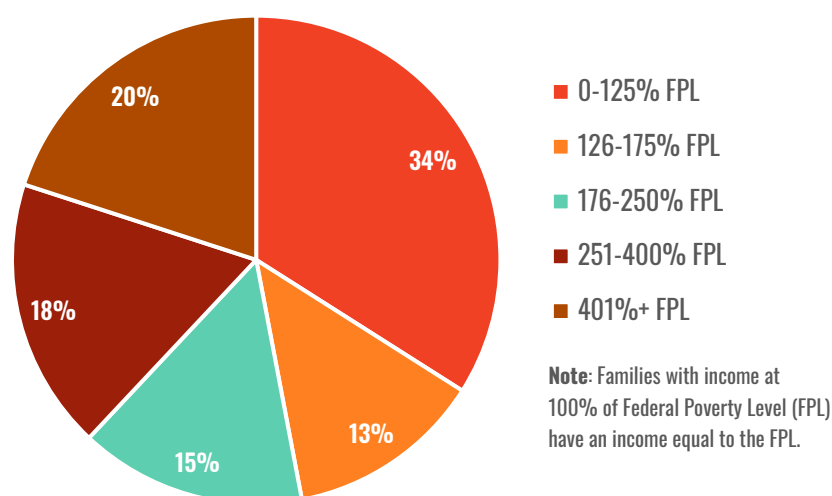
The KC Pre-K Program is designed to improve the access, quality, affordability, and equity of pre-K in KCMO primarily through three investment areas: tuition discounts, quality improvement investments, and facilities funding. This approach, along with many of the details of the overall program, is modeled after other cities, such as Denver, Seattle, San Antonio, D.C., Boston, Tulsa, San Francisco, Dayton, Cleveland, and Cincinnati. Over the 10-year horizon of the tax, the program has the potential to dramatically alter the educational outcomes of students across the entire city, as well as positively impact the KCMO workforce.

Tuition Discounts

The program will provide tuition discounts on a sliding scale based on the family's income, household size, and the ELPP quality level of the pre-K provider the family chooses. The tuition discounts will make high-quality pre-K affordable for low-income families. The dollar values of the tuition discounts are based on the cost to deliver high-quality pre-K at each ELPP level.¹⁵

The tuition discounts are capped at 400% of the federal poverty level (FPL). Families with annual household income at or under 400 percent of the FPL—which is equal to roughly \$100,400 per year for a 4-person family—will receive a discount off their child's pre-K tuition. Families earning under 250% of the FPL will receive much larger tuition discounts. As Figure 6 shows, 80 percent of KCMO families with four-year-olds could receive a percentage off their child's tuition.

FIGURE 6. KCMO 4-Year-Olds by Family Income



¹⁵ Cost of high-quality was set in accordance with Mid-America Regional Council's (MARC) study on determining the cost of high-quality early learning. Cost figures were based on salary figures, employment benefits, staffing patterns, educational qualifications and non-personnel expenses for various levels of high-quality based on empirical findings in pre-kindergarten classrooms in the Kansas City region.

This structure of the sliding scale serves two primary purposes: 1) ensure that families with the highest need of assistance are able to send their children to pre-K, and 2) ensure centers that are higher in quality receive higher levels of funding to compensate for higher costs. This approach keeps providers sustainable while providing an incentive to deliver the highest quality possible. It also follows through on the program’s commitment to equity by making pre-K affordable for the city’s neediest families.

The sliding scale utilizes a straight-line function from 250% of the FPL to 400% of the FPL. Table 2 contains estimates of the tuition discount rates for eligible KCMO families. For further details on the amount of tuition a family would pay by their income level, household size, and provider quality, see Appendix E.

TABLE 2. Paid by the KC Pre-K Program (\$) by Federal Poverty Level and ELPP Quality Level

Income (As % of FPL)	Entry	Emerging	Mastering	Advanced
0% - 250%	-	\$3,000	\$8,500	\$12,000
251% - 300%	-	\$2,999 - \$2,013	\$8,499 - \$5,705	\$11,999 - \$8,054
301% - 350%	-	\$1,993 - \$1,007	\$5,648 - \$2,852	\$7,973 - \$4,027
351% - 400%	-	\$987 - \$0	\$2,795 - \$0	\$3,946 - \$0
	Cost of Quality	Emerging \$6,000	Mastering \$10,000	Advanced \$12,000

Pre-K providers will be incentivized to continue utilizing other funding streams. By leveraging the new resources from the KC Pre-K Program in with the old, we bridge potential resource gaps between other available funding streams and account for the cost of quality. Prominent additional funding sources include Child Care Development Block Grant funding, Head Start funding and school district pre-K funding allocated from the Missouri Department of Early and Secondary Education (“four percent” of average daily attendance funding for students that qualify for free and reduced lunch). In cases where other funding sources are available, the tax-funded tuition discount will follow a last-dollar-in model—used to bridge the funding level to reach the full cost of quality. For instance, if a Head Start center is rated as an Advanced provider and received \$10,000 from federal funding source, the tax would fund the remaining \$2,000 to get to \$12,000, the full cost of quality for an Advanced provider. Providers will be required to access all other available funding before utilizing tax funding through language in the provider agreement.

Quality Improvements

The KC Pre-K Program places a heavy focus on improving system-wide quality of pre-K delivered to KCMO students. With this focus, quality improvement dollars will be used to improve program, classroom and teacher quality; these actions are taken with the goal of elevating all KC pre-K providers to an Advanced Rating. The investments will prioritize quality improvement for sites rated as Emerging and Mastering, to promote equity and build high-quality seats citywide.

The core components of the quality-improvement budget focus on a local Quality Rating and Improvement System (QRIS) that offers providers a variety of supports, based on areas of need that are identified during the provider quality review process:

Quality Rating and Improvement System (QRIS): A crucial early-stage investment will be in the full implementation of a local QRIS. This system will be used to identify providers' strengths and opportunities for growth. The KC Pre-K Program QRIS will likely be an expansion of the Early Learning Program Profile (ELPP), a quality review system piloted by the Mid-America Regional Council (MARC).

Program Improvement Investments: These investments are tied to the results of a provider's ELPP program improvement plan to help them advance to the next level of quality. Comparable pre-K programs in other cities (e.g., Cleveland¹⁶) have shown that these targeted investments significantly and swiftly improve the quality of programs and providers.

Workforce Development: Funds will be used to support the development and advancement of teaching professionals in ECE. These funds will be primarily allocated for training, advancing the credentials of the teachers, and ongoing support through coaching.

Performance Measurement: A portion of the funds will be used to support measurement of key equity, performance and operational metrics to drive continuous improvement and demonstrate value to taxpayers.

Family Engagement: Funds will be used to provide programs for families and trainings to teachers on how to authentically engage parents as partners in their child's learning.

Centralized Back Office Support: The program will seek to unlock operational economies of scale by providing centralized back office support in areas such as finance, operations and human resources for providers to opt-in at their discretion.

¹⁶ Jen Jones Donatelli, "Step by 'step:' How PRE4CLE Is Helping Local Preschools Ramp up Kindergarten Readiness," Cleveland - Freshwater Media, July 26, 2018, accessed July 28, 2018, http://www.freshwatercleveland.com/features/pre4cle072618.aspx?mc_cid=f0e94c65e78mc_eid=3037f8c567

In the earlier years of the program, a higher proportion of the overall budget will be dedicated to quality improvement in order to address the city's shortage of high-quality pre-K programs.

The program will also aim to coordinate quality improvement spending with the local philanthropic community to leverage investments.

Facilities Fund

Quality facilities are a key component to high-quality pre-K. The KC Pre-K Program aims to address facility needs through targeted investment in capital projects, ensuring all KCMO students have a high-quality place to learn and play. Throughout the life of the program, funds will go towards capital projects that 1) add additional capacity to existing centers, 2) help providers meet licensing and quality standards in existing classrooms, or 3) assist providers with renting or building new centers. These investments will be deployed through a combination of loans and grants. Along with helping to build the stock of high-quality pre-K seats, this level of infrastructure spending will help spur economic development through jobs and contracts awarded to local businesses. This budget line item will be structured as a fund, which means 20 percent of the annual budget will be set aside in a facilities fund and will not necessarily be spent in its entirety year-to-year. Facilities spending will occur mostly during Phase 2 of the tax implementation (in years four to six).

“To me it is important that my children get a good education instead of being in a place all day and not benefitting from it at all.”

KCMO PARENT, FROM FOCUS GROUP

Budget Forecast and Implementation Timeline

During the 10-year life of the tax, spending will primarily be deployed towards tuition discounts, quality improvements, and facilities funding, along with the five additional line items below:

Outreach and Marketing: Ongoing costs of marketing and outreach to spread awareness of the program amongst providers and recruit families to enroll.

Enrollment Services: Ongoing costs required to build and operate an enrollment system that manages and tracks application intake, provider eligibility, student attendance monitoring, and payment processing.

Evaluation and Accountability: Data systems and resources for ongoing monitoring of operational efficiency and program-level outcomes, as well as rigorous evaluation of program impacts; to be performed by independent evaluators.

Administration: Salaries for program director and staff of administering entity with responsibilities for program strategy, finance, provider relations, vendor contracts, and day-to-day operations.

Reserve Fund: Funds set aside to manage volatility of sales tax to safeguard against periods of lower collection.

The spending will be allocated in three phases. In each phase, spending will gradually shift from start-up and ramp-up spending towards building and maintaining high-quality pre-K and enrollment across the citywide system.

Phase 1. Improve Quality

As shown in Figure 7, much of the early program spending will be on quality improvement, building student enrollment, marketing, evaluation and administrative systems that will underpin the program throughout its implementation. The largest portion will be spent on quality improvement, focusing on enhancing and implementing the QRIS and delivering technical assistance and support to build the quality of providers. Each year, this spending will decrease as investments are realized and the number of high-quality providers increase.

In the earlier years, a relatively higher expenditure will go towards the systems that support the implementation of the program—enrollment systems, outreach and marketing, and evaluation—to prepare the program to increase enrollment and establish an ongoing feedback system to drive program improvement. Over time, as these systems are strengthened and community awareness increases, enrollment systems and outreach and marketing expenses will decrease, with evaluation comprising a small but consistent percentage of the overall budget.

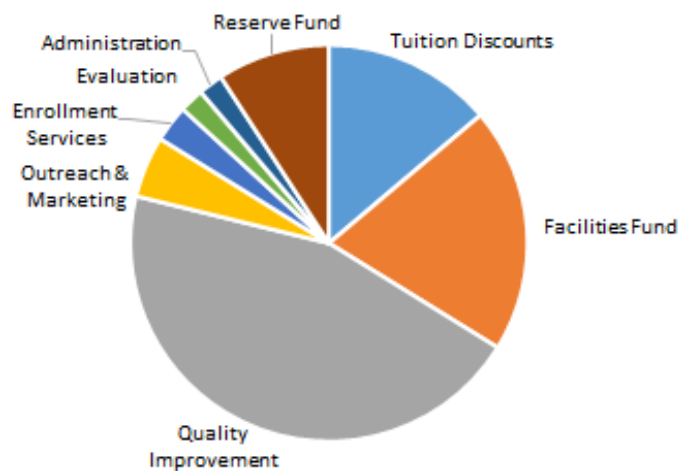
Tuition discounts will comprise roughly 25 to 30 percent of the total budget during Phase 1. This is a demand-driven line item, so this cost will increase over time as community awareness grows and more students enter the program. As high-quality improvement dollars are deployed, the distribution of providers will shift towards higher quality providers, which will also increase the tuition discount spending.

Administrative expenses are anticipated to remain constant over the life of the tax and not exceed five percent of the budget.

Finally, reserve fund allocation will be relatively higher in Phase 1 (~10 percent) to build up a meaningful level of reserve funding that can be used to safeguard against potential decreases and volatility in sales tax revenue in later years.

FIGURE 7. Distribution of Funds in Years 1-3

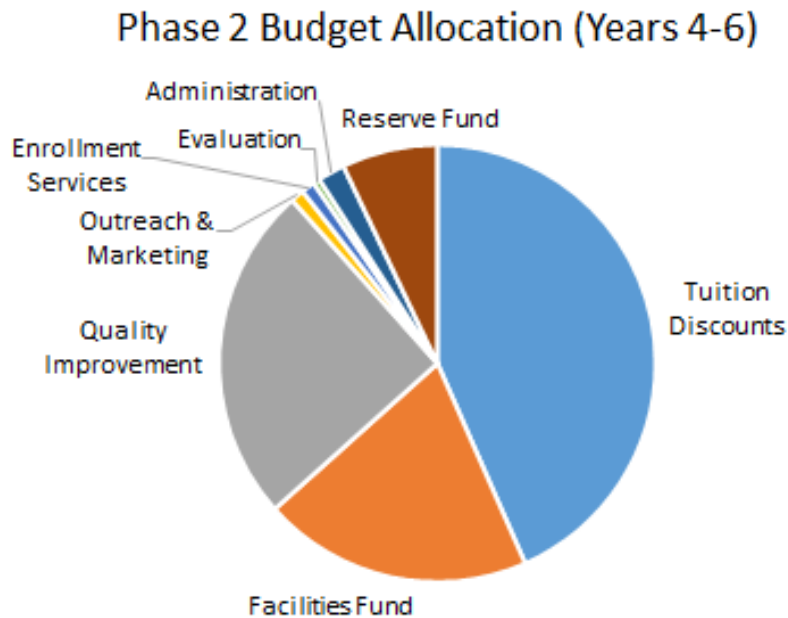
Phase 1 Budget Allocation (Years 1-3)



Phase 2. Increase Access

During Phase 2 (Figure 8), tuition discounts will comprise the largest category of spending as a result of increased enrollment and increased system-wide quality of providers. Enrollment services, outreach, and marketing expenses will decrease as spending in these categories shifts from implementation to maintenance. By this point, the program will have developed a stronger understanding of quality and its needs through the QRIS results. Evaluation expenses will most likely remain constant and might increase as more children enroll. Facilities spending, from the facilities fund, will likely be deployed mostly during Phase 2. Quality improvement spending will decrease but will still comprise a large portion of the budget as these funds will be used in conjunction with the facilities fund to increase the supply of high-quality seats to meet enrollment demand.

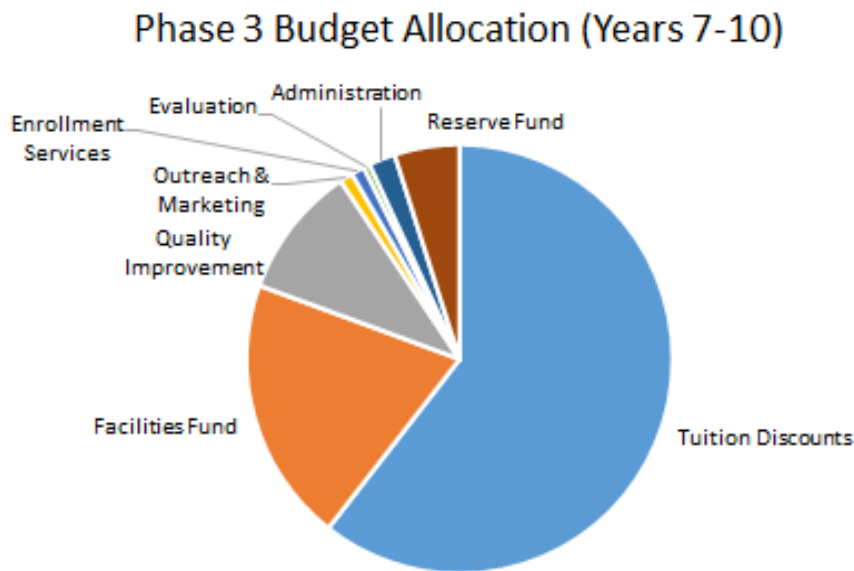
FIGURE 8. Distribution of Funds in Years 4–6



Phase 3: Maintain High Quality and Access

During Phase 3 of the tax (Figure 9), we anticipate well over half of the budget will be spent on tuition discounts as enrollment will reach its peak due to the earlier phases' investments in outreach, marketing, quality improvement, and facilities. Both the facilities funding and quality improvement funding will still be available for ongoing quality investment, but these spending areas will comprise a relatively lower percentage of the budget as the program shifts efforts to maintaining the quality that was developed in Phase 1 and Phase 2.

FIGURE 9. Distribution of Funds in Years 7-10



“Preschool is vital to our future. As a former teacher, the foundation that preschool provides is essential, not just to our kids but to our communities and livelihood of Kansas City.”

KCMO PARENT, FROM FOCUS GROUP

Governance

Governance Structure

The proposed governance structure is based on stakeholder feedback and tax statute requirements. The Kansas City City Council will approve the specifics of the relationship between the City and the administering entity. The Mid-America Regional Council (MARC) has been proposed as the administering body, serving as the holder of the management contract with the City. This approach provides for stability over the course of the ten-year arc of the tax while ensuring efficient implementation of the KC Pre-K Program along with broad based and ongoing community engagement.

State statute also requires the city to establish a tax board, a volunteer board of five members. The Mayor of Kansas City, MO appoints three members, school districts within KCMO appoint one member, and the counties within which KCMO is located appoint one member. The tax board will review the KC Pre-K Program Implementation Plan and make recommendations to City Council. (See Table 3 for detailed roles.)

FIGURE 10. KC Pre-K Program Governance Structure

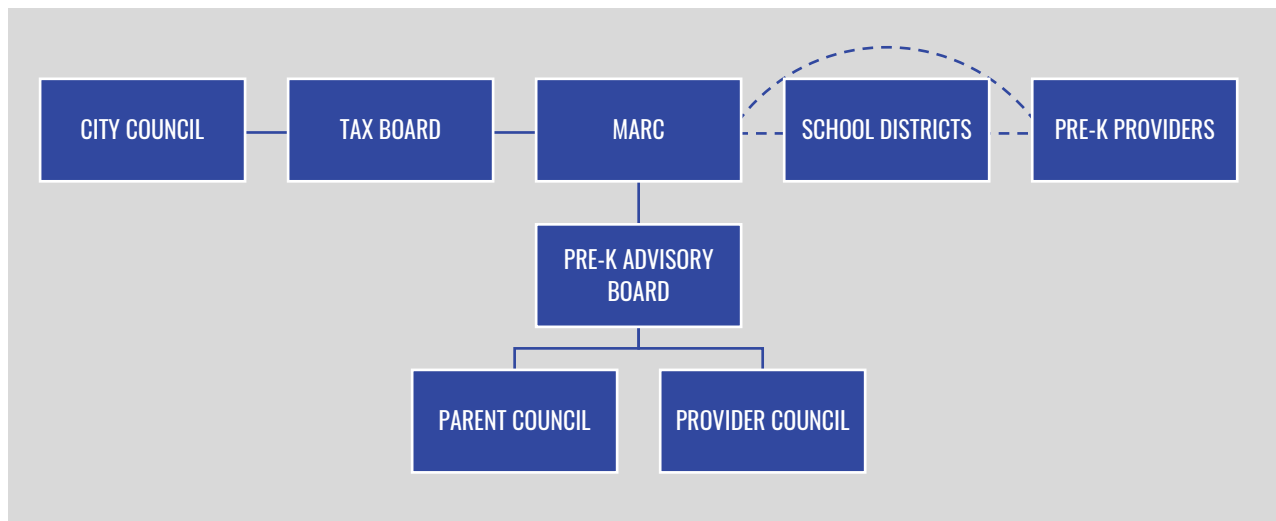


TABLE 3. Relationships Among Entities

KCMO CITY COUNCIL	<ul style="list-style-type: none"> • Approves spending plan recommended by Tax Board. • Approves contract with administering entity.
STATUTORY TAX BOARD	<ul style="list-style-type: none"> • Duties & memberships defined in state statute Section 67.1305.14 RSMo. • Reviews & recommends annual spending plan of tax funds, which are restricted to pre-K.
MID-AMERICA REGIONAL COUNCIL (MARC)	<ul style="list-style-type: none"> • Nonprofit association of city and county governments and the metropolitan planning organization for the bi-state Kansas City region. • MARC houses the Department of Early Learning and will act as the administering entity of the KC Pre-K Program. • Administering duties include fiscal management & fund distribution; program administration & coordination; quality standards monitoring & support; provider & school district collaboration; contract development & oversight; and administrative support for the KC Pre-K Program Advisory Board.
SCHOOL DISTRICTS	<ul style="list-style-type: none"> • Collaborate with pre-K providers to build relationships; support screening & referral process; build effective pre-K to K transitions; and share professional development opportunities.
PRE-K PROVIDERS	<ul style="list-style-type: none"> • Providers selected for participation will be expected to collaborate with school districts & other providers in a screening & referral processes; assist in building effective pre-K to K transitions; follow administrative guidelines for program participation; and share professional development opportunities.
KC PRE-K ADVISORY BOARD	<ul style="list-style-type: none"> • A volunteer board of KCMO residents who provide oversight to MARC Dept. of Early Learning to implement and administer the KC Pre-K Program. • This Advisory Board will oversee responsibilities related to KC Pre-K Program governance, which will be recommended to and adopted by MARC Board of Directors.
PROVIDER COUNCIL	<ul style="list-style-type: none"> • Provide continuous feedback on pre-K program operations and services. • Have reps from every provider type. School districts' directors of Early Childhood Education will build connections with pre-K providers within their districts
PARENT COUNCIL	<ul style="list-style-type: none"> • Provide continuous feedback on pre-K program operations and services. • Parents of future, current, and past Kansas City pre-K students who represent the geographic and racial diversity of the city.

Roles and responsibilities of the Kansas City Pre-K Program MARC Advisory Board include, but are not limited to:

- Ensuring that the core values of program are carried out (Equity, High Quality, Accessibility and Affordability).
- Ensuring that racial equity is maintained throughout the program.
- Creating strategic plan and setting annual goals
- Adopting and overseeing the annual budget.
- Providing ongoing strategic, financial and operational guidance.
- Hiring and evaluating KC Pre-K Program Director
- Elevating and representing community voice.
- Reviewing program evaluation data to identify and address gaps and barriers, to make decisions, and to advance quality improvement initiatives.

Kansas City Pre-K MARC Advisory Board (15 members, 3 ex-officio)

- Board meetings are noticed and open to public.
- MARC Advisory board members must live in Kansas City, Missouri and the overall composition of the board must be representative by race, gender, and geography.
- 5 members from School Boards of Education; 5 members from Business; 5 members from Practitioners and Researchers
- 3 ex-officio: KCMO Director of Revenue, MARC BOD, Tax Board Appointee
- The board composition can be established in contract with the city.

Pre-K Program Administration and Implementation

The administration and implementation of the pre-K program that was developed with input from a diverse group of parents, educators, community leaders, business leaders, school board members, and superintendents will be the responsibility of the Mid-America Regional Council.

Table 4 outlines the primary needs regarding the administration and implementation of the pre-K program plan

TABLE 4. Responsibilities of MARC as Pre-K Program Administrator

RESPONSIBILITY	DESCRIPTION	SPECIFICS
PROGRAM ADMINISTRATION	Program coordination, centralized enrollment & eligibility, audit/finance, evaluation.	Coordinate & oversee all aspects of program implementation. Contract for centralized enrollment & program evaluation.
TUITION DISCOUNTS	Tuition discounts for eligible children, paid directly to the pre-K provider	Oversee tuition reimbursement payments to providers (school districts, charter schools, community-based providers, family child care)
OUTREACH & MARKETING	Marketing and outreach to raise awareness of the program and recruit families & providers.	Oversee contracts for marketing campaign. Create recruitment and awareness materials.
QUALITY IMPROVEMENT	Improve system-wide high-quality, use of the Early Learning Program Profile (ELPP), performance measurement processes, workforce development, centralized back office support, family engagement, center capacities and innovation.	Coordinate and oversee contracts to assess and support high-quality improvement of direct service providers. Coordinate workforce development initiatives.
FACILITIES FUND	Upgrade facilities and expand access in underserved areas.	Coordinate recommendations for capital improvement processes. Issue RFPs as needed.
RESERVE FUND	Set-aside to accommodate volatility in sales tax revenues and enrollment.	No role for the program administrator. Funds will be held and managed by KCMO.

Children with Special Needs

KCMO school districts currently receive Federal funding to offer special education services to children ages three and four in their districts. These services are half-day, and superintendents have shared that federal funds do not fully cover the cost of most services. The KC Pre-K Program funds will be layered with the school districts' Federal Early Childhood Special Education funds to ensure pre-K children who have special needs have access to high-quality, full-day pre-K that adequately support their development.

“I’m not so happy taking in my daughter right, she has a lot of special needs that her daycare is not accommodating. ... So, what I’m doing right now is interviewing every teacher that I think would be the best fit and where they will do the best in your classroom.”

KCMO PARENT, FROM FOCUS GROUP

Outcome Measures

History has shown that equity is often a promise unkept. For this program to hold true to its stated values, we must ensure that equity is achieved as well as the other values of affordability, accessibility, and high quality.

As mentioned previously, we define our values as:

Affordability/Accessibility: KCMO children have the opportunity to attend high-quality pre-K without geographical, financial, or other identified barriers.

Equity: Race, ethnicity, and family income are not predictors of Kindergarten readiness.

High Quality: KCMO children receive attentive instruction that provides developmentally appropriate opportunities, in an intentionally planned space, to grow cognitively, socially, emotionally, and physically.

Table 5 summarizes the data the KC Pre-K Program will collect to monitor progress and hold itself accountable. See Appendix F for a full description of Outcome Measures. After collecting baseline data in the first full year of operation, program staff will create time-bound goals for each measure. The program will annually report progress toward goals.

TABLE 5. Outcome Measures by Program Value

VALUE	OBJECTIVE	ANNUALLY REPORT	DATA/MEASUREMENT TOOL
AFFORDABILITY & ACCESSIBILITY	Four-year-olds in the KC Pre-K Program represent the KCMO four-year-old population	Number of children served compared to total population by race, ethnicity, zip code, & family income	Demographic data of KC Pre-K Program children and demographic data of KCMO children (Census)
EQUITY	No difference in Kindergarten readiness by race, ethnicity, and family income	Average readiness in self-regulation, social expression, Kindergarten academics, and motor skills by race, ethnicity, & family income	Kindergarten Observation Form from Applied Survey Research
HIGH-QUALITY	Well-Qualified Teachers	Percent and number of teachers that exceed standard, meet standard, and in progress (working on degree/ credential)	Lead Teachers w/ B.A. & Asst. Teachers w/ associates degree or CDA
HIGH-QUALITY	Supportive Classrooms	Range and average scale score (range 1-7, low to high) in emotional support, classroom organization, and instructional support	The CLASS pre-K® tool
HIGH-QUALITY	Top-Rated Providers	Number and percent of participating providers at the Mastering and Advanced levels	The Early Learning Program Profile (ELPP)

Conclusion

Kansas City is a city on the move. It has made significant investments in critical and innovative infrastructure—streetcar, airport, roads, bridges, downtown and central city—to support this momentum for future generations. But this growth strategy is short-sighted if it does not also invest in the true engine of a city—its people. For Kansas City to keep moving, to be globally competitive, and to sustain its growth, it has to have a diverse, skilled, and homegrown workforce. The research is clear; the best investment that produces such a workforce is pre-K.

High-quality pre-K ensures that children start school ready to learn and stay on-track through graduation. Pre-K graduates boost a local economy by having higher earning potential and are less likely to cost the city in criminal justice expenditures or public assistance. No other investment can achieve a 7:1 return like pre-K.

The KC Pre-K Program presents a critical opportunity to invest in high-quality pre-K for Kansas City, Missouri. It is an investment that is long overdue. Now is the time.

Appendix A: Literature Review of the Benefits of Pre-K

Social-Emotional Learning

Social-emotional learning starts at an early age and continues over the course of a lifetime. This type of learning teaches children and adults how to comprehend and control their emotions, set positive goals, develop and show empathy, and build and maintain positive relationships.¹⁷ Social and emotional learning focuses on the soft or social skills (see Figure 11) that are important keys for success in the workplace. Early Childhood Education has a positive impact on children’s social and emotional skills, and once these benefits are gained they do not diminish. Guided play, a prominent feature of Early Childhood Education, enriches cognitive growth and supports the development of problem-solving skills in children. Guided play allows children to take control and explore in the classroom setting, while the educator supports them, prompting with questions and interactions that pique their interests and focus on learning the curriculum. This type of learning improves language, creativity, and social skills. These learned skills form a foundation for a life of personal and academic success.¹⁸

Research shows that children who develop social and emotional skills at a young age are less likely to get involved in criminal activity. When children are taught to recognize and regulate their emotions, they are less likely to act out, show aggression, or become unfocused.¹⁹

FIGURE 11. Social Emotional Learning Parameters



¹⁷ "What Is SEL?" Casel. Accessed July 23, 2018. <https://casel.org/what-is-sel/>

¹⁸ Hirsh-Pasek, Kathy. "Play." Kathy Hirsh-Pasek. 2015. Accessed July 23, 2018. <https://kathyhirshpasek.com/play/>

¹⁹ "Research Summary: The Jamaican Study." The Heckman Equation. February 06, 2017. Accessed June 20, 2018. <https://heckmanequation.org/resource/research-summary-the-jamaican-study/>

Positive Health Outcomes

Children who attend high-quality pre-K have a greater number of positive health outcomes throughout their lives compared to children who did not attend. Children who attend Early Childhood Education programs learn skills that help them choose healthier food options and make them less likely to experience obesity.^{20 21} Children who attend high-quality Early Childhood Education programs have a higher rate of access to health care, including check-ups, dental care, age-appropriate screenings, and vaccinations.²² These children are less likely to experience abuse, neglect, and injury in their homes, especially in programs that engage families in the child's education.²³ The social-emotional skills developed in early childhood education likewise have lasting effects on health; these skills are associated with the lifelong benefits of improved mental health, reduced stress, and better decision-making skills.²⁴

Return-on-Investment (ROI)

To compete and succeed in an ever-changing and increasingly interconnected marketplace, KCMO's economy depends on a strong workforce. Investing in high-quality Early Childhood Education lays the groundwork for tomorrow's workforce while promoting a strong workforce today. This program provides a two-generation approach to long-term economic growth.

Research shows that a high-quality Early Childhood Education increases a child's chance of reaching high school graduation by 31 percent, attending college by more than 80 percent, and increasing employment rates by 23 percent. For example, an annual investment of \$16,000 - \$18,000 per child in the early years, returns \$700,000-\$800,000 during the life of that child.²⁵ The public benefits from a highly skilled workforce with higher job earnings, increased tax revenues, and overall better health outcomes.

High-quality Early Childhood Education decreases government spending on public assistance programs and the criminal justice system.²⁶ Figure 12 shows the public benefits accrued over time from children who attended HighScope Perry Preschool program in Ypsilanti, Michigan, at a rate of 13 to one.

²⁰ Clive R. Belfied and Inas Rashad Kelly. "Early Education and Health Outcomes of a 2001 U.S. Birth Cohort," *Economics and Human Biology* 11, no. 3 (2013): 310-325, doi: 10.1016/j.ehb.2012.05.001

²¹ K. D'Onise, J.W. Lynch, M.G. Sawyer, and R.A. McDermott. "Can Preschool Improve Child Health Outcomes? A Systematic Review," *Social Science & Medicine* 70, no. 9 (2010): 1423-40, doi: 10.1016/j.socscimed.2009.12.037

²² Barbara A. Hale, Victoria Seitz, and Edward Zigler. "Health Services and Head Start: A Forgotten Formula," *Journal of Applied Developmental Psychology*, 11, no. 4 (1990): 447-458, doi: 10.1016/0193-3973(90)90020-K

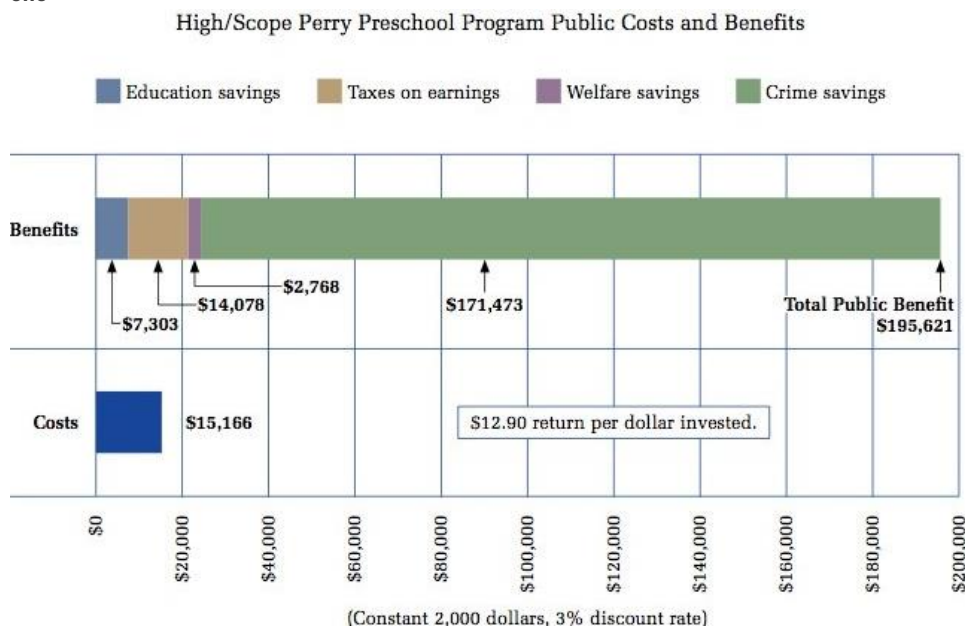
²³ A. J. Reynolds, D.L. Robertson, (2003). School-based Early Intervention and Later Child Maltreatment in the Chicago Longitudinal Study," *Child Development*, 74, no. 1 (2003): 3-26

²⁴ Allison Friedman-Krauss & W. Steven Barnett. "Early Childhood Education: Pathways to Better Health" National Institute for Early Education Research, April, 2013, <http://nieer.org/wp-content/uploads/2016/08/health20brief.pdf>

²⁵ Workforce of Today, Workforce of Tomorrow: The Business Case for High-quality Childcare." AEI. Accessed July 17, 2018. <http://www.aei.org/publication/workforce-of-today-workforce-of-tomorrow-the-business-case-for-high-quality-childcare/>

²⁶ Phillips, Deborah A., Mark W. Lipsey, Kenneth A. Dodge, Ron Haskins, Daphna Bassok, Margaret R. Burchinal, Greg C. Duncan, Mark Dynarski, Katherine A. Magnuson, and Christine Weiland. *The Current State of Scientific Knowledge on pre-Kindergarten Effects*. Brookings. Accessed July 17, 2018

FIGURE 12. Example of the Economic Return on Investment in pre-K Michigan, a rate of 13 to one



Working parents rely on Early Childhood Education services. The modern American workforce includes an unprecedented number of parents. High-quality Early Childhood Education supports working parents by giving them the opportunity to pursue higher education and increase their participation in the labor force. Their employers see reductions in workplace absenteeism, increased productivity, and a rise in employee retention.²⁷ Business leaders understand that a well-educated workforce helps support a strong economy. Companies have increasingly provided employees resources like Flex Spending Accounts (FSAs) to cover Early Childhood Education costs, on-site facilities, and backup childhood education resources designed to improve the quality of living for their employees.²⁸ However, this private/corporate assistance is not accessible to everyone. For KCMO's future economy, high-quality Early Childhood Education is a winning proposition. Early Childhood Education investments strengthen business today while building the workforce the city will depend on for decades to come.

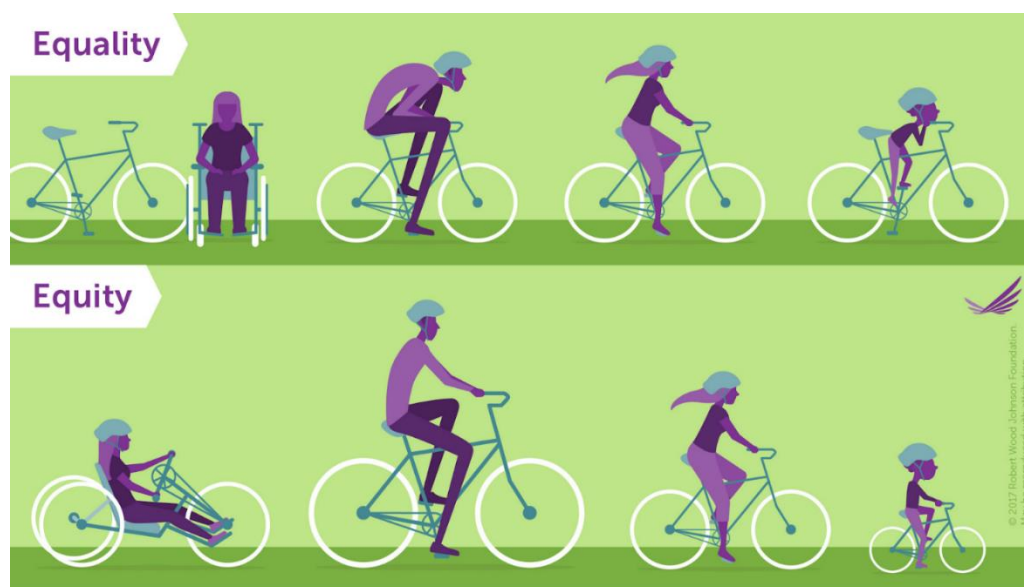
²⁷ Workforce of Today, Workforce of Tomorrow: The Business Case for High-quality Childcare." AEI. Accessed July 17, 2018. <http://www.aei.org/publication/workforce-of-today-workforce-of-tomorrow-the-business-case-for-high-quality-childcare/>

²⁸ Beck, Julia. "How Some Companies Are Making Child Care Less Stressful for Their Employees." Harvard Business Review. July 19, 2017. Accessed July 17, 2018. <https://hbr.org/2017/04/how-some-companies-are-making-child-care-less-stressful-for-their-employees>

Appendix B: KC Pre-K Program Equity Lens

Unlike equality, which applies the same approach universally, equity embraces differences and customizes approaches to ensure no group is disadvantaged. Instead, each group can access what they need to reach their full potential. As depicted in Figure 13, no two people are alike; programs with an “equity lens” provide each person with their “just right bike” to move successfully on his/her path. In the case of pre-K, it is important to consider that persistent oppression and bias have negatively impacted people of color in our community and the KC Pre-K Program must build systems that take that into consideration.

FIGURE 13. Equality vs. Equity (Robert Wood Johnson Foundation)

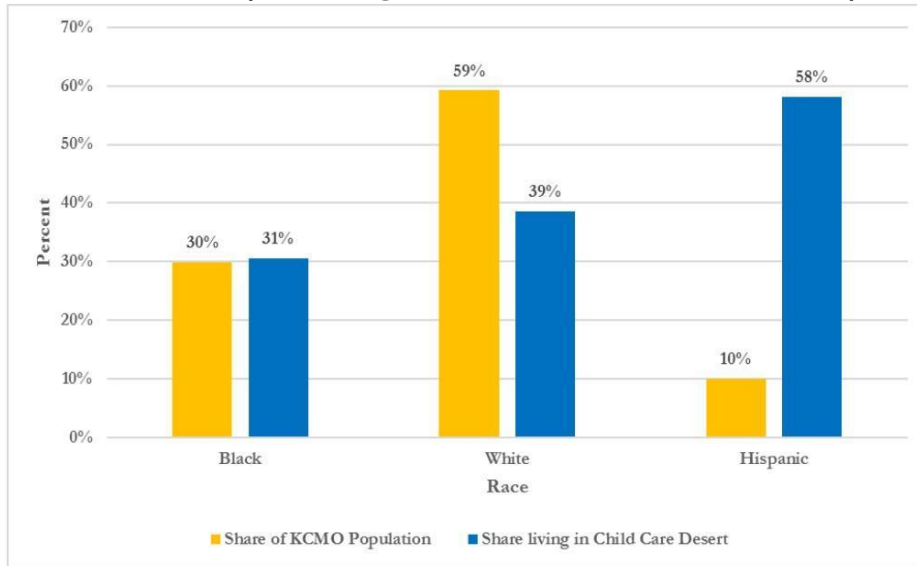


Current Inequity

The Hispanic population is overrepresented in KCMO zip codes that have little to no access to pre-K. Nearly 60 percent of Hispanics live in a “child care desert,”²⁹ despite the fact that they make up only 10 percent of the Kansas City population (Figure 14). Relative to their share of the population, Whites are significantly less likely to live in a child care desert.

²⁹ “Child care desert” is defined as a ZIP code with at least 30 children under the age of 5 and either no child care centers or so few centers that there are more than three times as many children under age 5 as there are spaces in centers.

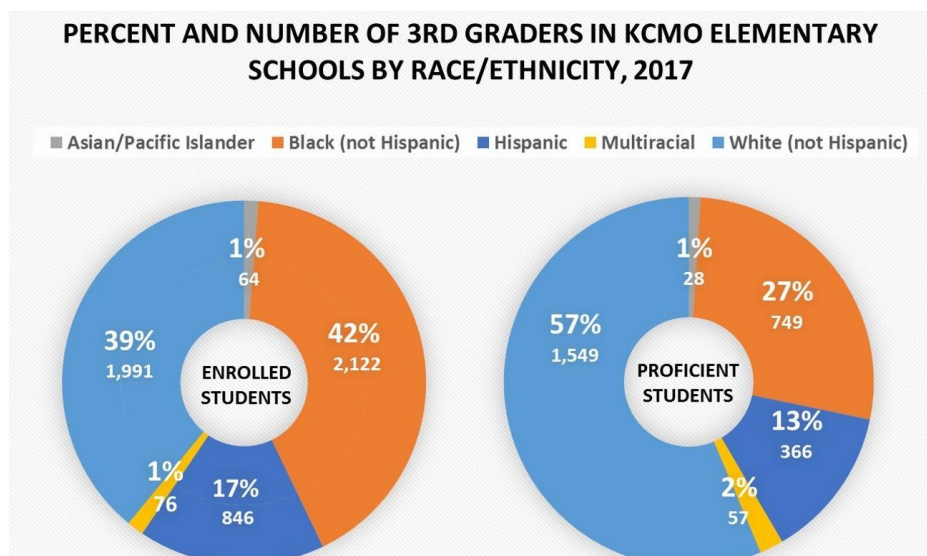
FIGURE 14. Racial Proportion Living in Child Care Desert Relative to Overall Population



Source: Child Care Aware of Missouri, 2011-2015 American Community Survey 5-Year Estimates, U.S. Census Bureau.

Black and Hispanic students are considerably underrepresented in the population of third graders who are reading on grade level. In 2017, Black students made up 42 percent of the KCMO third grade population. All else being equal, we would expect a proportionate number of black students to score proficient in third grade reading. However, black students made up only 27 percent of the proficient third grade population (Figure 15). The same disparity is true for Hispanic students in Kansas City. While Hispanic students fare better, their proficient population is still not proportional to their enrollment population. Meanwhile, white students, who make up 39 percent of the student population, account for 57 percent of the proficient population. Clearly all is not equal or equitable.

FIGURE 15. Enrolled Third Graders and Proficient Third Graders by Race/Ethnicity, 2017



Equity Mission

The pre-K for KC plan is committed to high quality, equity, accessibility, and affordability for all children in KCMO. By examining beliefs and changing practices to counteract the historical and contemporary impact of racism and discrimination, we will provide an equitable increase in tuition discounts, quality improvement, and capacity building. Race, ethnicity, and family income will not be predictors of kindergarten readiness.

We acknowledge:

- All children deserve equitable access to high-quality pre-K choices and services which are essential to a healthy and democratic society.
- In order to close opportunity gaps experienced by students living in poverty and students of color, we must close the access gaps to high-quality pre-K and support services.
- The historical achievement gap of students of color who live in underserved communities are built by persistent oppression and bias within institutional structures, policies, and practices.
- In the United States, there are systems of power that grant privilege and unequal access that yield inequity and injustice; this must be continuously addressed and ultimately changed.

We believe:

- All children have the right to equitable pre-K opportunities that help them achieve their full potential as engaged learners and valued members of society.
- As Early Childhood Education leaders, we have a professional and ethical obligation to actively and consistently advance equity.
- Quality and equity are inextricably linked and the ECE system will only be excellent when pre-K children of all groups are achieving at developmentally appropriate levels.
- We believe that dismantling racism is a part of dismantling all forms of systemic oppression.

Building Equity into Structures

Our plan promises to view the values of high quality, affordability, and accessibility through the lens of equity. This means the decisions made—at every stage and level—must consider adverse impacts or unintended consequences that could negatively impact people of color as well as build into its systems ways to recognize strengths that already exist. Based on feedback from the community, we need to be explicit about the mechanisms we use to ensure equity in decision making. This includes:

COMMUNICATING WITH PARENTS

- Have a team member from the community whose primary role is to connect with KCMO families who have the least amount of access to high-quality pre-K (Latinx, refugee families) and assist them with enrollment.
- Additionally, ensure that marketing and communications messaging are relevant to all audiences, in relatable terms, and in multiple languages. This outreach must be ongoing as opposed to only during certain times of the year and targeted to parts of the Kansas City with low pre-K participation.

ENGAGING PROVIDERS

- Have a team member dedicated to engaging current providers who have the least amount of access to quality investments and show how the KC Pre-K Program will benefit them and the families they serve. This is particularly relevant for small, private and faith-based providers and providers of color.

EVALUATING HIGH QUALITY

- Create a customized Early Learning Program Profile (ELPP) for family/home care providers.
- Have an advisory board of equity leaders and providers of color to examine the current ELPP and make improvements.
- Make an Organizational Equity Assessment part of the ELPP.
- Actively recruit quality assessors that have demonstrated ability to recognize and appropriately respond to issues of equity in early learning.

MEASURING OUTCOMES

- Report annually Kindergarten Readiness by race, primary language, and family income, with the goal of closing gaps among groups.
- Report annually the number of children served by race, ethnicity, geography, and family income compared to total population with the goal that the service population matches the total population of four-year-olds.

- If goals are not met, KC Pre-K Program will reevaluate its marketing and engagement strategies as well as its High-Quality Outcome measures to make gains the following year.

QUALITY IMPROVEMENT INVESTMENTS

- Have the advisory board annually examine proposed investments in quality improvement before finalizing the annual budget.
- Offer racial equity training to providers as a quality improvement investment (e.g., annual implicit bias training, internalized racial oppression training, power and oppression training) as well as other training/technical assistance as identified in the providers' Organizational Equity Assessments.
- Hold contractors to equity standards and W/MBE goals.

FACILITIES FUND INVESTMENTS

- Conduct an analysis of the supply and demand of pre-K with focus on neighborhoods, where high-quality pre-K is most scarce and where facilities investments are most needed. The advisory board will annually examine proposed facilities investments before finalizing the annual budget.

EXTERNAL EVALUATIONS

- Conduct Racial Equity Impact Analysis as part of the annual process evaluation of the policies, procedures, and practices of the KC Pre-K Program, with feedback from parents and providers.

PRE-K PLAN ADMINISTRATION

- Have team members reflect the students served by the KC Pre-K Program. Conduct an Organization Equity Assessment and create annual equity goals based on the assessment.

A Deeper Examination: Equity and the Pre-K Workforce³⁰

The vision for the KC pre-K workforce is to employ professionals who are respected for their work and paid adequately for their time. The workforce will be comprised of professionals with the credentials and competency to effectively deliver a quality pre-K experience (e.g.,

Bachelor's degree for Lead teachers). The wages paid will be at least \$15 per hour and will ensure a liveable wage. Additionally, teachers will use high-quality teaching techniques and be diverse and representative of the communities served. Currently, there are broad inequities among the various provider types. Table 6 summarizes the current inequities broken down by aspects of the vision.

³⁰ All statistics in this section comes from the Greater Kansas City Early Care and Education Landscape Study Final Report: Jackson County, Missouri conducted in 2015 by The Family Conservancy, The Juniper Gardens Children's Project and the Office of Social and Economic Data Analysis at the University of Missouri - Columbia.

TABLE 6. Inequities in pre-K Workforce

ASPECT OF VISION	CURRENT INEQUITY
BACHELOR'S DEGREES (B.A.)	Home-based providers have the smallest percentage of teachers with Bachelor's degrees (12%), followed by center-based (28%), followed by school-based (100%).
LIVING WAGE (\$15/HOUR)	Home-based and center-based providers overwhelmingly rely on parent fees (93% and 91% respectively) as their sole source of revenue. School-based providers are much less dependent on parent fees (only 29% of parents pay fees at schools.) Hence, school-based providers currently pay their staff the most (approximately \$12 to \$24 per hour on average) while center-based and home-based providers pay the least (approximately \$8 to \$10 per hour on average).
HIGH-QUALITY TEACHING TECHNIQUES	<p>High-quality, as defined by various accreditation organizations such as the National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), and Missouri Accreditation (MoA), is sparse on the ground in KCMO.</p> <p>Only 50% of school-based providers have been accredited in some way while center-based and home-based providers are almost never accredited (14% and 5% respectively). This does not mean that children at unaccredited providers are receiving a subpar education.</p> <p>Many centers provide valuable supports for their communities and quality development to their children. Seventy-four percent of center-based providers and 65% of home-based providers use a research-based curriculum of some kind, whether accredited or not.</p>
STAFF IS DIVERSE & REPRESENTATIVE	<p>The demographics of Early Childhood Education in KCMO is starkly segregated both in terms of staff and student population.</p> <ul style="list-style-type: none"> • Home-based providers currently serve the most children of color (67% of them have a high proportion of children of color served) and are staffed mainly by African American women over 40 years old (62% of staff is African American while 70.5% of staff is over 40 years old.) • School-based providers serve mainly White students (only 33% of them have a high proportion of children of color served) and are staffed overwhelmingly by White staff (89% of staff). • Center-based providers rest somewhere in between school-based and home-based providers in their representation and diversity. Forty percent of them have a high proportion of children of color and over half their staff is White (56.6%) while the rest are people of color. They also attract the highest proportion of young staff (20% of their staff is under 26 years.) • Staff across all providers is overwhelmingly female (96%).

All these factors taken together reveal some stark consequences:

- The majority of the burden of change falls on home-based and small center-based providers, staffed by members of their respective communities. These providers typically operate within their own community boundaries and serve primarily children of color. These providers and their staff have the least amount of resources to funnel into the cost levers outlined in Table 6.
- School-based providers and large center-based providers will have the easiest time transitioning their workforce to the teacher qualification expectations set in the Early Learning Program Profile. They are the most primed to have staff with Bachelor's (B.A.) and to interface with regulators and accreditors. They also have the most resources to address the cost levers of B.A. degrees or living wage for staff.

In our quest to increase the quality of pre-K providers, it would be all too easy to mandate and regulate the home-based providers (and the older women of color who staff them) out of existence. Table 7 outlines equitable recommendations aligned to aspects of the vision and anticipated pitfalls.

TABLE 7. Equitable Recommendation for pre-K Workforce

ASPECT OF VISION	ANTICIPATED EQUITY ISSUES	EQUITABLE RECOMMENDATIONS TO BE EXPLORED
BACHELOR'S DEGREES (B.A.)	Degrees cost a lot of time and money. They are easier to obtain if one is young and a native English speaker. Hence, teachers of color who have been practicing for many years would find it difficult and perhaps unhelpful to go back to school due to the opportunity cost of lost working time.	<ul style="list-style-type: none"> • Taking a tiered approach by experience and timeline to implementing B.A. requirements in teaching staff. • Negotiating with institutions to allow experience to count as credit in getting a degree. • Looping certification renewals into continuing coursework. • Exempting certain highly specified groups from the B.A. requirement based on age and experience. • Offering extensive scholarship opportunities.
LIVING WAGE (\$15/HOUR)	<p>At home-based and center-based providers, the cost of salary increases would mostly fall on parents, many of them in very under-resourced communities.</p> <p>Small home and center-based providers are subject to large swings in revenue based on instabilities in the parent population; this leads to high staff turnover as pay rates fluctuate and operational costs increase.</p>	<p>Tuition discount offered by KC Pre-K Program will assume the cost of competitive, livable wages for lead and assistant pre-K teachers. A required, standardized pay scale would hold providers accountable to paying a living wage.</p> <p>Creating a membership organization for providers and staff that is a hybrid model of unions, independent charter management organizations, professional employer organizations and trade guilds would allow small providers to band together to collectively bargain for benefits, track teachers despite mobility, provide collective back-end services, and provide program feedback.</p>
HIGH-QUALITY TEACHING TECHNIQUES	<p>Given the history of education in this country and region, there is a large and legitimate fear among people of color that “high-quality” will be perceived as only existing in large, mostly White, affluent centers.</p> <p>Parents of color have the right to choose environments for their child that reflect their linguistic, religious and cultural diversity but often do not have the funds to choose the providers who best reflect their beliefs.</p>	<p>KC Pre-K Program tuition discounts would go towards 6.5 hours of pre-K instruction per day. This leaves centers with “before” and “after” opportunities on non-publicly funded time to provide religious education.</p> <p>Use of culturally relevant curriculum and instruction is a best practice and will be expected in the KC Pre-K Program. Instruction should reflect home culture of the children served.</p>

Appendix C: The Early Learning Program Profile

The Early Learning Program Profile (ELPP) evaluations will take place on an ongoing basis as providers improve their quality rating. The measures in the ELPP are tied to elements found in pre-K programs that research data indicated short- and long-term benefits for children.

The ELPP will collect data on the following measures:

OBSERVATION OF TEACHER-CHILD INTERACTIONS USING THE CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) – Teacher-Child interactions are measured using the Classroom Assessment Scoring System (CLASS™), a nationally recognized classroom high-quality assessment tool. It measures how well classrooms support children’s growth and development during pre-K (three to four years).

- **EMOTIONAL SUPPORT** measures the responsiveness and sensitivity of the classroom to children’s emotions, which helps develop their ability to interact with others.
- **CLASSROOM ORGANIZATION** measures how a classroom is organized to manage children’s attention, time, and behavior.
- **INSTRUCTIONAL SUPPORT** measures how classroom interactions and experiences help children develop language and learn new concepts.

HEALTH AND SAFETY requirements.

FAMILY ENGAGEMENT – How programs communicate and support families, provide educational events, and engage families in program planning and governance.

ENTRY LEVEL	<ul style="list-style-type: none"> • Offer a family orientation and handbook with policies, procedures, daily schedules, and program philosophy. • Document multiple ways of communication with families daily and weekly, i.e. bulletin boards, daily notes, email, newsletters, etc.
EMERGING	<ul style="list-style-type: none"> • Offer at least 2 family social events annually. • Offer at least 2 parent/teacher conferences annually with developmental goals written. • Identify an approved family engagement and support training for staff.
MASTERING	<ul style="list-style-type: none"> • Offer links to parent education and community and health resources. • Offer at least 2 family education events annually. • Offer health screenings onsite and/or provide referrals for health screenings. • The program plans and meets with families through all transitions. • Conducts a parent survey on parent satisfaction and resources needed and program self-assessment annually to inform program planning. • At least one teaching staff member in each classroom completes the approved family engagement and support training.
ADVANCED	<ul style="list-style-type: none"> • Parent Advisory Board meets at least twice annually to help inform program planning. • The program uses data and information from annual family survey and self-assessment to inform program planning.

CURRICULUM – How programs use a research-based curriculum, train teaching staff on the curriculum, and how the curriculum is being implemented with fidelity.

ENTRY LEVEL	<ul style="list-style-type: none"> • Meet Licensing/License Exempt Requirements. • Identify a research-based curriculum
EMERGING	<ul style="list-style-type: none"> • At least one person in each classroom is trained in the curriculum (by a certified trainer) chosen by the program. • Curriculum materials available for staff.
MASTERING	<ul style="list-style-type: none"> • The chosen curriculum is used to plan intentional and purposeful activities and experiences that meet the needs/interests/abilities of children across all developmental domains. • Procedures are in place to train new staff in the chosen curriculum.
ADVANCED	<ul style="list-style-type: none"> • Program has a process in place to monitor the fidelity of curriculum implemented.

CHILD SCREENING AND ASSESSMENT – How programs use child assessments and screening tools to inform parents, support children’s development, and individualize instruction.

ENTRY LEVEL	<ul style="list-style-type: none"> • Program selects approved instruments to screen children in social emotional and development. • Program administration is trained on assessment instruments.
EMERGING	<ul style="list-style-type: none"> • Program obtains the assessment and screening instruments. • Program develops a system for collection and documentation of measures. • At least one person in each classroom is trained in the assessment measures. • At least one staff member is trained on the screening instruments.
MASTERING	<ul style="list-style-type: none"> • Child assessments are conducted at least twice a year on all children enrolled to inform instruction and results are shared with families. • Procedures are in place to train new staff on the assessment instruments. • Program ensures that all receive the screenings within sixty business days. Necessary referrals are completed within ninety days of identification of need and results are formally communicated with families. • Procedures are in place to train new staff on screenings.
ADVANCED	<ul style="list-style-type: none"> • Ongoing child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. • Families are provided multiple opportunities to understand the assessment process and data collected, review and contribute to the child’s education plan, and share information about their child’s progress toward learning goals.

SOCIAL EMOTIONAL AND BEHAVIORAL GUIDANCE – How programs support children’s social skills, self-regulation, and problem solving and children with emotional and behavioral issues.

ENTRY LEVEL	<ul style="list-style-type: none"> • Meet Licensing/License Exempt Requirements.
EMERGING	<ul style="list-style-type: none"> • Program has a written behavior guidance policy and procedures that encourages the use of: clear expectations, proactive/preventative strategies, and redirection. • Program creates or identifies a behavior guidance approach. • At least one person in each classroom is trained in behavior guidance approach chosen by the program.
MASTERING	<ul style="list-style-type: none"> • Program provides intentional instruction and support on children’s social skills, including: empathy, self-regulation, and problem solving. • Procedures are in place to train new staff in the chosen behavior guidance approach.
ADVANCED	<ul style="list-style-type: none"> • Positive behavior guidance strategies and appropriate adult- child interactions that support children’s social emotional development are evident. • Programs develops individualized social emotional support plans with the family for children identified needing support.

PROGRAM PLANNING AND ADMINISTRATIVE LEADERSHIP – How programs support staff development, conduct program planning, and set administrative leadership qualifications.

<p>ENTRY LEVEL</p>	<ul style="list-style-type: none"> • Meet Licensing/License Exempt Requirements. • Have an orientation and staff handbook for new staff, volunteers, and substitutes. • The program has job descriptions. • Director/administrator completed orientation on Early Learning Program Profile.
<p>EMERGING</p>	<ul style="list-style-type: none"> • Conduct staff evaluations at least annually. • Program has critical policies and procedures in place. • Director/administrator must have a minimum of an associates degree in Early Childhood Education or related Field.
<p>MASTERING</p>	<ul style="list-style-type: none"> • Director/administrator uses formal and informal assessments to create programs and a continuous improvement plan (e.g. Teacher observations, parent survey, program self-assessment). • Individualized Professional Development Plans for staff. • Director/administrator has a minimum of a B.A. in Early Childhood Education or related field. • Formal evaluation of director conducted annually.
<p>ADVANCED</p>	<ul style="list-style-type: none"> • Two formal evaluations of teaching staff annually. • Program designates time and provides ongoing support of Individualized Professional Development Plans for staff. • Director/administrator has a minimum of a B.A. in Early Childhood Education or related field. • Program’s annual continuous improvement plan has strategies to engage community partners to support child and family outcomes.

FINANCIAL MANAGEMENT – Financial management policies and practices programs have in place.

ENTRY LEVEL	<ul style="list-style-type: none"> • Meet Licensing/License Exempt Requirements. • Director/administrator has completed minimum of 6 clock-hours of hours of business or administrator training. • Administrator is involved in developing the program’s operating budget to meet the program’s needs with both revenue and costs line-itemed. Example: taxes, workman’s compensation, payroll, business operating license, insurance.
EMERGING	<ul style="list-style-type: none"> • Director/administrator has completed minimum of 12 clock-hours of business or administrator training. • The projected operating budget includes revenue and expenditures and is available to all administrators and personnel fiscally responsible; including their projected revenue, projected costs, breakeven analysis, and retained earnings. • Income and expense statements are generated quarterly. Administrators and personnel fiscally responsible compare, adjust, and monitor the statements with owner/organization.
MASTERING	<ul style="list-style-type: none"> • Director has completed a minimum of 18 clock-hours of business or administrator training. • Formal evaluation of director conducted annually. • Administrators have an annual income, cash flow statements and balance sheet. • Checks and balances to minimize fraud are evident; limited petty cash, two signatures, business account, and reconciliation of bank statements.
ADVANCED	<ul style="list-style-type: none"> • Administrator and personnel fiscally responsible review, adjust, and monitor actual projected budget to create operating budget for next year. • Annual audit or budget reviewed by independent agency with few findings and findings are addressed. • Director has received a Kansas/Missouri Center Director Credential.

TEACHER QUALIFICATIONS – Percentage of teaching staff with degrees and certifications in Early Childhood Education, and the continuing education and training of teaching staff.

ENTRY LEVEL	<ul style="list-style-type: none"> • Staff must meet Licensing/License Exempt Requirements. • Teaching staff must complete 12 hours of training annually. • All teaching staff must complete SIDS, CPR, and First Aid training.
EMERGING	<ul style="list-style-type: none"> • 25% of Lead Teachers meet one of the following: Early Childhood Education or Special Education Teacher Certification, B.A. in Early Childhood Education, or related field. • 25% of Assistant Teachers meet one of the following: associates degree in Child Development or Education, CDA, 60 college hours with a minimum of 3 college credit hours in Child Development. • Teaching staff must complete 15 hours of training annually. Income and expense statements are generated quarterly. Administrators and personnel fiscally responsible compare, adjust, and monitor the statements with owner/organization.
MASTERING	<ul style="list-style-type: none"> • 50% of Lead Teachers meet one of the following: Early Childhood Education Teacher Certification, B.A. in Early Childhood Education, or related field. • 50% of Assistant Teachers meet one of the following: associates degree in Child Development or Education, CDA, 60 college hours with a minimum of 3 college credit hours in Child Development. • Teaching staff must complete 18 hours of training annually.
ADVANCED	<ul style="list-style-type: none"> • 100% of Lead Teachers meet one of the following: Early Childhood Education or Special Education Teacher Certification, B.A. in Early Childhood Education, or related field. • 100% of Assistant Teachers meet one of the following: associates degree in Child Development or Education, CDA, 60 college hours with a minimum of 3 college credit hours in Child Development. • Teaching staff must complete 20 hours of training annually.

Appendix D: What is Quality? A guide for KC Parents

High-quality pre-K programs provide developmentally appropriate opportunities, in an intentionally planned space, for children to grow cognitively, socially, emotionally and physically. These programs foster a love of learning and prepare students for school.

When choosing a pre-K program for their child, parents/guardians should take a tour first and, while touring, look for or ask if the provider offers the following experiences for children:

- Daily opportunities and designated spaces for child-led, open-ended play
- Daily opportunities to engage in individual, small group, and large group activities.
- Daily opportunities, weather permitting, for outdoor play and exploration.
- Daily opportunities for children to help others, participate in planned routines, and show what they know.
- Daily opportunities and designated spaces for reading and writing.
- Safe, comforting spaces and persons to help children process emotions, solve social conflicts, or have a quiet space to self-regulate.
- Daily opportunities to respond to book topics through discussion, writing, art, music, drama, or dance.
- Daily opportunities to work with open-ended materials to learn about numbers, shapes, patterns, measurements, and classification.
- Weekly opportunities and designated spaces for investigations on topics of interest to them. Teachers ask probing questions to further the investigation.

While their child is attending the pre-K program, Parents/Guardians should expect the following:

- The lead pre-K teacher has a B.A. in Early Childhood Education or related field.
- At least two conferences with this teacher to discuss their child's development.
- If their child has special needs or is a dual language learner, additional supports for their child in an inclusive setting.

Appendix E: Parent Pay by Household Income, Size, and Provider Quality

TABLE 8. Percent Federal Poverty Level by Household Income & Size

Household Size	Household Income										
	\$35,000	\$45,000	\$55,000	\$65,000	\$75,000	\$85,000	\$95,000	\$105,000	\$115,000	\$125,000	\$135,000
2	213%	273%	334%	395%	456%	516%	577%	638%	699%	759%	820%
3	168%	217%	265%	313%	361%	409%	457%	505%	553%	602%	650%
4	139%	179%	219%	259%	299%	339%	378%	418%	458%	498%	538%
5	119%	153%	187%	221%	255%	289%	323%	357%	391%	425%	459%
6	104%	133%	163%	193%	222%	252%	282%	311%	341%	370%	400%

Table 8 depicts the percentage of Federal poverty level that corresponds to various household sizes and incomes. For example, a family of three that earns a household income of \$45,000 per year has a household income that is 217% of the Federal poverty level. The program will provide tuition discounts to families under 401% of the Federal poverty line (highlighted in green).

TABLE 9. Family Pay at “Advanced” Quality Level by Household Income & Size

Household Size	Household Income										
	\$35,000	\$45,000	\$55,000	\$65,000	\$75,000	\$85,000	\$95,000	\$105,000	\$115,000	\$125,000	\$135,000
2	Free	\$1,436	\$5,068	\$8,700	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
3	Free	Free	\$924	\$3,814	\$6,703	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
4	Free	Free	Free	\$588	\$2,930	\$5,333	\$7,736	\$12,000	\$12,000	\$12,000	\$12,000
5	Free	Free	Free	Free	\$351	\$2,349	\$4,408	\$6,467	\$8,465	\$12,000	\$12,000
6	Free	Free	Free	Free	Free	\$174	\$1,916	\$3,720	\$5,462	\$7,265	\$9,007

Table 9 depicts the amount of tuition a family will pay for pre-K at an “Advanced” quality provider (highest quality level) after KC Pre-K Program discount is applied to tuition. The full cost of pre-K at the Advanced level is \$12,000.

TABLE 10. Family Pay at “Mastering” Quality Level by Household Income & Size

Household Size	Household Income											
	\$35,000	\$45,000	\$55,000	\$65,000	\$75,000	\$85,000	\$95,000	\$105,000	\$115,000	\$125,000	\$135,000	
2	\$1,500	\$2,468	\$4,885	\$7,302	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
3	\$1,500	\$1,500	\$2,130	\$4,058	\$5,985	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
4	\$1,500	\$1,500	\$1,500	\$1,909	\$3,454	\$5,060	\$6,666	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
5	\$1,500	\$1,500	\$1,500	\$1,500	\$1,752	\$3,070	\$4,450	\$5,829	\$7,147	\$10,000	\$10,000	\$10,000
6	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,636	\$2,785	\$3,996	\$5,145	\$6,355	\$7,505	\$10,000

Table 10 shows the amount of tuition a family will pay for pre-K at a “Mastering” quality provider (second highest quality level) after KC Pre-K Program discount is applied to tuition. The full cost of pre-K at the Mastering level is \$10,000.

TABLE 11. Family Pay at “Emerging” Quality Level by Household Income & Size

Household Size	Household Income											
	\$35,000	\$45,000	\$55,000	\$65,000	\$75,000	\$85,000	\$95,000	\$105,000	\$115,000	\$125,000	\$135,000	
2	\$3,000	\$3,444	\$4,528	\$5,613	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
3	\$3,000	\$3,000	\$3,294	\$4,162	\$5,030	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
4	\$3,000	\$3,000	\$3,000	\$3,197	\$3,880	\$4,605	\$5,331	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
5	\$3,000	\$3,000	\$3,000	\$3,000	\$3,127	\$3,710	\$4,336	\$4,961	\$5,544	\$6,000	\$6,000	\$6,000
6	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,076	\$3,584	\$4,135	\$4,643	\$5,194	\$5,702	\$6,000

Table 11 shows the amount of tuition a family will pay for pre-K at an “Emerging” quality provider (provider in early stages of quality) after KC Pre-K Program discount is applied to tuition. The full cost of pre-K at the Emerging level is \$6,000.

Appendix F: Outcome Measures

Measuring Equity

The goal is to close the Kindergarten readiness gap, so there are no differences in outcomes by race, ethnicity, or family income. We will report this by disaggregating data from Applied Survey Research's Kindergarten Observation Form.

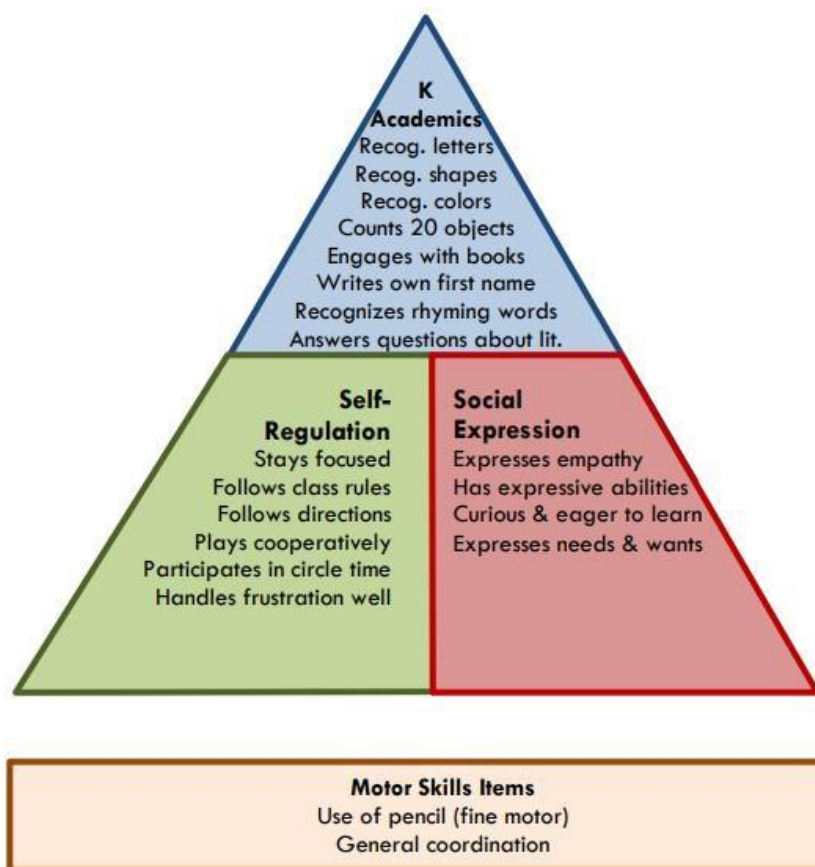
Applied Survey Research is a social research firm that has been conducting rigorous, usable research to make practical change since 1980. We will be using their Kindergarten Observation Form (KOF): A 20-item assessment that is completed by pre-K teachers and uses direct assessment and observational techniques.

Developed in 2001, the KOF is a summative assessment that describes children's preparedness to transition to kindergarten. The KOF has demonstrated validity with other readiness measures and strongly correlates with 3rd grade test scores. It is used in California, Arizona, North Carolina, and Illinois.

The KOF measures the three building blocks of readiness: Self-Regulation, Social Expression, and Kindergarten Academics, as well as Motor Skills, the foundation for these building blocks (see Figure 16).

Annually, the KC Pre-K Program will report on school readiness in these four domains by race/ethnicity and family income. We will train pre-K teachers to use formative assessments during the pre-K year that align with the KOF to help plan curriculum for individual children and groups of children designed to guide continuous program improvement.

We will assist teachers in using two formative/ongoing assessments of child development: The Applied Survey Research pre-K Observation Form and the Desired Results Developmental Profile. The Missouri State Board of Education in 2013 adopted the Desired Results Developmental Profile (DRDP) as the recommended voluntary instrument for pre-K readiness in Missouri. The DRDP aligns with the State's early learning goals.

FIGURE 16. The Building Blocks of School Readiness (Applied Survey Research)

Measuring High Quality

All children in classrooms supported by the KCMO pre-K program will benefit from attentive instruction that provides developmentally appropriate opportunities, in an intentionally planned space, that allow children to grow cognitively, socially, emotionally, and physically.

For children to receive high-quality pre-K, they need to have 1) Well-Qualified Teachers who create 2) Supportive Classrooms at 3) Top-rated Providers.

1) Well-Qualified Teachers

For a pre-K classroom to be considered high-quality, the lead teacher must have a B.A. in Early Childhood Education or a have a certificate in a comparable field. The pre-K teachers will receive a salary on par with Kindergarten teachers. The Assistant Teacher must have an associates degree in Child Development/ Education or a Child Development Associate (CDA) credential.

The criteria for well-qualified teachers is based on recommendations from NAEYC’s (National Association for the Education of Young Children) Power to the Profession work. Power to the Profession is a national collaboration that defines the Early Childhood Education profession by establishing a unifying framework for career pathways, knowledge, competencies, qualifications, standards, and compensation. The criteria is laid out in the Early Learning Program Profile (see Appendix Z), KCMO’s Quality Rating and Improvement System (QRIS).

Over the 10-year period, we estimate KCMO will need to coach 200 current teachers and recruit an additional 200 pre-K teachers to meet the need. We will track the progress of our teacher investments, training, and support by annually reporting the percent of teachers that exceed the standard, meet the standard, or teachers who are working towards meeting the standard (working on degree/credential).

2) Supportive Classrooms

We define a supportive classroom as an environment that promotes positive interactions between the child and teacher designed to enhance the child’s development and learning. It is measured by the Classroom Assessment Scoring System (CLASS), a research-based observational tool that provides a metric language to identify and describe classroom interactions. The CLASS pre-K® tool has three domains and 10 dimensions to assess classroom quality.

We will track progress by annually reporting the range and average scale score (range 1-7; low to high) in emotional support, classroom organization, and instructional support for pre-K classrooms. Figure 17 is a sample report taken from pre-K 4 SA, San Antonio’s tax-supported pre-K program.

FIGURE 17. The Building Blocks of School Readiness (Applied Survey Research)

CLASS outcome	Average	Total range observed	Standard deviation (SD)
Emotional Support Domain	6.24	3.65–7.00	0.52
Positive Climate	6.27	3.40–7.00	0.65
Negative Climate ^a	6.90	4.80–7.00	0.29
Teacher Sensitivity	5.89	3.00–7.00	0.79
Regard for Student Perspectives	5.89	3.40–7.00	0.67
Classroom Organization Domain	5.60	2.47–7.00	0.79
Behavior Management	5.75	1.20–7.00	0.98
Productivity	5.89	4.20–7.00	0.58
Instructional Learning Formats	5.17	1.40–7.00	1.12
Instructional Support Domain	3.55	1.53–6.07	1.32
Concept Development	3.42	1.20–6.00	1.26
Quality of Feedback	3.52	1.80–6.20	1.31
Language Modeling	3.70	1.00–6.40	1.52

^a Negative Climate is initially scored with lower values representing no or low negative climate. These scores are then reverse-coded to reflect the same direction (higher values are positive) as the other dimensions.

3) Top-Rated Providers

As mentioned earlier in the document and in detail in Appendix C, the Early Learning Program Profile (ELPP) is composed of a collection of data around 10 parameters of program quality: Teacher-Child Interactions, Health & Safety, Family Engagement, Facilities, Curriculum, Child Screening & Assessment, Social/Emotional & Behavior Guidance, Program Planning & Administrative Leadership, Financial Management, and Teacher Qualifications.

For the KC Pre-K Program to achieve its intended results, we must move participating providers to the Mastering and Advanced levels through investments in the high-quality improvement and facilities funds to support their advancement. Annually, KC Pre-K Program will report and track the number and percentage of its participating providers at the Mastering and Advanced levels of quality.

Measuring Accessibility and Affordability

Through this tax investment, all KCMO children will have an opportunity to enroll in high-quality pre-K without geographical, cost, or cultural/language constraints. To monitor progress toward this goal, the KC Pre-K Program will report annually the number of children served disaggregated by race/ethnicity, income, and zip code. We will compare this demographic data to the data produced by the total population to make sure the children we serve represent the KCMO child population.