MISSOURI EARLY CHILDHOOD COMPREHENSIVE SYSTEM

EVALUATION REPORT

June 1, 2009 – May 31, 2012

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INTRODUCTION

Since 2003, the Department of Health and Senior Services (DHSS) has administered the Early Childhood Comprehensive Systems (ECCS) project for the State of Missouri. Recognizing that "children are Missouri's most valuable resource," the Department convened stakeholders at the state and local levels to design and implement a state plan that would address the needs of children birth through 5 years by strengthening collaboration across the system. The resulting ECCS Plan focused efforts on family support, parent education, early childhood programs, access to health care, and mental health and social-emotional development, with special attention to reducing disparities in outcomes. Structures to support these areas of emphasis included governance and leadership, financial resources, quality assurance and accountability, and public engagement. Appendix A presents *Missouri's Early Childhood State Plan*.

Overview of Missouri's Early Childhood Comprehensive System (ECCS)

In Missouri, prior to the original 2003 ECCS planning grant, there was no state-level plan for an early childhood comprehensive system in existence, no recognized body responsible for state-level early childhood systems development, and no integrated, community-level structure for interfacing with a state early childhood body or implementing a state plan at the local level. After nearly a decade, Missouri's system made significant strides which aligned well with state interests to formalize the planning and infrastructure development of an early childhood system.

The *State Early Childhood Plan* for the ECCS grant, was adopted by the four primary child-serving state agencies (Departments of Elementary and Secondary Education, Health and Senior Services, Mental Health and Social Services), as well as the Missouri Head Start-State Collaboration Office. A letter jointly signed by the directors of these entities was presented to the Governor, which he endorsed and signed, effective May 2006. In January 2007, the Governor appointed the first Missouri Coordinating Board for Early Childhood (CBEC), which also subsequently approved the *State Early Childhood Plan* as their strategic plan in May 2007. The CBEC's enabling legislation requires an early childhood strategic plan as their first responsibility so the timing was fortuitous for the adoption of the *State Early Childhood Plan* to fulfill this obligation. The ECCS Steering Team and the CBEC collaborated on goal/strategy revisions to the *State Early Childhood Plan* with revisions occurring in 2009 and 2011, culminating in a fully merged plan that was approved in October 2011.

The Missouri ECCS Plan and the planning and implementation processes were intentionally designed to honor existing and historical early childhood work occurring at multiple levels within communities and the state. This was demonstrated by introducing and incorporating the ECCS Plan into the work of existing groups at the local level instead of creating new independent ECCS stakeholder groups in those communities. Likewise, this process was used to nurture and build upon the previous work at a statewide level by involving many partners that support comprehensive planning and systems development.

The ECCS Steering Committee chose to use the existing infrastructure of 22 Head Start grantees with statewide coverage as the mechanism to initiate community conversations to develop stakeholder teams at the local level. The missions of Head Start grantees already addressed each of the five ECCS Plan goals, thus making them a likely partner for beginning the work at the local/regional level. The approach toward building local capacity for implementing components of the ECCS Plan differed from one site to another. Customization of the approach was necessary to reflect the unique needs, resources, and circumstances in each area. Examining the types of programs, initiatives, and networks in the local landscape was a necessary first step in each region. In several areas, existing community groups with missions compatible with the ECCS Initiative agreed to incorporate the ECCS Plan into their work and communicate with the ECCS Steering Committee. In other areas, newly formed stakeholder teams were guided through several activities to facilitate their development.

UMKC-IHD provided on-site and remote technical assistance to each team, as needed or requested. Phone and e-mail communication between site visits focused on the development of strategies for implementing ECCS goals locally and the facilitation of local teams' initiatives. Ongoing communication and support for local work continues, and their progress is regularly reported to the ECCS Steering Committee and the CBEC. Technology was also used to facilitate the work of local stakeholder groups by establishing online communities through members' access to electronic message boards, listserv communications, and real-time work group sessions.

Inroads have been made in Missouri during the current evaluation period of ECCS development. The ECCS Steering Committee and CBEC continued to collaborate on statewide initiatives to implement the merged State Plan. Missouri has built momentum for ECCS at the local level with a number of community stakeholder groups advancing to full implementation of initiatives that address their priorities.

Missouri's ECCS Logic Model

A Logic Model was developed to describe the implementation of an early childhood comprehensive system in Missouri. Building on the foundation of the articulated vision and mission, the model categorizes inputs and outputs from state, community, family, and child perspectives. The resulting short-term, intermediate, and long-term outcomes are then described across these perspectives. Needs, assumptions, and external factors that both contribute to and result from the implementation are also presented. The Logic Model is displayed in Figure 1.

Figure 1. Missouri Early Childhood Comprehensive System - Implementation Logic Model

Needs: Coordinated services, improved accessibility, interagency collaboration, a coordinated early childhood system

Vision: All young children in Missouri are safe, healthy, and capable of reaching their full potential.
Mission: The mission of Missouri's Early Childhood Comprehensive System is to promote the well-being of all young children and their families. This can be accomplished by (a) developing key partnerships, (b) building collaborative strategies and (c) ensuring equal access to necessary resources, resulting in the implementation of an effective and sustainable early childhood system.

INPUTS

State

- ECCS Steering Team
- Coordinating Board for Early Childhood (CBEC)
- Children's Trust Fund
- Quality Rating System Pilot Program
- Child Care Resource and Referral
- Funding from ECCS Grant and state support for CBEC

Community

- Leadership from Head Start, Community Partnerships, and other local agencies
- Local stakeholder participation
- Technical assistance for local teams through ECCS Funding
- United Way Success by 6®
- Higher education training systems

Family

- Strengthening Families Initiative
- School Districts - Parents as Teachers and PTAs
- Nurse home visitation programs
- Stay At Home Parent program

Child

- Home and center-based early childhood programs
- Head Start and Early Head Start
- Missouri Preschool Project
- First Steps and ECSE in school districts

OUTPUTS

- CBEC and ECCS Steering Committee meetings
- Revised State Early Childhood Plan
- Professional Development Study
- Pre-K Panel Study
- Local team development
- Local needs assessments
- ECCS Stakeholder Team Manual
- Online environment for local teams
- Summit for team leaders
- Environmental scan of parenting initiatives
- Family Leadership Network
- Learning guidelines for infants and toddlers
- Early periodic diagnostic screening including mental health

OUTCOMES

Short-Term

- State and local social service systems coordinate activities for targeted populations.
- Family leadership network is established.
- Professional development, resource and referral, and quality rating systems support early childhood programs.
- A statewide system of needs assessments to measure family access to medical home.
- Young children and their families have access to health insurance.
- All young children have access to comprehensive development screening.
- Mental health is integrated into training, screening, and information systems.

Intermediate

- The number of high school graduates and number of employed parents increase.
- Barriers to accessing services for basic family needs are reduced.
- Parent leaders act as a unified voice in regional and statewide policy making.
- State and local systems support high quality early childhood experiences.
- Universal access to Pre-Kindergarten programs is available.
- Health care systems offer convenient and affordable access to medical services.
- System of Care integrates mental health services at state and local levels.

Long-Term

- Missouri's young children will have their basic needs met.
- Missouri's children are raised in stable, supportive, and nurturing family environments.
- Missouri's children have access to high quality early childhood programs.
- Missouri's children have a source of coordinated, comprehensive, and family-centered primary health care and services.
- Missouri's children are socially and emotionally healthy.

ASSUMPTIONS

1. Needs of children, families, and communities change. 2. Early investment pays off over time. 3. Collaboration is necessary to meet complex needs of children and families. 4. As needs evolve, indicators measuring success will change accordingly. 5. Shared accountability and responsibility are keys to plan implementation.

EXTERNAL FACTORS

1. State budget limitations. 2. Priority of early childhood issues in state and federal government. 3. Amenability of public and private health care systems to adopt child friendly policies. 4. Economic conditions in state and nation.

Focus of This Report

This evaluation report documents the processes of implementing the ECCS plan during this 3-year period, particularly noting whether the outputs specified in the Logic Model occurred. Additionally, the report aims to determine whether the first two short-term outcomes specified in the Logic Model were achieved, namely, (1) whether state and local service systems coordinated their efforts for the children and families they served, and (2) whether a family leadership network was established. Indicators relating to the remaining short-term outcomes were tracked annually and last updated in August 2011. The most recent indicator document is maintained by DHSS. No additional evaluation, however, was done to assess short-term, intermediate, or long-term outcomes for children and families.

Plans for Evaluation of Missouri Early Childhood System Development

This evaluation addresses the needs identified in the proposal submitted to Health Resources and Services Administration (HRSA) for funding for Jun 1, 2009 to May 31, 2012. These needs are three-pronged, focusing on development of the early childhood system in Missouri at three levels:

- State infrastructure provided by the ECCS Steering Committee and the Coordinating Board for Early Childhood (CBEC);
- Local infrastructure provided by teams developed in service delivery areas throughout the State of Missouri; and
- An infrastructure to promote and utilize family leadership within the early childhood system.

Evaluation questions associated with these identified needs have guided the plans and methods of this evaluation.

Evaluation of State Infrastructure Development

Need # 1: Ongoing coordination and oversight of Missouri's statewide Early Childhood System to foster the health and well-being of all young children in Missouri.

These questions provided the framework for evaluating the development of infrastructure for the state early childhood system in Missouri:

- How is Missouri progressing according to the designated indicators?
- To what degree are coordination and partnership among organizations at the state level occurring?
- What strategies work best to facilitate these efforts?
- To what degree is the *State Early Childhood Plan* being implemented?
- To what degree has coordinated oversight contributed to implementation?
- What changes to state activities of the work plan have occurred, and why?
- What lessons have been learned during the process of completing project activities?
- To what degree do stakeholders believe that project activities are achieving the desired results?

- How well do the collaborating decision-makers represent all sectors of the comprehensive system, as well as the diversity of Missouri?
- To what degree has reciprocal communication been established between the state and local level?
- How useful have the technical support and evaluation been to the ECCS Steering Committee?
- How sustainable is any progress that has been made in statewide systems development?

Evaluation of Local Early Childhood Infrastructure Development

Need #2: Continued and ongoing development of local infrastructure to inform and support Missouri's Early Childhood System and to assist with implementing the *State Early Childhood Plan* with children and families in their communities.

These questions served as a foundation for evaluating the development of early childhood infrastructure in local communities and regions throughout Missouri:

- How is the region progressing according to the state indicators and indicators based on local needs?
- To what degree are coordination and partnership among organizations at the community level occurring?
- What strategies work best to facilitate these efforts?
- Have local ECCS teams developed local plans consistent with the *State Early Childhood Plan* and the identified local needs? If so, to what degree are these plans being implemented?
- What changes to local infrastructure development activities have occurred, and why?
- What lessons have been learned during the process of completing the project activities?
- To what degree do local stakeholders believe that project activities are achieving the desired results?
- How well do the partners represent all sectors of the system, as well as the diversity of the region?
- To what degree has reciprocal communication been established between the state and local level?
- How useful have the technical support and resources been to the local ECCS teams?
- How sustainable are local initiatives associated with the early childhood plan?

Evaluation of Family Leadership Network Development

Need #3: An infrastructure for advancing parent leadership that supports training, informs policy, advocates for children and families, and provides mentoring opportunities.

Development of a thriving, functional family leadership network involves preparatory work, development of resources, design and development of the network, and then implementation of the network. Evaluation questions associated with each step guided this evaluation.

- Have these preliminary activities been conducted:
  - An environmental scan of existing parent leadership initiatives?
  - Identification of preferred roles and core competencies for parent leadership?
  - Identification of parent/family stakeholders to participate in system design?
- Have these resources been developed:
  - A resource directory of parent/family groups in Missouri that offer support and information to other families?
  - A comprehensive database of parents and other family members able and willing to be involved at the local, regional, or state level and entities requesting family leadership?

- During the design and development of the Family Leadership Network:
  - To what degree has partnership among family leaders, family organizations, and the Missouri Family to Family Network (contracted for this work) occurred?
  - What changes have occurred, and why?
  - What lessons have been learned?
  - How well have the perspectives of diverse parent groups and families been represented?
- After implementation of the Family Leadership Network:
  - How well is the Family Leadership Network marketed and managed?
  - To what degree are matches between family leaders and entities that need their leadership successful?
  - What strategies work best to facilitate these efforts?
  - How sustainable is the Family Leadership Network?

Evaluation Processes

This report references activity that occurred during the Implementation Phase from June 1, 2009 to May 31, 2012. DHSS contracted with the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD) to provide technical support and to evaluate the process and outcomes of the project. The evaluation plan was designed to measure the impact of the ECCS project's efforts to build a comprehensive early childhood system. A participatory approach was employed throughout this time period to promote the engagement of partnering entities – DHSS, the ECCS Steering Committee, the Missouri Coordinating Board for Early Childhood (CBEC), and UMKC-IHD – in the evaluation process. Following are some of the activities in which partners were involved:

- Development and approval of evaluation strategies,
- Interpretation of evaluation findings (each entity having access to relevant data),
- Development of products for dissemination of evaluation findings, and
- Determination of audiences for the evaluation products.

Both formative and summative evaluation measured the degree to which the desired outcomes related to the strategies in the ECCS State Plan were met. The formative evaluation explained the fidelity and efficacy of the activities and the degree to which the activities contributed to the desired outcomes. Both outcome and process measures helped to describe the impact of the project activities and the lessons learned throughout its implementation. Impacts of these key project activities were measured:

- Collaborative leadership of the CBEC and the ECCS Steering Committee,
- Development of local/regional infrastructure and ECCS stakeholder teams, and
- Development of a family leadership network.

This report also outlines processes to sustain and continuously improve Missouri's early childhood system. These strategies may also be useful for replication in other communities/states.

Through a participatory model of project evaluation, data regarding effective processes and practices that contribute to desired outcomes were collected and analyzed. Evaluation results

were reviewed and shared with key stakeholders representing the state, local communities, and families throughout the duration of the project in order to monitor impact of efforts and to drive decision-making. Additionally, lessons learned and results were disseminated locally, throughout the state, regionally, and nationally. The evaluation was grounded in response to the identified needs of stakeholders and built into the work that was already occurring in the ECCS project. Reciprocity between stakeholders (including parents) and evaluators was highly valued, with an aim to improve the system through reflection on the findings at the state, local, and family or practitioner level.

Primary and Secondary Data Sources

Throughout the grant cycle, numerous sources of data were used to evaluate the ECCS work. Activities were documented, and ideas and perceptions of various stakeholders were solicited. Instruments and summative reports were created, and other datasets and records were accessed. Primary sources of information were supplemented by secondary sources, such as reports from local stakeholder teams that summarized their meetings and activities. Table 1 provides an overview of the sources of data for this evaluation report.

Table 1. Sources of Primary and Secondary Data

Data Sources	State	Local	Family
Documentation from CBEC and ECCS Steering Committee Meetings	x		
Evaluations of ECCS Steering Committee Meetings	x		
Statewide Indicator Data Sources	x		
Evaluation of 2010 Telepresence Meeting	x	x	
"Constant Contact" Online Registration Summit Participant Information	x	x	x
Evaluation of 2011 Summit, 2012 Pre-Summit, and 2012 Summit	x	x	x
Graphic Illustrator Pictorials of 2012 Summit	x	x	x
ECCS Networking Site Online Registration[1]	x	x	x
Google Analytic Reports of Website Usage	x		
Minutes and Attendance from Local Stakeholder Team Meetings[2]		x	
Profile Entries from Local Stakeholder Teams		x	
Local Stakeholder Team Reports		x	
Community Needs Assessments[3]		x	
Local Indicator Data and Publicity Materials[4]		x	
Intake Forms for Family Leadership Network			x
Minutes and Attendance from Family to Family Stakeholder Team Meetings	x	x	x
Environmental Scan of Family Leadership Initiatives	x	x	x
Field Notes and Supplemental Transcripts of Interviews with Local Team Leaders	x	x	x
Surveys of State, Local, and Family Leaders	x	x	x

[1] Not summarized in this report
[2] Not summarized in this report
[3] Not summarized in this report, but some findings incorporated in secondary data sources, e.g., Profile Entries, Network News, and Quarterly Reports
[4] Not summarized in this report, but some findings incorporated in secondary data sources, e.g., Profile Entries, Network News, and Quarterly Reports

During Year 3, the evaluation team collected data for the summative evaluation of Missouri's early childhood system during this cycle of the ECCS Implementation Phase. Surveys were administered to the ECCS Steering Committee members, local stakeholders, family leaders, and other individuals with knowledge of Missouri's early childhood system. Key informant interviews were conducted (in person) with stakeholder team leaders in 12 communities where local ECCS stakeholder teams were active. The surveys and key informant interviews assessed stakeholder perceptions about the development of Missouri's early childhood system at the state and local levels and the Family Leadership Network.

Survey questions assessed the degree of coordination and partnering among early childhood organizations; the implementation of *Missouri's Early Childhood State Plan*; the perceptions about progress and the achievement of the desired results, reciprocal communication among component entities; the representation of all sectors of the comprehensive early childhood system on the boards, committees, and teams; the usefulness of technical support; and the sustainability of progress made. The survey also measured stakeholder perceptions about the degree to which family leaders were incorporated and assimilated into Missouri's early childhood system.

The key informant interviews sought to capture stakeholder perceptions to better understand how the ECCS project progressed during this part of the Implementation Phase. Interview discussions focused on the development of Missouri's early childhood comprehensive system at the state and local levels as well as the initiation and building of the family leadership network. Strategies that worked best, accomplishments, systemic changes that occurred, lessons learned, and recommendations for the future of early childhood were some of the topics of conversation during these semi-structured interviews.

Data Analysis

Data analysis appropriate for each type of instrument or data source will be conducted. Descriptive data analysis (e.g., frequencies, means) will be used to characterize participation in activities, degree of satisfaction, and ratings of various project components. Repeated measures analysis will be used to show change over time (e.g., pre/post-tests, retrospective post evaluation comparisons), and analyses of variance and cross-tabulations may be used to determine differences between groups (e.g., comparisons among communities). The SPSS statistical package will be used for these computations. In addition, content analysis will be conducted with meeting minutes, focused conversation transcripts, key informant interview transcripts, and open-ended survey items. The NVIVO computer program will be used to assist in the determination of themes and patterns of these types of qualitative data.

Dissemination

Dissemination of all evaluation findings will occur within time frames that allow the participants and stakeholders to benefit from the results and use them for program improvement. DHSS, UMKC-IHD, ECCS Steering Committee, Local Steering Teams, and CBEC will disseminate the findings, as applicable, to relevant partners and constituents that might benefit from the information. The most appropriate vehicles for dissemination and formats will be tailored to the given audience. An exhaustive list of publications used as means of disseminating information on an ongoing basis with stakeholders throughout Missouri is presented in Appendix B.

The *Missouri's Early Childhood State Plan*, a merged plan of the CBEC and the ECCS Steering Committee, while not a direct product of UMKC-IHD or the ECCS Steering Committee, the Principal Investigator from UMKC-IHD and the ECCS Project Coordinator from DHSS serve as two of the principal developers of the proposed plan. The final version was approved by the CBEC in October 2011.

UMKC-IHD staff revised, published, and distributed the *ECCS Stakeholder Team Manual and Toolkit*. The revision included embedding information on inclusion of children with special needs utilizing materials from the SpecialQuest Multimedia Training Library. Four SpecialQuest items were added to the toolkit and the Online Resource Directory was expanded to include 45 annotated links.

UMKC-IHD also compiled and prepared editions (December and January) of the *Early Childhood Network News,* a newsletter for members of the Missouri ECCS Network. They were disseminated as an e-mail blast to the ECCS Network members and posted as an archival document with hyperlinks from the main page on the ECCS Networking Site. These issues are attached. Community Profiles were updated annually and distributed to representatives of all local teams, the CBEC, the ECCS Steering Committee, and family leaders, in addition to being posted on the ECCS Networking Site. Approximately 100 planners filled with early childhood information at the Pre-Summit and Summit. In addition, over 500 copies of the *Core Competencies for Family Leaders* were disseminated at the Pre-Summit, the Summit, and follow-up webinar family leader training events.

FINDINGS

Meetings of the CBEC and ECCS Steering Committee

CBEC and ECCS Steering Committee Meeting Documentation

During this reporting period, the gubernatorial appointed Missouri Coordinating Board for Early Childhood continued to develop as the state's public/private entity for coordinating early childhood programs and services statewide. Under the federal Improving Head Start for School Readiness Act of 2007, the CBEC was selected as Missouri's State Advisory Council on Early Childhood Care and Education. The CBEC organized and conducted much of its activities through these workgroups and committees:

- Executive Committee,
- Process Committee,
- Early Childhood Plan (CBEC/ECCS) Task Force,
- Early Childhood Mental Health Workgroup,
- Healthcare Workgroup,
- Home Visitation Workgroup, and
- Professional Development Workgroup.

Committees and workgroups were comprised of both CBEC members as well as other stakeholders from Missouri's early childhood system. Tables 2, 3, and 4 list meetings of the CBEC and its workgroups and committees held, as well as the numbers of attendees or audience members during the evaluation period.

Table 2. Meetings of the Coordinating Board for Early Childhood (CBEC)

Meeting Type	Date	Members Present	Members Absent	Guests Present	Staff Present	Total Attendance
CBEC Meetings	6/19/2009	14	3	9	1	24
	7/14/2009	14	1	8	1	24
	8/11/2009	13	3	11	1	25
	9/8/2009	15	1	10	1	26
	10/13/2009	16	1	8	1	25
	11/11/2009	15	2	10	0	25
	12/8/2009	14	4	6	2	22
	1/11/2010	14	3	6	2	22
	2/8/2010	15	2	4	2	21
	3/15/2010	13	5	9	2	24
	4/12/2010	11	5	9	2	22
	5/18/2010	13	4	5	2	20
	6/8/2010	7	10	7	2	16
	7/13/2010	12	5	5	2	19
	8/10/2010	12	4	7	2	21
	9/7/2010	15	2	8	2	25

Meeting Type	Date	Members Present	Members Absent	Guests Present	Staff Present	Total Attendance
CBEC Meetings (Continued)	10/12/2010	11	5	6	2	19
	11/9/2010	11	4	8	2	21
	12/7/2010	14	3	7	1	22
	1/10/2011	14	1	7	1	22
	2/15/2011	11	4	7	1	19
	4/4/2011	13	3	7	2	22
	5/17/2011	13	2	3	2	18
	7/11/2011	12	3	5	2	19
	8/16/2011	14	2	6	2	22
	10/3/2011	12	2	6	2	20
	2/14/2012	9	6	3	2	14

Table 3. Meetings of CBEC Committees

Meeting Type	Date	Members	Staff
Executive Committee (13 Members)	1/04/2010	Unknown	
	2/24/2010	Unknown	
	5/05/2010	Unknown	
	3/25/2011	Unknown	
	5/05/2011	Unknown	
	6/03/2011	Unknown	
	7/01/2011	Unknown	
	8/03/2011	Unknown	
	8/26/2011	Unknown	
	9/12/2011	6	
	9/23/2011	Unknown	
	11/07/2011	Unknown	
	12/05/2011	Unknown	
	1/03/2012	8	
	2/07/2012	6	
	3/06/2012	6	
	4/03/2012	5	
	5/01/2012	7	
Process Committee	3/09/2012	Unknown	
Early Childhood Plan (CBEC/ECCS) Task Force (6 members)	11/22/2010	Unknown	
	1/5/2011	Unknown	
	3/3/2011	Unknown	
	4/19/2011	Unknown	
	6/6/2011	Unknown	
	6/14/2011	Unknown	
	8/2/2011	Unknown	
	8/19/2011	Unknown	

Table 4. Meetings of CBEC Workgroups

Meeting Type	Date	Present	Absent	Guests	Staff
Early Childhood Mental Health Workgroup (13 Members)	6/17/2011	8	6		
	6/30/2011	7	2		
	8/11/2011	7	5		
	10/24/2011	8			
	12/16/2011	6			
	1/23/2012	6		1	
	2/27/2012	8			
	4/23/2012	Unknown			
	5/21/2012	7			
CBEC Healthcare Workgroup (5 Members)	8/25/2011	6			
	9/28/2011	5			
	11/22/2011	7			
	12/20/2011	Unknown			
	1/17/2012	6			
	2/21/2012	7			
Professional Development Workgroup (26 Members)	2/16/2010	Unknown			
	4/20/2010	Unknown			
	3/1/2011	Unknown			
	4/25/2011	13			
	6/30/2011	10			
	9/8/2011	17			
	10/31/2011	14			
	1/6/2012	16			
	5/31/2012	18			

Development of formal and informal connections between the CBEC and the ECCS State Steering Committee was ongoing during the evaluation period. Collaboration between the two groups was influenced by the work of preparing the application for the State Advisory Council in 2010.

Linkage between the CBEC and the ECCS State Steering Committee was also strengthened through activities regarding the merging of the ECCS State Plan with the strategic plan of the CBEC. Historically, each group had developed independent plans in accordance with their purposes and missions. A revised *Early Childhood Comprehensive System: Plan for Missouri's Young Children and their Families Summary* was completed in January 2009. The CBEC had developed a Strategic Plan to guide their work and provide structure to addressing the comprehensive needs of the early childhood system. Through the collaborative work of preparing the State Advisory Council application, the need for merging the two plans was evident. A joint subcommittee of CBEC and ECCS Steering Committee executive leaders was formed to merge strategic plans. The merged plan was completed in 2011 and approved by the CBEC on October 3, 2011.

Annual progress indicators were also developed and approved that were aligned with the Early Childhood State Plan. The ECCS Steering Committee engaged in a thorough process for identifying indicators that would accurately measure elements of the ECCS priorities with reliable and available data sources. Final revisions of the ECCS indicators were completed and approved by the ECCS Steering Committee in 2010 and presented to the CBEC. The State Plan and Indicators serve as unifying documents to endure coordination between these state leadership groups.

The ECCS Steering Committee met 18 times during the evaluation period. Table 5 lists the meeting dates and the number in attendance. UMKC-IHD provided technical support to DHSS and prepared tools and documents to enhance the ECCS Steering Committee work by developing meeting agendas, preparing and presenting Committee meeting minutes, facilitating the meetings, and collecting evaluations from the members.

Table 5. Meetings of the ECCS Steering Committee

Meeting Type	Date	Members Present	Members Absent	Contractors	Guests
ECCS State Steering Committee Meetings (17-22 Members and 2-4 Contractors)	6/3/2009	8	9	2	0
	7/22/2009	13	6	2	0
	9/23/2009	12	8	2	0
	11/18/2009	9	13	2	0
	1/22/2010	14	4	2	0
	3/24/2010	11	7	2	0
	7/28/2010	13	8	2	2
	9/22/2010	14	5	3	0
	11/10/2010	12	9	4	0
	3/8/2011	12	9	3	0
	5/10/2011	11	10	3	1
	7/12/2011	13	7	2	0
	9/13/2011	8	11	3	0
	11/8/2011	10	9	3	0
	1/24/2012	14	6	3	0
	3/20/2012	8	11	4	0
	4/24/2012	12	8	3	0
	5/22/2012	9	10	3	0

Evaluation of ECCS Steering Committee Meetings

Assessment of meeting components. Post-meeting evaluation forms were completed by participants in ECCS Steering Committee meetings held on the following dates: 1/22/2010, 9/22/2010, 5/10/2011, 9/13/2011, 11/8/2011, 3/20/2012, 4/24/2012, and 5/22/2012. Sixty responses were collected during these 8 meetings. Table 6 presents their ratings on key objectives of the meeting, using a scale from *Strongly Disagree (1)* to *Strongly Agree (4)*. Their responses suggest that they were invested in the meetings, with their ideas valued by others. They considered the meetings to be productive and likely to promote both collaboration and improvement to the system.

Table 6. Evaluation of ECCS Steering Committee Meetings in 2010 – 2012

	n	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean[1]
The ECCS Steering Committee meeting was productive and helped us move closer to our goals.	60	0%	0%	55%	45%	3.4
My thoughts and opinions were taken into consideration at the meeting.	58	0%	0%	36%	64%	3.6
The meeting promoted valuable collaboration.	59	0%	0%	46%	54%	3.5
I think that our project will improve the early childhood comprehensive system in Missouri.	58	0%	0%	64%	36%	3.3
[1]Scale: *1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree*						

Benefits of ECCS Steering Committee meetings. This question was posed after each meeting: *What were the most beneficial aspects of the meeting?* A compilation of members' responses over the 2-year time period gave an overview of the substantive discussions. Key ideas focused on the open dialogue in meetings, the importance of planning and collaboration with the CBEC, family leadership discussions, information about local teams, and updates from the represented agencies.

- **Open dialogue:** ECCS Steering Committee members frequently made comments about the benefits *of "good brainstorming and working off each other's ideas;" "open dialogue," "sharing ideas and networking;* and *"listening to the discussion and different perspectives."* Discussions were described as *"positive," "good," "open,"* and *"candid."* These statements are indicative of relationships built on trust and mutual respect among participants:
  - *All opinions are valued.*
  - *Open dialogue promoted a sense of partnership.*
  - *Members [are] willing to share.*
  - *Opportunity [is given] and feedback [is] encouraged and welcomed from all.*
  - *It was very helpful to [have] the input and feedback of other members on work being done.*
- **Planning and collaboration with the CBEC:** During the 2 years, members mentioned the benefits of *"forward planning," "clarifying [the] purpose of ECCS," "budget brainstorming,"* discussing *"NING"* (the ECCS Networking Site), and dialoguing about *"sustainability."* One respondent appreciated *"planning for the next year of funding and stronger sustainability for ECCS teams in the future."* Additionally, members noted the importance of the *"inclusion of CBEC representatives" and "discussion of coordination between ECCS and CBEC."* One member commented, *"We were able to prepare a 'plan' or options to take to the CBEC to continue the work of ECCS."*
- **Local team information:** Respondents acknowledged the importance of the reports about local stakeholder team development at each meeting. They also considered *"outreach to the lead sites,"* and *"hearing from [a] local team"* as beneficial aspects of meetings.
- **Family leadership:** Throughout the final 2 years of this grant cycle, discussions about the efforts to enhance family leadership occurred at most meetings. Benefits cited by respondents include the following:
  - *Being a part of a group that supports Family Leadership opportunities,*
  - *Emphasizing critical importance of family engagement,*
  - *Summit planning and discussion of family leadership,*
  - *Parent leadership focus at the early childhood summit,*
  - *Review of the Summit and realizing that the work promoting family leaders needs to be continuous to maintain the momentum, and*
  - *Follow-up of family leadership.*

One respondent summed up the synergy around this issue by saying, "*Increasingly strong support for family leadership is a win-win for everyone. Kudos to all who are working on the webinars, trainings and developing this component of [our] system."*

- **Agency updates:** Occasionally members commented about the importance of devoting sufficient time to *"agency updates,"* one person adding, "*Especially in light of budget changes." "Hearing budget updates from other agencies"* was perceived as helpful for collaborative planning. Members also appreciated *"information sharing"* and hearing about programmatic activities of other members; they liked "*learning more about other programs that are available,"* particularly finding the*"[Traumatic Brain Injury] (TBI) presentations"* to be helpful.

Recommended changes to ECCS Steering Committee meetings. Participants were asked after each meeting, *What changes to the meeting structure or content would you recommend?* The primary responses throughout the grant cycle focused on participation, scheduling, and improved efficiency.

- **Participation:** While only two comments were made on this topic, both highlighted important strategies to foster meaningful dialogue. *"Be sure to add phone members in the conversation;"* and *"Inclusion of [a] local team [was beneficial]."*
- **Scheduling:** Adjustments to fit schedules of participants were made during the year, and a few comments reflected the challenges of selecting the day of the week and time of day for meetings. Additionally, one comment focused on the amount of time allotted to a specific activity: *"It was good to give adequate time to agency updates."*
- **Improved efficiency:** The following three recommendations provided helpful feedback to enhance the meetings: (1) E-mail handouts to phone participants ahead of time; (2) Orient new members prior to a meeting "*so a lot of time isn't spent re-visiting past conversations;* and (3) Determine who needs to make a given decision because *"sometimes we get too deep into some of the details of things; some items should be executive decision by the lead agency after discussion among Steering Team members."*

Recommended focus of future work. The questionnaire also included this more global question for their reflection: *What suggestions do you have for the ECCS work?* Responses suggest the importance of this group having a continued role in the early childhood system as it develops, focusing on local involvement and parent leadership, and addressing a few other specific tasks.

- **Continuation:** All responses recommended continuation of the group, as shown by this representative comment: *"Good suggestions today for moving forward. [I] feel strongly...this group needs to continue in perhaps a different capacity."*
- **Focus on family leadership and local work:** Respondents' ideas reflected the importance of continuing to focus on *"parents and local involvement."* They perceived that *"continued work around parental leadership is important"* and *"a lot of good is happening with the Parent Leadership Groups."*
- **Other tasks:** Participants suggested that the ECCS Steering Committee should prepare a transition plan, revisit the ECCS goals and determine whether to address them in committees, finish work on performance measures, and aim for further alignment and communication with CBEC.

Collaboratively Hosted Statewide Meetings

Documentation of Statewide Meetings

Several early childhood events that involved participants across disciplines and across Missouri occurred from 2009 to 2012. Table 7 and the following narrative provide an overview of some key events that promoted development of an early childhood comprehensive system. CBEC and the ECCS Steering Committee were involved in each of these events, but this list is not presumed to be an exhaustive list of all collaboratively hosted statewide events in Missouri.

Table 7. Collaboratively Hosted Meetings

Meeting Type	Date	Attendees/Audience
Missouri P-20 Council Summit	6/29/2009	165 stakeholders from across MO and across disciplines
ECCS/CBEC Statewide Stakeholder Video Conference Meeting at Four Telepresence Sites	5/26/2010	38 participants representing CBEC, ECCS Steering Committee, and local ECCS teams across MO
ECCS 2011 Summit	2/24/2011	Over 50 state and local stakeholders, including family leaders and members of CBEC, ECCS Steering Committee, and local ECCS teams
ECCS 2012 Pre-Summit for Family Leaders	3/1/2012	23 family leaders
ECCS 2012 Summit	3/2/2012	79 state and local stakeholders, including family leaders and members of CBEC, ECCS Steering Committee, and local ECCS teams

Summit on Early Childhood and Youth Development Education (sponsored by Missouri P-20 Council, and facilitated by the University of Missouri Center for Family Policy and Research and UMKC-IHD). The Missouri P-20 Council hosted a Summit on Early Childhood and Youth on June 29, 2009, from 10:00 a.m. to 3:30 p.m., at the Stoney Creek Inn in Columbia, Missouri. The Summit aimed to achieve the following goals:

- Increase awareness about the "P" portion of the P-20 work, including both early childhood education and school-age/after-school programming;
- Discuss the early childhood and before/after-school system challenges and opportunities as they relate to higher education;
- Discuss the higher education system challenges and opportunities as they relate to serving the early childhood and school-age/after-school fields; and
- Build an Action Agenda to address the challenges and realize the opportunities identified.

Approximately 165 stakeholders represented many areas of Missouri, a broad spectrum of organizations, and diverse professional roles, including the following:

- Higher education;
- School districts - superintendents, administrators, and teachers;
- Head Start, child care, and youth development programs;
- State departments of Elementary and Secondary Education (DESE), Higher Education (DHE), Mental Health (DMH), Health and Senior Services (DHSS), and Social Services (DSS) Children's Division;

- Missouri General Assembly State Representatives;
- County commissions;
- Professional associations;
- Advocacy groups;
- Community planning and service agencies; and
- Philanthropic foundations.

Two background papers, *Missouri's Early Childhood Workforce and Professional Development System,* and *Missouri's Youth Development Workforce and Professional Development System,* laid the foundation for discussions on preparation of the workforce in early childhood and youth development. Three plenary sessions, including a panel of national leaders, and 12 facilitated breakout sessions resulted in an Action Plan for promoting professional development in the early childhood and youth development fields.

2010 Early Childhood Telepresence Video Conference (sponsored by ECCS Steering Committee, CBEC, and the Missouri Head Start-State Collaboration Office, facilitated by UMKC-IHD). UMKC-IHD staff planned, convened, and facilitated a statewide stakeholder video conference meeting with representatives from the ECCS Steering Committee, Coordinating Board for Early Childhood, and local stakeholder teams. The video conference or "Telepresence" rooms were located at each of the four University of Missouri campuses in St. Louis, Columbia, Rolla, and Kansas City. Leaders from the local stakeholder teams were enlisted to serve as hosts at each site. Utilizing video conferencing technology allowed stakeholders to see and hear one another while reducing travel time and costs.

A facilitated luncheon preceding the video conference was held to promote regional networking and to build rapport between state early childhood leaders and those from local stakeholder teams. During the video conference, overviews of state entities were presented regarding the ECCS State Steering Committee, the Coordinating Board for Early Childhood, and the Head Start-State Collaboration Office. Local Team leaders presented a brief overview of their team profile and highlights of activities in local communities. The creation of a Family Leadership Clearinghouse was introduced by the Family to Family Resource Center at UMKC-IHD. Collaboration opportunities between the Missouri Department of Mental Health System of Care Local Teams and local ECCS stakeholder teams were also presented. Stakeholders were encouraged to utilize the online ECCS Networking Site. Participants discussed their interest and the potential of participating in a future ECCS Statewide Stakeholder Summit.

2011 Early Childhood Summit (cosponsored by the ECCS Steering Committee, Missouri Head Start-State Collaboration Office, the Missouri Head Start Association, and CBEC). UMKC-IHD staff hosted and facilitated a statewide early childhood summit to support networking and information sharing among state leaders, local stakeholder team leaders, Head Start representatives, and parent group leaders. The Missouri Early Childhood Summit was held Thursday, February 24, 2011, 10:00 A.M. – 3:00 P.M., in Columbia, Missouri.

Presentations from four local initiatives were showcased, strategies for developing family leadership were discussed, the CBEC Chair reported on their current work, the ECCS Federal Project Officer shared her perspectives of Missouri's systemic work, and the ECCS Project Coordinator delivered a charge to Summit participants.

Creating and strengthening linkages between state and local stakeholders, as well as family leaders, was a key purpose of the Missouri Early Childhood Summit. The online ECCS Network Site, which provides a venue for discussion and collaboration with 22 group pages located on the site for local teams and committees, was highlighted. With 200 members, the ECCS Networking Site connects state and local stakeholders from diverse fields, geographic locations, and urban or rural communities. The publication and dissemination of the *Missouri Early Childhood Comprehensive System (ECCS) Stakeholder Team Profiles: A Work in Progress* booklet and individual community fact sheets also supported infrastructure development by summarizing and examining local assets across the state.

2012 Pre-Summit for Family Leaders (cosponsored by the ECCS Steering Committee, Missouri Head Start-State Collaboration Office, and CBEC, facilitated by UMKC-IHD and the Family to Family Resource Center). The Missouri Early Childhood Pre-Summit on March 1, 2012, held at Stoney Creek Inn in Columbia, Missouri, gave 23 family leaders an opportunity to orient to Missouri's early childhood system and to interact with one another. During the Pre-Summit, they learned about the early childhood system, roles and competencies of family leadership, each other's leadership experiences, and communication styles. They assisted in generating the finalized agenda for the Summit to be held on the following day. They met from 1:00 P.M. to 5:00 P.M., with an evening meal and time for socialization during the evening.

2012 Early Childhood Summit (cosponsored by the ECCS Steering Committee, Missouri Head Start-State Collaboration Office, and CBEC, facilitated by UMKC-IHD and the Family to Family Resource Center). The Summit, held the day after the Pre-Summit, 10:00 A.M. to 3:00 P.M., provided an important opportunity for family leaders, local Early Childhood Comprehensive Systems (ECCS) team representatives, the state ECCS Steering Committee, and Coordinating Board for Early Childhood (CBEC) members to interact and explore the vital role of family leaders in an early childhood system in Missouri.

Evaluation. Primary sponsorship and responsibility for four of the collaboratively hosted statewide meetings resided with the ECCS Steering Committee and UMKC-IHD. Evaluation surveys were administered to participants at the conclusion of each of these events. The next sections of this report summarize the findings and reflections of the respondents at these four events.

Evaluation of the 2010 Early Childhood Telepresence Video Conference

Ratings. Twenty-six participants of the Telepresence Meeting evaluated this new venue as a means of meeting goals, appreciating the diverse perspectives, promoting collaboration, and improving the early childhood system. They used a 4-point scale from *Strongly Disagree (1)* to *Strongly Agree (4)*. All respondents agreed or strongly agreed that the Telepresence Meeting was successful in these ways. Table 8 presents these findings.

Table 8. Telepresence Video Conference Evaluation

	n	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean[1]
The ECCS stakeholders' meeting was productive and helped us move closer to our goals.	26	0%	0%	46%	54%	3.5
My thoughts and opinions were taken into consideration by project leadership.	25	0%	0%	56%	44%	3.4
The meeting promoted valuable collaboration.	26	0%	0%	31%	69%	3.7
I think that our project will improve the early childhood comprehensive system in Missouri.	26	0%	0%	38%	62%	3.6
[1]Scale: *1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree*						

Beneficial features of the telepresence meeting. Attendees marveled at the benefits of this technology for promoting collaboration and communication across the state. They considered this *"a wonderful facility," "amazing technology,"* and *"a fantastic medium for this meeting – a true wave from the future."* In particular, several noted the rationale behind this approach, stating, *"The technology [was] used to pull the state together;" "Quality of the technology makes this meeting much more productive;" "[I liked] having everyone together in one virtual place…being able to put faces with names;"* and *"Seeing our leaders face to face was the most beneficial."* One attendee summarized the experience by saying, "*I like the technology of the meeting and found it to be easy to participate and feel like we are all in the same room."*

Hearing the activities of the local teams was a most meaningful aspect of the Telepresence Meeting according to numerous respondents. They stated that they liked *"meeting other stakeholders/teams," "networking," "putting name to faces,"* and *"hearing about local initiatives."* One respondent added, "*The diversity of the sites was interesting."* Some especially noted the importance of focusing on having a comprehensive system. They appreciated the "*comprehensive overview of the activities going on around the state,"* and felt that this added to their *"vision for the development of [their] team."*

Positive comments addressed the meeting structure, as well. Attendees liked the agenda, the time line, and especially the face-to-face conversations (both at their site and with the other sites through the telepresence feature). For example, they commented, *"The networking lunch is important to meet others and talk one-to-one;"* and *"The meeting structure was great. It was good to be able to look at everyone in each area."* The most frequent recommendation for change was adding more time to the event. The attendees suggested *"more time – especially for discussion," "more time for speakers," more time for teams to be able to communicate with one*

another," "more time than 2 minutes for the local teams to report out," and *"a few minutes to move (physically)."* One attendee also recommended *"doing this a couple times a year."*

With regard to future ECCS work, the attendees offered such suggestions as the following: *"I hope that having the ECCS Networking Site will allow us to set up and accomplish goals;" "[I want] more ideas to involve parents in the process;" "At a meeting – feature one or two programs with more depth:" "[I] would like to have more than one opportunity to visit with other groups;" "I would love to hear more about encouraging small business and legislature and mayors etc. involved in investing in quality early childhood connections;"* and *"Continue local involvement in developing indicators."*

Evaluation of the 2011 Early Childhood Summit

2011 Summit ratings. Forty-eight participants who evaluated the Summit held on February 24, 2011, used a 4-point scale of *Poor (1), Fair (2), Good (3),* and *Excellent (4)* to rate key features of the event. They gave positive ratings for all of these elements: registration process, location, room, lunch, presentations and discussions, opportunities for involvement, and materials. Only parking was deemed to be somewhat problematic for some respondents. Their responses are displayed in Table 9, including the assessment by 96% of respondents that the overall quality of the Summit was *good* or *excellent.*

Table 9. Evaluation of the 2011 Summit Features

	n	Poor	Fair	Good	Excellent	Mean[1]
Registration Process	48	0%	0%	27%	73%	3.7
Location	48	2%	2%	44%	52%	3.5
Facility and Meeting Room	48	0%	15%	42%	44%	3.4
Parking	48	4%	35%	33%	27%	2.9
Lunch	43	0%	2%	37%	61%	3.6
Presentations and Discussions	46	0%	2%	50%	48%	3.5
Opportunities for Active Involvement	42	2%	12%	45%	41%	3.2
Materials Provided	47	2%	2%	43%	53%	3.5
Overall Quality	45	0%	2%	53%	44%	3.4

[1]Scale: *1=Poor, 2=Fair, 3=Good, 4=Excellent*

2011 Summit objectives. The conference participants also reflected on five objectives of the Summit: learning about local initiatives, learning about state and national activities, learning about a model for developing family leadership, interacting to enhance the early childhood system, and perceiving that their contributions were valued. They assessed whether each objective was *Mostly Not Met (1), Partially Met (2), Mostly Met (3),* or *Fully Met (4).* Mean ratings of the five objectives ranged from 2.9 to 3.5, equating to being *mostly met.* A number of respondents expressed their disappointment that the winter blizzard led to the premature conclusion of the event, resulting in the omission of some highly interactive activities that were intended to be a capstone of the event. Some recognized that this contributed to objectives being only *partially met*. Table 10 presents their assessment of the degree to which the primary objectives were met.

Table 10. Assessment of Achievement of Primary Objectives of the 2011 Summit

	n	Poor	Fair	Good	Excellent	Mean[1]
Participants will learn about innovative local early childhood initiatives in Missouri.	47	0%	11%	34%	55%	3.5
Participants will learn about other state and national early childhood activities.	46	0%	28%	33%	39%	3.1
Participants will learn about an emerging model for family leadership development.	43	7%	28%	37%	28%	2.9
Participants will actively share ideas with others to enhance the early childhood system.	41	5%	27%	46%	22%	2.9
Participants will feel that their contributions were valued.	42	0%	17%	38%	45%	3.3

[1]Scale: *1=Mostly Not Met, 2=Partially Met, 3=Mostly Met, 4=Fully Met*

Other insights. The participants responded to several open-ended questions at the conclusion of the survey:

- *What have you learned at the Summit that would make a difference tomorrow?*
- *What is the most surprising or intriguing thing you heard today?*
- *What would you like to know more about?*
- *Other comments.*

Responses to each of these questions focused on a few topics: systems development, collaboration, parents, resources, and new ideas and initiatives. Their insights about these topics are described below.

- **Systems development**: Participants were intrigued by *"the discussion on integrated services versus the focus on one area"* and *"moving away from unidirectional silos of communication."* One commented, *"I value the attempt/process of building systems."*
- **The importance of collaboration**: Numerous individuals emphasized the focus on collaboration. One stated, *"I liked the blend of state/local representation and practitioner/parent representation. I hope some of the dialogue will continue across sites and levels;"* They wanted to know *"how to get people talking and working together"* and *"how the different organizations are coming together to better the community in both local and state level,"* Another participant commented, *"I have learned about resources that I did not know about. I believe that our area can begin the collaborative process with these folks."*
- **Importance of parents in early childhood initiatives:** Participants enthusiastically described the interactions of parents and other early childhood leaders in the Summit: ***"****The parent stories were inspirational, and they were happy to be asked to share;" "As a parent representative, [others] made me feel so welcome and appreciated!"* One parent emphasized *"…the amazing work that everyone does to further our education as parents to better enable us to provide better for our children."* Parents wanted to know "*…ways to participate in the ECCS system;" "how parents can be more involved and our skills utilized;" "[how] to get involved and possibly put on a board or board(s);"* and *"how to participate/enroll in the Family Leadership Model."* One remarked that it "w*as wonderful to learn and hear from family representatives (intriguing)."* Another declared that she will share the information about family leadership with her staff and that she will contact [The Family to Family Resource Center].
- **Resources:** Conversations at the Summit addressed the availability of various resources. Participants shared such insights as the following: *"Keep trying to enlarge the circle of*

people/agencies involved. Remind groups resources are not always dollars;" "There ARE community resources out there that need to be tapped. When we ask, many times the answer is a resounding YES." Respondents marveled at "t*he number of resources and organizations available;" "so many other organizations with similar goals;"* and *"the widespread help that is actually out there. My town and county are very rural, and there aren't a lot of opportunities to get involved.*

- **New ideas and initiatives for moving forward:** Many individuals highlighted specific topics that were of interest to them. They wanted more information about initiatives occurring in other stakeholder areas (such as a child care provider fair, a mental health campaign, and a health fair); strategies for engaging key stakeholders; and funding opportunities. Often they intended to reapply these ideas in their own community or initiate communication with another site.

Evaluation of the 2012 Pre-Summit for Family Leaders

Ratings of key features. Twenty-three participants completed an evaluation survey after the Pre-Summit, held March 1, 2012, sharing their perceptions of this event and their suggestions for the future. They rated these elements: preparation, content, facilitators, resources, and opportunities for involvement, in addition to giving an overall rating. They used a 5-point scale of *Poor (1), Fair (2), Average (3) Good (4),* and *Excellent (5).* Each element was rated *good* or *excellent* by 90% or more of the respondents. Approximately three-fourths of the respondents considered the overall quality of the Pre-Summit to be *excellent.* Table 11 displays these ratings.

Table 11. Perceived Quality of the Missouri 2012 Pre-Summit for Family Leaders

	n	Poor	Fair	Average	Good	Excellent	Mean[1]
Preparation (publicity, registration)	23	0%	0%	9%	48%	44%	4.4
Content (relevant, current information)	23	0%	0%	0%	57%	44%	4.4
Facilitators (facilitators' effectiveness)	23	0%	0%	0%	22%	78%	4.8
Resources (handouts, audiovisuals)	23	0%	0%	4%	13%	83%	4.8
Opportunities for Involvement (activities, interaction)	23	0%	0%	0%	22%	78%	4.8
Overall Quality	23	0%	0%	0%	26%	74%	4.7

[1]Scale: *1=Poor, 2=Fair, 3=Average, 4=Good, 5=Excellent*

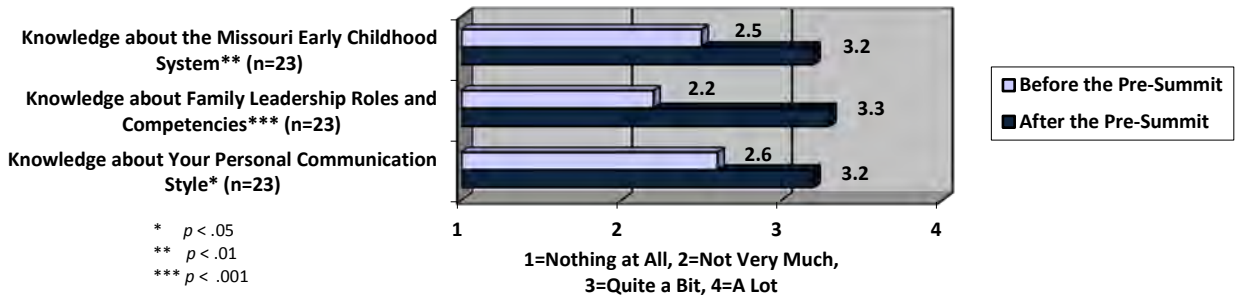
Pre-Summit objectives. In determining whether objectives of the Pre-Summit were met, participants considered whether they had the opportunity to learn about these topics: the early childhood system in Missouri, levels of family leadership and related competencies, personal experiences of participants exercising family leadership, and the interaction among four communication styles. They evaluated the degree to which these primary objectives of the Summit were met, using a 4-point scale of *Not at All (1), Not Very Much (2), Quite a Bit (3),* and *A Lot (4)*. Table 12 displays respondents' assessment of whether these objectives were met. The majority believed that each objective was mostly or fully met.

Table 12. Assessment of Achievement of Primary Objectives of the 2012 Pre-Summit

	n	Not at All	Not Very Much	Quite a Bit	A Lot	Mean[1]
The early childhood system in Missouri will be explained briefly.	23	0%	0%	48%	52%	3.5
Four levels of family leadership will be described, and five core competencies will be named.	23	0%	4%	57%	39%	3.4
Personal experiences of participants will be effectively shared across all levels of family leadership.	23	0%	13%	35%	52%	3.4
Communication styles of participants will be identified, and how their styles interact with the styles of others will be explored.	23	0%	22%	44%	35%	3.1
[1]Scale: *1=Not at All, 2=Not Very Much, 3=Quite a Bit, 4=A Lot*						

Change in awareness. Respondents also reflected on whether the Pre-Summit changed their awareness on the topics. They assessed their knowledge on each topic both before and after the Pre-Summit, using a 4-point rating scale of *Nothing at All (1), Not Very Much (2), Quite a Bit (3),* and *A Lot (4)*. Figure 2 displays statistically significant increases in their self-perceived knowledge about these topics: the Missouri early childhood system,[1] family leadership roles and competencies,[2] and their own personal communication styles.[3]

Figure 2. Self-Perceived Pre/Post Knowledge of 2012 Pre-Summit Attendees



Qualitative information. The responses to each of the open-ended questions of the survey were categorized into clusters. Representative quotations from participants are italicized in the narrative summaries of their statements.

- ***What did you like best about this Pre-Summit?*** The Pre-Summit parents particularly liked the validating atmosphere and unique grouping of individuals present, the opportunities for networking, the information and resources provided, and the potential for future positive outcomes.
- ***What improvements would you suggest?*** Among the suggestions of participants were requests for additional information prior to the event, additional attendees, and additional time.

[1] t(df=22) = 3.35, p =.003, n=23
[2] t(df=22) = 4.70, p <.001, n=23
[3] t(df=22) = 2.51, p =.020, n=23

- ***What other topics would be helpful to you?*** Pre-Summit participants stated that additional networking opportunities, resource information, and skills would be helpful to them.
- **Other comments.** Closing comments of the respondents depicted the Pre-Summit as informative, engaging, well-organized, and empowering.

Evaluation of the 2012 Early Childhood Summit

2012 Summit ratings. Fifty-four participants completed an evaluation survey at the conclusion of the Summit, held March 2, 2012, providing their perceptions of this event and suggestions for the future. They rated these elements of the Summit: preparation, content, facilitators, resources, and opportunities for involvement, in addition to giving an overall rating. They used a 5-point scale of *Poor (1), Fair (2), Average (3) Good (4),* and *Excellent (5).* Most respondents rated these aspects of the Summit as *good* or *excellent*. Table 13 displays these ratings. Each element was rated *good* or *excellent* by 90% or more of the respondents.

Table 13. Perceived Quality of the Missouri Early Childhood 2012 Summit

	n	Poor	Fair	Average	Good	Excellent	Mean[1]
Preparation (publicity, registration)	54	2%	2%	11%	44%	41%	4.2
Content (relevant, current information)	54	0%	2%	2%	35%	61%	4.6
Facilitators (facilitators' effectiveness)	54	0%	2%	0%	17%	82%	4.8
Resources (handouts, audiovisuals)	54	0%	0%	9%	33%	57%	4.5
Opportunities for Involvement (activities, interaction)	54	0%	0%	2%	15%	83%	4.8
Overall Quality	54	0%	0%	4%	22%	74%	4.7

[1]Scale: *1=Poor, 2=Fair, 3=Average, 4=Good, 5=Excellent*

2012 Summit objectives. In reflection on whether the objectives of the Summit were met, participants considered whether they had the opportunity to do the following: build a shared understanding of "family leadership" and "early childhood," identify and explore participants' communication styles, and identify tools for building and sustaining a culture that values and includes family leadership. They evaluated the degree to which these primary objectives of the Summit were met, using a 4-point scale of *Not at All (1), Not Very Much (2), Quite a Bit (3),* and *A Lot (4).* Table 14 displays respondents' assessments of whether these objectives were met. The majority believed that each objective was mostly or fully met.

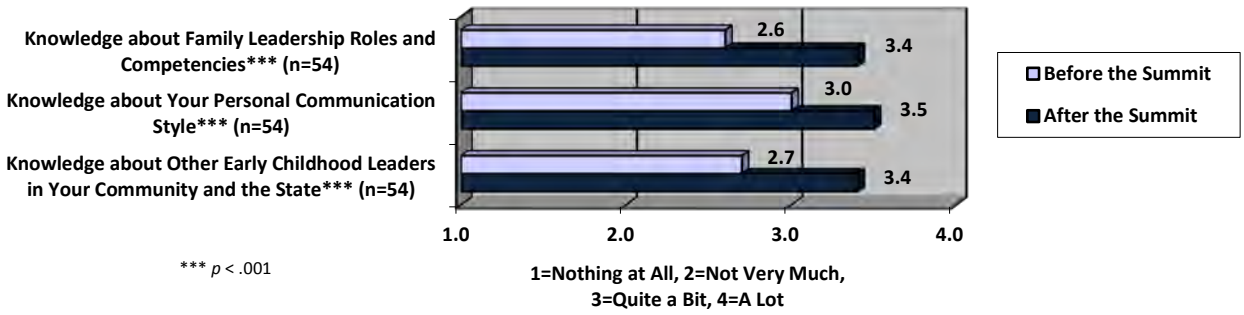
Table 14. Assessment of Achievement of Primary Objectives of the 2012 Summit

	n	Not at All	Not Very Much	Quite a Bit	A Lot	Mean[1]
Shared understandings of "family leadership" and "early childhood" were demonstrated.	54	0%	2%	37%	61%	3.6
Communication styles of participants were identified and explored.	54	0%	13%	39%	48%	3.4
Tools were identified for building and sustaining a culture that values and includes family leaders at all levels.	54	0%	4%	46%	50%	3.5

[1]Scale: *1=Not at All, 2=Not Very Much, 3=Quite a Bit, 4=A Lot*

Change in awareness. Survey respondents also reflected on whether the information presented changed their awareness on the topics. They rated the degree to which they had knowledge on each topic before they attended the Summit, and then rated the degree to which they had knowledge on each of the same topics after they attended. They used a 4-point rating scale of *Nothing at All (1), Not Very Much (2), Quite a Bit (3),* and *A Lot (4).* Figure 3 displays statistically significant increases in their self-perceived knowledge about these topics: family leadership roles and competencies,[4] their own personal communication styles,[5] and other early childhood leaders in their communities and in the state.[6]

Figure 3. Self-Perceived Pre/Post Knowledge of 2012 Summit Attendees



Pictorial depiction of the 2012 Summit. An innovative approach used at the 2012 Summit was the capturing of the activities in "real time" through the eyes and ears and art of two graphic illustrators. While these were not analyzed formally, they are provided in Appendix C as a supplement to the other descriptions of the Summit and the participant responses about the Summit.

Qualitative information. Numerous responses to each of the remaining questions of the survey were categorized into clusters. These clusters summarize the responses to the survey questions:

- ***What did you like best about this Summit?*** The Summit participants particularly liked the qualities that set the stage for a meaningful Summit, the opportunity to hear families' perspectives, the opportunity for interaction, the information provided, and the interchange among diverse stakeholders.
- ***What improvements would you suggest?*** Among the suggestions of participants were recommendations to have a longer meeting, to involve additional people, to continue and enhance communication, and to make other adjustments to the Summit.
- ***What other topics would be helpful to you?*** Participants indicated an interest in topics related to recruiting and mentoring family leaders, maintaining the engagement of stakeholders,

[4] $t(df=53) = 6.66$, $p < .001$, n=54
[5] $t(df=53) = 5.32$, $p < .001$, n=54
[6] $t(df=53) = 6.32$, $p < .001$, n=54

sharing information about progress in local communities and the state, and accessing agencies and resources.

- **Other comments.** Most of the closing comments offered thanks and praise to the planners and facilitators of the Summit. Some noted personal benefits and projections for the future, connections made among stakeholders, specific feedback, and suggestions for local extensions to this work.

ECCS Networking Site Registration and Usage Information

UMKC-IHD hosts the *Missouri ECCS Networking Site* (at www.moeccs.ning.com), with Children's Trust Fund of Missouri providing additional financial support for the site. This site provides a venue where stakeholders across Missouri's system can interact, exchange information, link to other sites, and store documents. Currently, there are 208 members enrolled in the *Missouri ECCS Networking Site* that include stakeholders from Local ECCS Teams, members of the ECCS Steering Committee, members of the CBEC, and other stakeholders interested in Missouri's early childhood system. The site includes the following features:

- An events calendar;
- Workspaces for 22 groups (each of the local teams, local stakeholder team leaders, ECCS Steering Committee, CBEC, and CBEC Home Visitation Committee);
- A forum that allows members to participate in online threaded discussions;
- A blog post section for members;
- Monthly bulletins, the *Early Childhood Network News*;
- Archival storage of agendas, meeting minutes, and other documents related to the ECCS project for the ECCS Steering Committee and the local ECCS stakeholder teams;
- Links to key websites related to the ECCS initiative at the state and national levels; and
- Links to other resources that support early childhood systems building.

Beginning on August 24, 2011, UMKC-IHD began monitoring activity on the ECCS Networking Site using Google Analytics. Table 15 shows activity that occurred on the site since that time through the end of the evaluation period.

Table 15. ECCS Networking Site Activity: August 24, 2011 to May 31, 2012

	Number	Percentage
Unique individuals that visited the site	67	
Total site visits	167	
First-time visits to the site	60	64%
Visits to the site that were returning	107	36%
Pages that were viewed	1,315	
Average number of pages viewed per visit	8	
Average duration per visit (minutes)	7	
Bounce rate[1]		34%

[1] Percentage of visitors who enter and then leave the site without viewing other pages

Local Stakeholder Team Information

Expansion within Local Communities and Regions

The local early childhood infrastructure in Missouri developed unevenly during this evaluation period, expanding in some regions and decreasing in others. Funding issues were regularly noted as a primary reason for any reduction in local capacity. ECCS infrastructure was originally organized into 18 geographical regions based on the counties served by the Head Start grantees in the state.[7] As groups began to form in some of the regions, the boundaries continued to be refined to reflect the arenas of existing and developing partnerships. Missouri ECCS project leaders purposed to establish a presence in each of the regions from the beginning of the Implementation Phase. Since local stakeholder groups were allowed to autonomously determine their catchments area, statewide coverage in all counties was not an intended outcome of the initiative, but expansion to additional communities or counties was preferred and encouraged.

Local infrastructure development began during the initial Implementation Phase of Missouri's ECCS project, from September 1, 2006 through May 31, 2009. During that period, UMKC-IHD personnel made initial contacts, secured commitments to establish ECCS stakeholder teams, and began activity in local communities located in the 18 regions. Of these, there were 10 communities where either an existing community group was identified as a local ECCS stakeholder team or a new group was formed for that purpose. In addition, the formation of stakeholder groups was underway in 5 regions; stakeholders in 2 regions were considering the feasibility of creating local teams, but had not made a commitment to do so; and in 1 region, leaders were considering aligning early childhood efforts under the umbrella of a regional P-20 initiative.

During the period of this evaluation (June 1, 2009 through May 31, 2012), each team received on-site and remote technical assistance as needed or requested. The UMKC-IHD ECCS Project Coordinator continued to guide the newly formed stakeholder teams through several activities to facilitate their development. Within their meetings, the attendees discussed intended roles and responsibilities. They identified gaps in service, disseminated information about the ECCS Plan, determined the ways that they intended to communicate with the ECCS Steering Committee and the CBEC, and they discussed funding for local ECCS initiatives. The archived document, *Local Infrastructure Development and Expansion Plan,* created in October 2011, is presented in Appendix D to illustrate the formative ideas being explored at that time for continued development of the system.

Phone and e-mail contact between ECCS personnel and local leaders assisted in maintaining communication between on-site visits. Communication was also supported through the *Missouri ECCS Networking Site,* an interactive venue where stakeholders across Missouri's system interacted, exchanged information, linked to other sites, and stored documents.

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[7] One rural Head Start grantee region supports two teams, and four Head Start grantees in St. Louis collectively support one team.

Phases of Team Development

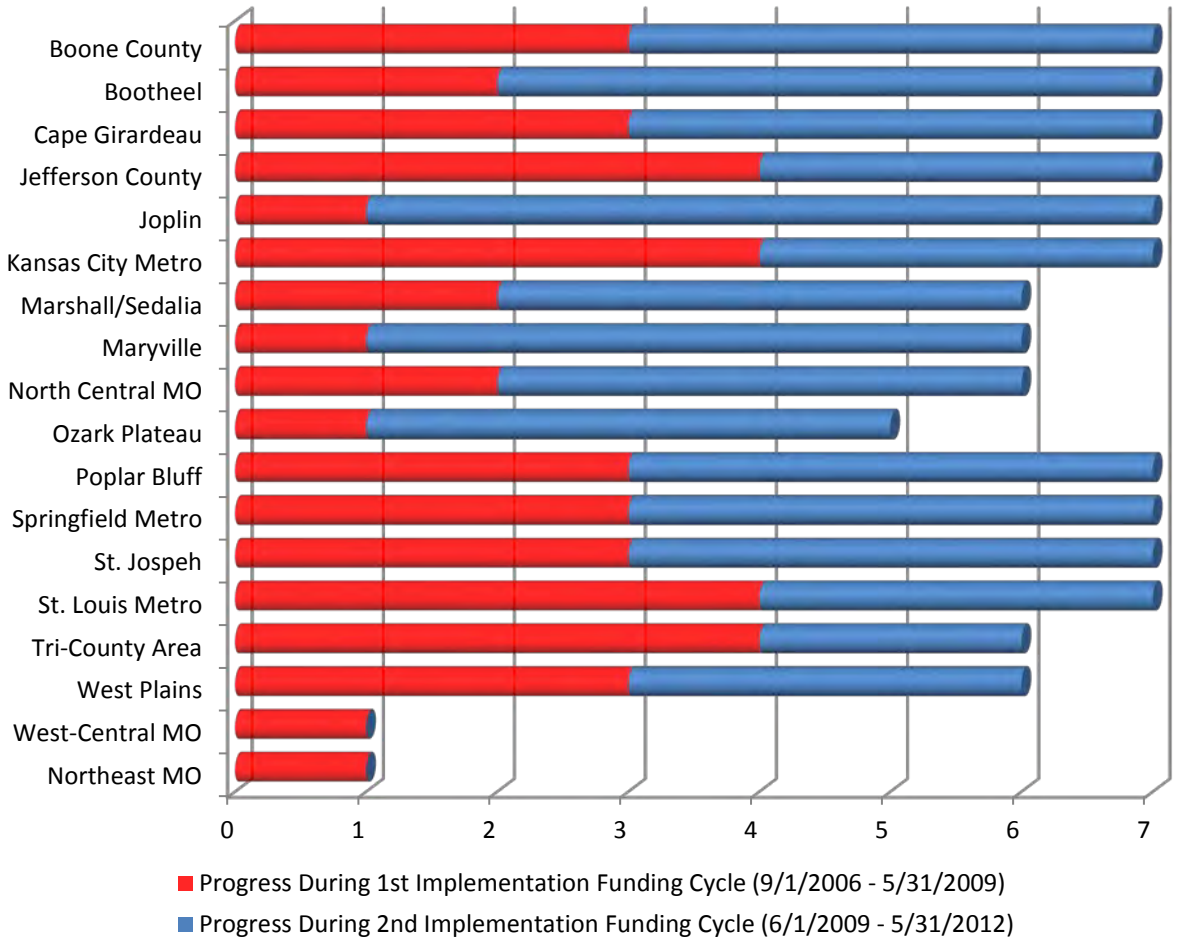
Minutes and profile entries from local stakeholder team meetings, individual team reports, and data from the interviews with local team leaders served as sources for evaluating local team progress. Expansion of the early childhood system was recognized in 16 of the 18 communities where the ECCS presence was localized. Several of the existing teams continued to reach out to new collaborative partners, expand their services to a greater geographic area, and implement meaningful new initiatives to better the lives of young children and their families. In addition, new teams continued to coalesce, employing a variety of methods for addressing the ECCS State Plan for their communities.

Progress toward ECCS infrastructure development in local communities occurred according to the following seven phases:

- Phase 1 – Initial meeting with the Head Start or Community Action Agency of a given community;
- Phase 2 – Preliminary introduction of the ECCS Plan and planning process to a lead organization or individuals;
- Phase 3 – Planning with a core group of community leaders to convene a local stakeholder team;
- Phase 4 – Formation of a new local ECCS stakeholder team or establishment of an alliance with an existing community group to adopt the ECCS Plan; and
- Phase 5 – Development of a plan for implementing a local ECCS initiative.
- Phase 6 – Determination of priorities for the local/regional ECCS infrastructure development and initiative.
- Phase 7 – Full implementation of an ECCS infrastructure and initiative at the local/regional level.

The 18 community groups that identified as a local ECCS stakeholder team or formed new groups made varying degrees of progress during this evaluation period. Figure 4 summarizes the progress made by each team through the seven phases of team development during the first and second funding cycles of the Missouri ECCS Implementation Project.

Figure 4. Progress through Phases of Team Development



Attempts were made to describe team activity within phases of team development. Progress was not necessarily steady, but rather, often occurred in spurts of activities in the communities. The levels of communication with UMKC-IHD about their activities and phases of team development also varied. When team leadership changed, the new leader's understanding of the team's history was also sometimes limited. Considering the fact that sites with different structures engaged in widely varying activities, UMKC-IHD attempted to provide some consistency in describing each team as it developed. While limited by these constraints, Table 16 highlights the formative changes ending in the most current status of teams by the conclusion of May 2012. This table provides available information about team membership, foci, and initiatives that the teams were sponsoring or supporting as part of implementing local ECCS plans.

Table 16. Phases of Missouri ECCS Stakeholder Team Development

Community	Phases 1 - 4: Initial Contact through Team Formation	Phase 5: Developing Local Initiatives	Phase 6: Determination of Priorities	Phase 7: Implementation of Key Priorities
1. Boone County (Columbia)	Existing group takes ECCS 3/1/2007	22 members Meets quarterly	Focus on pre-K education and parent engagement	Co-sponsors annual Early Childhood Summits with other groups
2. Bootheel	Completed 9/22/09	27 member alliance meets quarterly Additional monthly meetings are being held in several counties	Focus to build positive and productive networks to enhance child development, nutrition, and child safety.	County-level teams implement local early childhood plans through various agency-based initiatives
3. Cape Girardeau	Existing group takes ECCS 6/9/2009	22 members from 16 agencies Meets monthly	Focus on kindergarten readiness, service coordination, social/ emotional training for parents, children with special needs training	Provides leadership and coordination of community initiatives and events
4. Jefferson County (Barnhart)	Completed 11/30/2007	15 members from 8 agencies and 1 parent representative Meets monthly after Local Interagency Coordinating Council	Conducting a community assessment with Project COPE	Implementing a child abuse awareness project and personal hygiene product drive
5. Joplin	Existing group takes ECCS 9/18/2009	53 members from 29 agencies Meets monthly	Focus on child abuse and neglect prevention	Implements federal child abuse/neglect program and provides leadership and coordination for interagency collaboration
6. Kansas City Metro Area	Completed 11/20/08	9 members from 6 agencies (2 of these agencies represent coalitions) Meets as needed	Focus on early learning and early childhood program quality	Launching website and public awareness campaign to promote early learning experiences
7. Marshall	Completed 6/19/2009	8 members from 4 agencies Team meets intermittently as needed for initiatives	Focus on service coordination and access to health care	

Community	Phases 1 - 4: Initial Contact through Team Formation	Phase 5: Developing Local Initiatives	Phase 6: Determination of Priorities	Phase 7: Implementation of Key Priorities
8. Sedalia	Existing group takes ECCS 11/29/2007	16 members from 12 agencies Meets quarterly	Focus on service coordination	
9. Maryville	Completed 6/25/2009	14 members from 8 agencies Meets monthly	Focus on medical home, Foundation grant proposal	
10. North-Central MO (Trenton)	Completed 3/2011	14 stakeholders serve on regional Early Childhood Action Team meets monthly	Focus on strategic plan development and needs assessment to aligned with P-20 Council	Grant funding proposal
11. Ozark Plateau/ Lakes Region (Richland)	Completed 6/2/2009	20 members from 19 agencies Suspended meeting – seeking leadership to sustain the team	Conducted community needs assessment to identify priorities	
12. Poplar Bluff (Butler County)	Existing group takes ECCS 2/19/2009	21 members from 18 agencies Meets monthly	Completed needs assessment	Annual resource fair for over 600 parents and children Teen parent mentoring program
13. Springfield Metro Area	Existing group takes ECCS 11/6/2007	18 agencies Meets monthly	Evaluated regional ECCS Plan with these foci: Child abuse/neglect Promoting universal access to early childhood education Local technical support for child care	Support for early childhood providers Hosts annual health fair
14. St. Joseph	Existing group takes ECCS – 5/1/2007	37 members from 29 agencies Meets quarterly	Cost analysis of early childhood Success by Six® initiative	Social/Emotional Support project Program improvement initiative Training series for teachers Parent education programs/resources
15. St. Louis Region	Completed 3/6/08	16 members from 15 agencies Regional Council and 7 subcommittees meet monthly	Focus on regional needs and advocacy issues City of St. Louis Strategic Plan	Regional early learning conference Regional early childhood research Advocacy and public awareness events Membership increase to 110 members from 75 agencies

Community	Phases 1 - 4: Initial Contact through Team Formation	Phase 5: Developing Local Initiatives	Phase 6: Determination of Priorities	Phase 7: Implementation of Key Priorities
16. Tri-County Area (Macon, Shelby, and Monroe)	Completed 11/28/2007	14 members from 11 agencies Meetings suspended when lead agency office in region closed	Conducted community needs assessment and family survey	
17. West Plains	Existing group takes ECCS 11/29/2007	7 members from 5 agencies Convener retired	Focus on school readiness and public awareness of early childhood issues	
18. West-Central MO (Clinton)	In process			
19. Northeast MO (Kirksville/ Edina)	In process			

Needs Assessments in Local Communities

Identifying and understanding the needs in local communities is necessary to inform the Early Childhood Comprehensive System and to develop a local plan. Information gathered from conducting community needs assessments is important for these reasons:

- The information helps mobilize community support and investment for an ECCS initiative;
- The information guides the planning process by providing information to help determine the stakeholder team's priorities and direction; and
- The information provides baseline data to evaluate progress of the ECCS initiative.

During this evaluation period, local ECCS stakeholder teams were encouraged to conduct needs assessments in their local communities to accurately determine what the families of young children needed, as well as the community services available to meet the identified needs. Assessment methods ranged from highly sophisticated methods to informal information gathering. Local communities often determined the extent of community assessment based on data that was readily available and their capacity to conduct a study.

UMKC-IHD provided the *ECCS Community Stakeholder Team Development Manual* as a resource to help teams with this task. Included in the manual is a *Toolkit for Mobilizing Local Communities*, which contains information about conducting a community needs assessment and a template that local teams could adapt for their use. The manual and toolkit were originally completed in October 2008, and they were revised and re-distributed in February 2011. Information in the manual emphasizes that community needs assessment should reflect the nature of the collaboration occurring within the local early childhood system; in many cases, the efforts of individual agencies or personnel are insufficient to effect change without the collective efforts.

Teams were advised to access and examine existing data available in their communities. Secondary data available from a variety of sources can contribute to understanding community needs with minimal investment of resources. For example, some teams accessed findings published by local agencies that conduct targeted community needs assessments as part of their regular operations, e.g., Community Action Agencies, Local Public Health Agencies. Another secondary data source is the *Missouri ECCS Community Profiles* booklet compiled and published annually by UMKC-IHD, which presents an overview of local infrastructure development and profiles of the stakeholder teams in each region. The profile booklets were posted on the Missouri ECCS Networking Site and distributed in printed form at the 2010 telepresence meeting, and the 2011 and 2012 Early Childhood Summits. The profiles contain useful historical information that can be used in asset mapping for each ECCS region.

In October 2011, UMKC-IHD examined how local early childhood stakeholder teams assessed their needs and developed community initiatives in response to them. UMKC-IHD began by collecting information from the teams about any community needs assessments that were conducted, the findings, and any resulting data-driven plans about their regions. *Summary of Local and Regional Efforts to Determine Needs* in Appendix E provides information about assessed needs of individual communities.

Ten local/regional groups reported on their efforts to assess needs of young children, families, and community organizations that engage with them. Other teams have not yet reported on activities related to assessment of community needs around early childhood. In some instances, teams have not yet developed to the extent that this formal process has become a priority. In other instances, communities or regions faced challenges consolidating information from multiple sources and finding functional ways to use the data sources for developing action plans.

Some groups reported the needs that surfaced and became part of their action steps. They identified these areas of need:

- Child safety and security;
- Lead poisoning in children;
- Decreased WIC participation among Head Start families;
- Family support;
- Access to quality child care;
- School readiness;
- Children having a medical home;
- Pediatric and family dental health;
- Child mental health;
- Workforce development and retention;
- Coordination for strategic planning, policy-making, and implementation;
- Early childhood initiatives in geographic areas of high need; and
- Addressing legislative needs and coordinating with state agency operations.

Creation of Local Profiles

Descriptive information about the development of local stakeholder teams was chronicled through the creation and updating of local team profiles periodically during the evaluation period. Local Team profiles point to both the commonalities and the variations among communities, from which inferences can be made about the necessary elements of the model and the level of adaptability needed for replication in new sites. UMKC-IHD personnel began to gather information in 2008, during the initial evaluation period, by communicating with each of the local stakeholder team leaders in order to develop profiles about their local teams. The findings from this initial data collection were compiled into a community profile for each site, i.e., an abbreviated community case study for each local team. The profiles were revised through an iterative process in which team leaders reviewed draft documents and discussed potential revisions with UMKC-IHD staff. They were presented to the ECCS Steering Committee for further examination. Eventually, the edited profiles were compiled and formatted into a booklet, *Missouri Early Childhood Comprehensive System (ECCS) Stakeholder Team Profiles: A Work in Progress,* which was first published and distributed to participants at the Statewide Stakeholder Video Conference, on May 26, 2010.

During the second year of the evaluation period, the profiles were expanded to include additional information about the communities and to record the teams' development in a narrative format. IHD personnel created a fact sheet template and presented it to the ECCS Steering Committee for approval. The fact sheets included detailed information about the areas served, community demographics, the constituency of the local stakeholder teams, and the following preliminary asset mapping information:

- School districts,
- Institutions of higher education with programs for early childhood teacher preparation,
- P-20 Councils,
- Community Action agencies,
- Child care training agencies,
- The number of child care programs,
- Family support organizations,
- First Steps Inter-Agency Coordinating Councils,
- Department of Mental Health Systems of Care Teams,
- Early childhood mental health providers,
- Early childhood home visitation programs, and
- Child abuse/neglect prevention programs.

The fact sheet information was added to the updated *ECCS Stakeholder Team Profiles* to produce as single four-page document of concise information about each team and their respective community. Multiple copies were printed and forwarded to the ECCS stakeholder team leaders for distribution in their communities. The profiles and fact sheets were consolidated in a revision of the *Missouri Early Childhood Comprehensive System (ECCS) Stakeholder Team Profiles: A Work in Progress* booklet. The *Work in Progress* booklet was published and distributed at the first Missouri Early Childhood Summit, on February 24, 2011.

During the third year of the evaluation period, UMKC-IHD solicited update information from local ECCS stakeholder teams and continued to edit the Team Profiles. The updated information provided by 7 of the 12 active ECCS stakeholder teams was summarized in updated profiles, printed, and disseminated at the second Early Childhood Summit, on March 1-2, 2012. The most current available revision of each Profile is found in Appendix F.

Local Groups and Activities

Activity in local ECCS stakeholder teams was summarized and reported to the ECCS Steering Committee through periodic *Update Reports*. UMKC-IHD personnel would collect information about local team activity from site visits, minutes of local team meetings, reports prepared by local team leaders, and informal communication via phone or e-mail. Analysis of *Update Reports on ECCS Local Infrastructure Development* revealed a wide variety of initiatives and other work that occurred in Missouri communities to benefit young children and their families.

Most local teams recounted their work aligning the goals and strategies of community coalitions with the ECCS State Plan. They also described their local initiatives to assist families with parenting skills, to improve early childhood program quality, to promote family-friendly business practices, and to provide resources to parents and service providers.

A prevalent theme that emerged from the analysis of stakeholder team information regarded community planning. Following are examples of reported community planning activities:

- Conducting a community needs assessment and team meetings to discuss a proposal for an Early Head Start grant;
- Examining costs associated with delivering high quality early education services in local communities;
- Coordinating efforts of local ECCS stakeholder teams with local government efforts related to children;
- Convening community leaders to address poverty issues related to children and families in the local region;
- Planning with a broad base of agencies to address safety and security needs of children in the region and to facilitate outreach and referrals within the early childhood system; and
- Operationalizing a 3-year community plan with government and civic entities.

Several local stakeholder teams reported activities to engage the business community in early childhood issues. For example, they implemented these strategies:

- Partnering with the business community in a public awareness campaign to promote the importance of school readiness (St. Joseph);
- Hosting a third Early Childhood Summit for regional business and community leaders (Boone County); and
- Sponsoring an Early Education Summit for business and community leaders to address current issues for young children (St. Joseph, St. Louis, and Springfield).

Teams also reported working with higher education entities to promote articulation among colleges and universities and participating in the formation of an area educational research consortium. Training and other initiatives to assist families with parenting skills and resources was noted.

Some teams reported their collaborative work to secure funding for local early childhood systems development. Fundraising activities included development of a collaborative grant proposal for foundation funding. One local team leader described efforts to collaborate with existing initiatives to secure additional resources for a coordinated regional early childhood system.
A variety of other innovative activities occurred in communities throughout Missouri. Following are some examples of these initiatives:

- Promoting the expansion of community gardens and nutrition education for families;
- Analyzing the needs and services related to oral health and childhood obesity to develop a purpose-driven agenda;
- Collaborating across agencies to promote the inclusion of children with special needs;
- Piloting assessments to measure social and emotional development in young children and to report on child outcomes; and
- Facilitating the collaboration of direct service providers across mental health, social services, local government, child care, and other sectors.

Some local ECCS stakeholder teams considered how to interact with existing or developing Regional P-20 Councils, which entail a much larger geographic area. Regional P-20 Councils focus on children's successful transitions along the educational pipeline from prenatal development through primary and secondary education into higher education. The alignment with a P-20 Council was most evident in Northwest Missouri where the ECCS team is one of several subcommittees of the larger Council. The Northwest Missouri P-20 Council serves a 32-county area, which encompasses three of the ECCS regions. Efforts are underway to expand and coordinate local infrastructure within this larger region. The Subcommittee identified indicators of successful implementation of initiatives to enhance the early childhood system for a data dashboard. Selected indicators were presented to an Executive Committee and formally introduced at a Strategic Planning Summit Retreat.

A regional approach to early childhood systems development also occurred in two other areas of the state. The Bootheel Early Childhood Alliance (BECA) was formed during this evaluation period with stakeholders representing a 6-county region. In 2011, a decision was made to convene local BECA teams at the county level, in addition to the 6-county regional BECA team. Local teams then addressed ECCS goals more specifically according to identified needs within each county, while the 6-county BECA team provided support and assistance to the county teams.

The other regional group that emerged during this evaluation period was the St. Louis Regional Early Childhood Council (SLRECC). Its purpose is to advance the level of learning and development among children ages 0-8 in the St. Louis region. The group's strategic plan included the establishment of eight working committees and called for a community needs assessment to drive the work of the Council.

Alliances were also forged with local ECCS stakeholder teams and their respective local DMH System of Care teams. The DMH System of Care Statewide Coordinator presented information to local team leaders, and UMKC-IHD personnel encouraged partnerships during site visits. UMKC-IHD staff continued to support collaboration between local stakeholder teams and the System of Care teams by forwarding information from the System of Care teams and by encouraging networking.

Many outcomes were realized in local communities, both from direct collaborative activities of local ECCS stakeholder teams and from efforts by partnering agencies. Following are examples of some outputs leading to positive outcomes for children and families in Missouri:

- 16 community agencies partnered to sponsor the Week of the Emotionally Healthy Child to raise awareness of the importance of emotional health in Columbia.
- 14 individuals formed an Early Childhood Action Team and developed indicators, goals, and action steps for the Northwest Missouri P-20 region.
- 405 professionals and community leaders participated in a conference on family violence and child abuse prevention, and 647 individuals received sexual abuse prevention training in Joplin.
- 33 students in non-credit classes and 9 students in the college credit classes received financial support toward earning a CDA credential in the Cape Girardeau region.
- 52 early childhood educators received training at the Butler County Community Resource Council's Early Childhood Fall Seminar.
- A 6-hour teacher training series to promote effective math and science teaching in preschool classrooms was developed and implemented by ECCS stakeholders (St. Joseph).
- 283 early care and education providers were recognized at community appreciation events, in Springfield, Poplar Bluff, St. Joseph, and Kansas City.
- 8 articles on kindergarten readiness were authored and published in *Moms Like Me* magazine by an ECCS stakeholder team (Springfield).
- 2,000 children and their families participated in a Community-Wide Play Day sponsored by 40 agencies in the Springfield area.
- 39 families of children entering kindergarten received Parent Resource Kits in St. Joseph.
- A proposal for building an early childhood center through a local tax increase was developed by stakeholders in West Plains to increase capacity.

Family Leadership Network Information

In 2010, UMKC-IHD began to explore the concept of a Parent Leadership Clearinghouse. This was soon renamed the *Family Leadership Network*, to better depict the inclusion of additional family members and to better focus on the dynamic, interactive nature of the resulting infrastructure. The objective of developing a Family Leadership Network was enhanced by including the resources of the Missouri Family to Family Resource Center at UMKC-IHD during this reporting period. The work on family leadership focused on both leadership development for family leaders and capacity-building for organizations and systems to infuse family leaders into their work. Efforts were concentrated on two essential components of the Family Leadership Network:

(1) **The development of an infrastructure for a systemic approach.** This twofold process connects family leaders with opportunities for involvement in the early childhood comprehensive system locally and statewide, while building pathways within the system to utilize families in meaningful roles.
(2) **The development of a conceptual framework.** This specifies the types of family leadership needed within organizations and systems and the requisite competencies for family members to fill such roles. It also identifies characteristics of organizations, competencies of personnel, and effective strategies that promote shared leadership with families.

These are referenced as the ***Infrastructure*** and the ***Conceptual Framework*** of the Family Leadership Network, respectively. While both components were developed concurrently, the following two sections document initial activities to address each component. Then the next two sections describe integrative activities based on the involvement of the **Family to Family Stakeholder Team** in this work and the focus on the Family Leadership Network at statewide **Summits**. These have fostered implementation of the Family Leadership Network and development of strategies to continue and strengthen the Network.

Development of the Family Leadership Infrastructure

UMKC-IHD staff (including the Director of Individual Advocacy and Family Support, the Family Leadership Coordinator, the ECCS Project Director, the ECCS Project Coordinator, and other key staff) met to determine leadership opportunities that currently exist in various social service sectors (e.g., education, health, domestic violence, and foster care) and to identify strategies to enhance family-professional partnership opportunities for family leaders and organizations.

During the months of November and December 2010, an environmental scan was conducted to identify various types of organizations or groups that support parents and/or family members of young children. Groups and organizations were identified by searching websites, conducting key word searches, and consulting with key leaders in Early Childhood. The environmental scan, which was updated again in December 2011, can be found in Appendix G.

The Family Leadership Network concept was first introduced to local ECCS stakeholder team leaders during site visits and the Statewide Stakeholder Video Conference in 2010. Over the next 2 years, local teams began to explore ways to involve family leaders in their team activities. Appendix H presents the status of family membership on local teams by the conclusion of this reporting period. Key messages were developed during a planning meeting of UMKC-IHD personnel, and preliminary strategies for the initiative were defined in FY 2011. When available, the UMKC-IHD Family Leadership Coordinator attended local stakeholder team site visits and presented information regarding the Family Leadership Network. In addition, 200 brochures that promote inclusion of children with disabilities and parent leadership, developed by SpecialQuest for Missouri, were disseminated to local ECCS stakeholder teams.

Development of the Family Leadership Conceptual Framework

UMKC-IHD and DHSS project staff created a brief outline for the conceptual framework of family leadership, which they proposed in the ECCS grant application. During this 3-year period, they discussed and expanded upon this framework and began to develop additional materials. The first draft of the Family Leadership model was presented to the ECCS Steering Committee on November 10, 2010, where members provided additional feedback to refine the document. The ECCS Steering Committee and DHSS also appointed the Family Leadership Subcommittee to provide support and oversight for the development and dissemination of the model, including planning for the Early Childhood Summit. This group met to research, plan, develop, and assess the progress of family leadership development in Missouri.

UMKC-IHD staff researched and identified categories of family leadership and the roles and competencies for each type of family leadership. Core competencies were established and defined based on a review of the literature on promising practices, research, and practical experiences. The Family Leadership Subcommittee, with extensive continuous feedback from parents and professionals, continued to inform UMKC-IHD's development of the family leadership framework. As a result, a model of core competencies for family leaders at various levels of programmatic and policy work was developed.

The resulting model included three categories of Family Leadership work: *Partnering to Help Others, Partnering for Quality Improvement in an Organization*, and *Partnering for Systems/Legislative Change*. An additional category, *Partnering for Own Services,* was addressed separately to reflect the ideal qualities that should be present to become a strong family leader. Competency and skill areas were defined and clarified for these five areas: *Decision Making/ Problem Solving, Navigation, Communication, Partnerships/Relationships, and Cultural Proficiency and Family Dynamics*. By spring 2012, this family leadership framework was more fully developed and published as the *Core Competencies of Family Leaders: A Guide for Families and Organizations,* which is presented in Appendix I. It was introduced at the 2012 Early Childhood Summit.

Complementary work in the development of foundations for professionals and their organizations to fully benefit from the contributions of family leaders is still underway. It is projected that this work will be heralded in the 2013 Early Childhood Summit.

Involvement of the Missouri Family to Family Stakeholder Team

One group that supported the development of both the infrastructure and the conceptual framework of the Family Leadership Network was the Family to Family Stakeholder Team, which first convened in June 2009. With blended funding from DMH, DHSS, and other entities, the Family to Family Resource Center first focused primarily on families addressing developmental disabilities and special health care needs. Over time, the early childhood population and the ECCS objectives became integrated into the activities of the Family to Family Stakeholder Team. The Family-to-Family stakeholder network, comprised of 75% family leaders, as well as professionals representing over 35 various social service organizations,

participated in developing and refining the family leadership competencies highlighted in *Core Competencies of Family Leaders: A Guide for Families and Organizations*. Table 17 presents key highlights of meetings that were held during this reporting period.

Table 17. Meetings of the Missouri Family to Family Stakeholder Team

Meeting Type	Date	Attendees/Audience
Family to Family Stakeholder Team Meetings	6/30/2009	Initial meeting to discuss continued implementation and sustainability of the Family to Family Resource Center
	10/1/2009	30 attendees
	9/1/2010	32 attendees
	12/9/2010	33 attendees representing 13 organizations from different areas of MO
	3/1/2011	35 attendees representing 18 organizations from different areas of MO
	5/11/2011	31 attendees representing 16 organizations
	9/27/2011	29 attendees representing 16 organizations
	12/6/2011	28 attendees, including 14 families and self-advocates, as well as organizations from different areas of MO Meeting focused on the following: • Work with Department of Mental Health and Sharing Our Strengths affiliations • Building capacity of all participants across the lifespan • Identifying needs of families across the lifespan and life categories • Family interactions with service providers, other families, and their local communities • How services should be provided
	3/7/2012	34 attendees, including 17 families and self-advocates, as well as organizations from different areas of MO Meeting focused on the following: • Work of the Missouri Family to Family Network with partners across MO and the many systems with which families interface • Making systems seamless for families • Building capacity of community partners across the lifespan • Needs of families across the lifespan and life categories • Family leadership and building capacity of families to partner at individual, local, regional, state, and national levels
	5/28/2012	50 attendees, including 25 families and self-advocates, as well as organizations from different areas of MO Meeting focused on the following: • Navigating MO's systems • Integrating supports for families in MO • Integrating family perspective into MO systems • Providing supports that are family- and person-centered at individual, local, regional, state, and national levels

Attendees shared with the group their reflections at the end of each meeting and completed a quick survey. Their feedback guided processes and outcomes of meetings, other partnership activities, and approaches to enhance family participation. One hundred eighty-nine surveys were

completed at the meetings, with an average of 21 individuals per meeting. Respondents could choose multiple categories to identify themselves: 96 were parents or other family members,[8] 18 were self-advocates with special health care needs and/or developmental disabilities,[9] 145 were professionals,[10] and 8 identified no role.

Stakeholders who attended the meetings identified these three most commonly cited positive outcomes: (1) collaboration/networking, (2) brainstorming and problem-solving, and (3) increased knowledge about resources. Stakeholders commented that they liked being involved in group processes that included family members, self-advocates, and professionals, which built on everyone's strengths and life experiences. They strongly recommended continuation of the partnerships and opportunities for the various stakeholders across the state to convene, including family members and youth. They also recommended widespread dissemination of the products to sustain the momentum that has begun.

Early Childhood Summits as Mechanisms for Family Leadership Development

As the framework was being developed, work began on building the family leadership infrastructure. The ECCS Steering Committee adopted a two-pronged approach that involved both identifying and preparing family leaders for service as well as readying boards, committees, and stakeholder groups to accept family leaders and receive their input. Family leaders were invited to participate in both the 2011 and 2012 Early Childhood Summits. The 2011 Summit primarily emphasized introducing local ECCS stakeholder teams, highlighting their accomplishments, and building network connections across the state and in local communities. In 2012, the focus of the Summit shifted to building the Family Leadership Network through the two-pronged approach previously described.

In 2011, over 20 family leaders were recruited to attend the Summit from local ECCS stakeholder teams, the Family-to-Family Network, and the Missouri Head Start Association. They were matched with leaders from their respective local ECCS stakeholder teams to begin building the Family Leadership Network in communities across the state. The intent of the Family Leadership Network is to increase family involvement and parent/family voice, with a particular focus on those groups that address early childhood issues.

Planning for the 2012 Summit began in Summer 2011. In collaboration with the Project Coordinator, the Family Leadership Subcommittee, and the ECCS Steering Committee, UMKC-IHD staff expanded the Summit from one to two days to conduct separate training and orientation at a Pre-Summit with the Family Leader participants. The ECCS Steering Committee provided feedback

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[8] This includes 4 parents or other family members who also identified themselves as self-advocates, 65 who identified themselves as professionals, and 3 who identified themselves as both self-advocates and professionals.

[9] This includes 4 self-advocates who also identified themselves as parents or other family members, 3 who identified themselves as professionals and 3 who identified themselves as both family members and professionals.

[10] This includes 3 professionals who also identified themselves as self-advocates, 65 who identified themselves as parents or other family members, and 3 who identified themselves as both self-advocates and family members.

during regularly scheduled meetings to guide the decision-making process. UMKC-IHD staff facilitated a full-day planning session with the Family Leadership Subcommittee to develop the agenda, consider the meeting logistics, and determine recruiting strategies in December 2011.

The focus of the 2012 Summit was to support the ongoing work of the ECCS Steering Committee's commitment to building a cadre of family leaders through sharing information, networking, collaborating, and showcasing Family Leadership. The following individuals were among the participants invited to attend the Summit:

- Leaders from family groups,
- Stakeholder team leaders from local ECCS teams,
- Members serving on the ECCS Steering Committee,
- Coordinating Board members, and
- Other state-level early childhood system stakeholders.

UMKC-IHD contacted each local ECCS stakeholder team to inquire about the status of family leader engagement and determine the level and nature of technical assistance needed for infusing family voice into their work. Local stakeholders were asked about their support needs for family leaders from their area that would be available to attend the Early Childhood Summit. Family leaders were enlisted and registered through extensive phone contact and e-mail follow up.

As with the 2011 Summit, family leaders were identified and invited from a number of constituencies across the state such as the local ECCS stakeholder teams, the Missouri Head Start Association, the Missouri Developmental Disabilities Network, and Child Care Aware of Missouri. Family leaders who had attended the 2011 Summit were invited to attend, as well as family leaders recruited by UMKC-IHD from Head Start and other venues. Arrangements were made to assist family leaders with transportation or child care issues to enable their attendance and participation.

In order to prepare for the ECCS Summit and to orient ECCS Steering Committee members to the conceptual framework of the Family Leadership Core Competencies, the Family Support Director facilitated a discussion on Family Leadership at the ECCS Steering Committee meeting in January 2012. The Committee explored reasons for including family leaders in the early childhood system, as well as expectations and potential roles for family leaders at the state and local levels. The Committee discussed working definitions of family leadership and other such concepts as *family-centered* or *family-driven*.

The Missouri Early Childhood Summit was held in Columbia on March 1-2, 2012, with over 79 stakeholders participating. The Missouri's Early Childhood Comprehensive System (ECCS), the Coordinating Board for Early Childhood, and the Missouri Head Start-State Collaboration Office co-sponsored the event.

Twenty-one family leaders attended pre-Summit sessions on Thursday, March 1st to prepare to meet with local and state early childhood professionals on Friday. The *Pre-Summit Evaluation Report* suggested that most participants felt that these intended outcomes were met:

- To help them understand Missouri's early childhood system and the key players involved,

- Describe levels of family leadership,
- Learn to share their personal experiences effectively across all levels of family leadership, and
- Identify their personal communication style and how it interacts with the styles of others.

During the Summit on Friday, March 2nd, 58 additional state and local early childhood leaders heard the family leaders' stories in the context of the four levels of family leadership. They also worked collaboratively in regional teams to explore potential opportunities and solutions to address the issues raised. The ideas and concepts that occurred on Friday were recorded through the use of graphic interpreters that created a visual display of the conversations and interaction. To facilitate networking between the family leaders and professionals, attendees were seated at tables by their local ECCS regions. This enabled a dialogue based on regional needs, but also established a relationship for ongoing work together back in their communities.

Resources for Family Leadership Development

A number of resources were developed during this evaluation period to support and sustain family leadership infrastructure. The Family Leadership Core Competency booklet was a foundational tool for educating organizations and family leaders. This booklet will serve as the outline for the development of future training materials. Rack cards and the website were also developed to educate, inform, and recruit others for the Family Leadership Network.

The ECCS Family Leadership component was infused into the administration of the existing Resource Center, which originally recruited individuals and groups focused on special health care needs or disabilities. Through ECCS, non-disability-specific forms and procedures were developed, including the Family Leadership Intake Form, to accommodate all potential family leaders for entry into the Leadership Network. The existing database was updated to include data fields for response to parent/agency inquiries for all family leaders. A toll-free number and a dedicated e-mail address are available to potential family leaders, as well as those groups seeking a parent/family leader.

Interview protocols were also created for the family leader intake process. Each family leader receives support to develop an individual "profile" to help them identify areas where they need additional training or skill development. These profiles also aid staff in matching individuals to appropriate leadership roles. The process was piloted to address any issues for staff or family leaders at intake. A "rack card" for family members and organizations was created to promote the Family Leadership Network and recruit volunteers. Appendix J presents these materials developed to strengthen the Missouri Family Leadership Network: Volunteer Recruitment Form, Volunteer Intake Form, and Family Leadership Network Flyer.

The ECCS Family Leadership Subcommittee and Family to Family Stakeholder Team advised UMKC-IHD in developing a website that would support efforts to incorporate family leaders in the early childhood system. Primary navigation categories on the site included *Family Members, Organizations,* and *Tools*. These additional navigation selections are found on each page: *Home, About, What's New, Resources, Contact,* and *Partners*. The website can be accessed at www.mofamilyleadership.org. The Family Leadership Network website provides

both family leaders and organizations information to guide them in accessing Family to Family Resource Center staff, who then individually assist in connecting the right family leaders with the right organizational opportunities for their leadership. This results in best practice for including families in the early childhood system.

Interviews with Local Team Leaders

Overview

To better understand the perspectives of local teams at the conclusion of the ECCS project period, UMKC-IHD evaluators drafted a key informant interview protocol that included an introductory script and open-ended guiding questions.[11] DHSS project leadership then reviewed and approved the protocol. The interview questions focused on the degree to which state, local, and family leadership activities were effectively implemented during the past 3 years. Appendix K presents the interview protocol for these structured interviews.

DHSS and the ECCS Steering Committee recommended that UMKC-IHD interview leaders of the local ECCS stakeholder teams. Between April 30, 2012 and May 21, 2012, UMKC-IHD personnel visited 12 of 13 local communities where teams were active, to conduct individual or group interviews with local ECCS stakeholder team leaders.[12] The teams determined who would be invited to participate in the interviews. Seventeen individuals agreed to participate in the interview process, all who served as leaders in their local teams. Table 18 lists the dates and the number of participants in each interview by site.

Table 18. Interviews of Local ECCS Team Leaders

Community	Date of Interview	Number of Interviewees	UMKC-IHD Personnel
1. Boone County (Columbia)	5/21/12	1	2
2. Bootheel	5/1/12	3	1
3. Cape Girardeau	5/2/12	1	1
4. Jefferson County (Barnhart)	4/30/12	2	1
5. Joplin	5/16/12	1	1
6. Kansas City Metro Area	5/21/12	1	2
7. Marshall	5/21/12	1	2
8. Northwest Missouri (Trenton)	5/14/12	2	1
9. Poplar Bluff (Butler County)	5/3/12	1	1
10. Springfield Metro Area	5/15/12	2	1
11. St. Joseph	5/14/12	1	1
12. St. Louis Region	5/4/12	1	1

[11] This protocol was supplemented by the demographic information and multiple choice questions from the written survey, as well. Each interviewee agreed to complete both the oral interview and the written survey items.
[12] The team leader in Maryville was not available for an interview.

UMKC-IHD evaluators conducted semi-structured interviews to understand the perceptions of team leaders in local communities. The interviewer digitally recorded and transcribed each interview for analysis.
UMKC-IHD evaluators analyzed the interview data using an inductive approach, employing *NVivo* (a qualitative data analysis software program) to organize and code the interview transcripts. Responses in each transcript were initially coded according to the guiding interview questions that they addressed. Then, as patterns were identified in each transcript, the data were coded into additional emergent themes.

The following sections describe the collective findings from the interviews, sorted by the questions that were asked. The responses are classified according to the three primary levels of desired activity within the early childhood system in Missouri: (1) the state level, (2) the local level, and (3) the family level.

Responses about the Early Childhood System at the State Level

Question #1: What strategies have worked best to oversee and coordinate the early childhood system?

The Early Childhood Plan established a common set of goals for stakeholders and groups across the state. Stakeholders asserted that the plan was useful in developing local initiatives. *"Laying out that Plan for everyone to see puts everybody on the same page."* Furthermore, the process of developing and disseminating the Plan influenced local infrastructure development. One stakeholder perceived that *"the ECCS Steering Committee, the CBEC, and the ECCS State Plan have been a good way to communicate around the state. It helps to communicate what works and what doesn't."* Another team leader reported how the early childhood plan served as a template and springboard for additional examination of needs in their community. *"In this region as we looked at the State Plan, we examined the things that were not in place…We also did a fair amount of data work to look at the framework of the plan to discover [what the] unmet needs were."*

A substantial number of stakeholder team leaders commented about the success of the Early Childhood Summits and how they provided an opportunity for networking. They suggested that the opportunity for local team leaders to interact with both family leaders from their area and early childhood system personnel at the state level promoted the importance of including the family voice on local teams. Following are some of representative comments:

- *Meetings you've had bringing stakeholders together have been very effective in making sure the word gets out—you get input from various aspects throughout the state.*
- *The statewide conference that was held was a wonderful opportunity for networking…I think that was a wonderful opportunity to have providers with ECCS leaders to learn together.*
- *I appreciate the fact that there is a statewide group or body that is bringing all the groups together like the Summit. Bringing the families in and hearing their point of view is important.*
- *I really gained information and knowledge from the Summits. I think that's a strategy that's worked really well. The more aware we became of the whole system, the more meaningful it became.*

Onsite and remote technical support provided a connection to state initiatives and leadership. Interview participants indicated that direct support from the ECCS initiative was instrumental in advancing the work in local communities. The benefits of this communication and the supportive resources are highlighted in these comments:

- *You've been at our meetings; your connection is the thing that has been the most meaningful for me. It's the only insight that I truly have on the state level.*
- *The whole implementation of ECCS and working with local groups has been good.*
- *Communication between your office and the local level. Good communication has been bi-directional which we don't always see when we are working with state entities.*
- *Having a connection with you and your office [UMKC-IHD] has been an extraordinary opportunity for us. You have been able to bring us research and information, to help us understand the resources that are there and available, where the gaps might be, and I think the biggest thing from my perspective is your willingness to be there in support and make the extra effort to connect with us.*

The autonomy of local teams supported their work and allowed them to address unique needs in their communities. One participant noted, *"…each community gets to set up what works best for them and their geographic location."* At the same time, some noted that systemic changes to Missouri's early childhood system improved services for children and families. *"Some people see rules and regulations as a real pain and not helpful. I think things are better and we're making strides when I hear especially from State Department personnel. I think things are moving forward, not backwards."*

Question #2: What do you see as the main accomplishments in building an early childhood comprehensive system over the past 3 years?

In identifying the primary accomplishments of ECCS, respondents noted that ECCS provided opportunity for networking and raised awareness of the early childhood system. The effects of emphasizing its comprehensive nature and establishing communication networks are illustrated in these comments from the interviews:

- *People [are] more aware [of] what you're trying to accomplish, what the goals are, and how everyone will fit together.*
- *Any time you can create a system where you can network and learn from one another and understand what resources exist out there, it will only lend itself to making things better. That networking and establishing ECCS is certainly a strength.*
- *Maybe that we can all talk the same language – I think that's a good thing. Sometimes you just need a page to sing from. Everybody's got their own ideas about what it's supposed to sound like, but when you've all got something to work from, we can work together on this.*

Some also spoke about fragmentation in the early childhood system and recognized benefits of the ECCS project toward fostering collaboration. They saw progress toward breaking down silos within Missouri's early childhood system. Although systemic change may sometimes be slow or uneven, these comments suggest that collaborative efforts within ECCS were promising:

- *I don't know if we're there yet, but effort is underway to break down some of the silos so that there is cross-communication, more of an effort to work together, to break down some of the*

turf issues…That's been very heartening because that's something we've learned we have to do on a local level just to survive.

- *Especially looking at the balance between the Governor-appointed Coordinating Board and the ECCS Steering Committee leaders, [I see that it] has been a growing process for both sides, just learning the role that each plays. And hopefully, it has resulted in a greater respect for each other and understanding of the issues.*
- *I've seen partners working together in a more collaborative [way]. For example in the training quality assurance system, I saw the Child Care Aware® of Missouri and OPEN working together in ways I've never seen work before. I think watching those people partner has allowed other people [to] say, "I think this is become the norm. Let's just let down our guard."*

At least one respondent recognized the merging of the ECCS State Plan with the CBEC Strategic Plan as a major accomplishment. *"Having the Coordinating Board approve the plans that the ECCS Committee has worked on for many years to develop is a key accomplishment and shows that respect and understanding—in this case—for what the ECCS team leaders had done."*

One other accomplishment that a team leader mentioned was that the state implemented a tracking system (MOSIS) using a common identification number for children from birth to college or career. The participant perceived this as a benefit both for the early childhood system as well as its effect for individual children and families. *"[I'm] really excited about the upcoming data piece and being able to mesh all that together [using] ID numbers to track children after they leave Head Start."*

Question #3: What changes have occurred in state activities related to the early childhood system, and why?

Participants were asked to identify changes that occurred at the state level during the 3-year period. Most of the interviews occurred just prior to or immediately after the close of the 2012 Missouri legislative session. Significant budget cuts to several statewide early childhood programs were passed during this time. Understandably, the loss of funding was the most frequently cited change to the early childhood system and was perceived as highly detrimental to the delivery of services. The following comments reflect how ECCS team leaders perceived funding for the state early childhood system over the course of the 3-year grant cycle:

- *It seems like in the last 3 years we've seen more cutting in early childhood at the state level. [It] seems to be where budgets are tight, [they] may decide to cut early childhood. And that, of course, limits services that people can provide. I know for the agencies in our area that receive state dollars, a lot of them are trying to maintain at least a level of service that they've been doing. But [they have] not been able to expand or take in new families or meet the level of needs as they come up.*
- *When you cut…[funding] out of PAT 3 years ago…If you look at what Missouri's doing…, we're going backwards when it comes to actual child care programs. And I know somebody will say we put $1 million into PAT. Well, we cut $12 million out of Startup and Expansion, Accreditation Facilitation, and Early Head Start to do so.*
- *I'm really struggling with this right now. We took such a hit this legislative session. You just look at Missouri across the board. We're the lowest in any kind of educational support in the nation. We're not even 40th. Usually we are at 48th, 49th, or 50th.*

- *The changes that I have seen have been related to the comprehensiveness of programs and trying to put that out there, whether that's good or bad. Sometimes we're trying to do everything with a small amount of money, so then the expertise of the program gets so diluted that it becomes very difficult.*
- *The uncertainty of funding…is a potential grave concern for our communities and our families. How we elevate or bring attention to further investment [is important]. The impact of the economy seems to be affecting programs everywhere. Education has been hit really hard.*

In spite of severe budget cuts, agencies and organizations worked hard to sustain services. These comments suggest that early childhood stakeholders demonstrated resilience in these adverse circumstances and drew from the partnerships that they had already developed:

- *Because of these funding issues, departmental cross-sections have kind of come together…You have all these Department Heads coming together at [the] state to work together because of the lack of something. So sometimes that's a better outcome…well, it's not if you lose resources. It's hard to say.*
- *As devastating as that is, I have also seen agencies and organizations try to figure out how they can continue to do quality work that they are doing, in spite of all the cuts that are happening. And that's not always easy…Last year when all the Parents as Teachers programs were cut so drastically,…[I] saw how they responded and tried to make things work for families in spite of what the state had done…This past year, when they submitted proposal for funding again, they actually increased in 11 sites over 2,000 children that were impacted. Which I think is pretty astounding. They had over 4,000 children served the first year and 6,000…children served the last year. They were able to make it work in spite of the state cuts.*
- *Without a broader understanding of the organizations and institutions that work for young kids, I don't think it would have been as easy a transition. Without those in place, there would have been a lot more gaps that weren't filled.*

Changes were also found in stakeholders' perceptions about family leadership and the recognition of families' roles in the early childhood system. As a result of the ECCS emphasis on promoting family leadership, stakeholders across the state became more aware of including family voice in community planning and policymaking. One participant described the role of ECCS in promoting this change, *"Family leadership was a real strength…families are the key people in child's education. [ECCS provided opportunity for] them be heard and to get training to allow them to tell their story."*

During this evaluation period, the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) was implemented in Missouri. One respondent who was familiar with the project felt that it had *"done a lot of good."*

Some respondents considered the topic of duplication of services in early childhood. One who perceived that duplication of services had decreased stated, "*I believe I've seen…an attempt to eliminate those areas where there are duplication of services, which benefits everyone in these days of shrinking dollars."* Another, however, felt that duplication of services had increased, stating, "*Somehow the state needs to learn how to stop so much duplication of services…It's gotten worse. Even though I think at the state level there are people sitting down at a table and discussing what needs to be done, I don't think it's gotten bridged out at the state level in Missouri yet."*

Changes in the delivery of professional development for early childhood providers were noted in the interviews. Training for child care providers through a new process called the Training Quality Assurance System (TQAS) was implemented across the state. At least one stakeholder team leader felt that the TQAS offered some assurances about quality of local training. "*We think [the TQAS] is a positive step forward for quality…By putting them in department contracts, we're required to get the MOPD ID. The Missouri workshop calendar is bringing all the entities into one system. There is one place you can go, and providers don't even realize there [are] all those different people providing training.*

Question #4: What lessons have been learned while implementing an early childhood comprehensive system?

Interviewees shared their insights based on their work and participation in developing an early childhood comprehensive system. One participant believed ECCS provided opportunity for local team leaders to have a voice in setting the state agenda, emphasizing the importance of acknowledging all stakeholders in the system:

- *I hope that state leaders have begun to value our part in the conversation – that we can help set the agenda, that we have a perspective. When you sit behind a desk in Jefferson City, you may be well-intentioned and you may have years of experience and the best degree in the world, but if you are not working directly with families, you need somebody to inform the agenda, to inform the plan, to inform the system. And I think they value that.*

Another lesson learned through ECCS implementation was that systems development "*takes time and a lot of trust."* In describing the process at the local level, one respondent commented, *"It took us 2 years to decide what we were even talking about. I'm not sure we fully understand it now. We have a better idea now of how that impacts the state level than we did."*

Respondents believed that stakeholders at the grassroots level should be included in development of initiatives and systemic changes to foster broad-based understanding and acceptance. Insights about the level from which change is initiated are described in this narrative:

- *I think we have learned that we needed to start from the bottom and work our way up [instead of] starting at the top and working our way down. We learned how critically important it was to get that grassroots piece engaged before moving forward with the state system. We needed to begin [by getting] local providers and families involved by informing them and getting their buy-in…A lot of people threw up roadblocks because they didn't understand and didn't feel included. There's a lot to be learned from that process. Gaining their input is necessary.*

Another stakeholder noted that having a broader ECCS network of involved agencies and groups has been influential in decision-making. This individual described "*being more comfortable reaching out for help from other organizations that I would not necessarily [have] thought of in the past."*

Based on the need to respond to local economic challenges that constrain the early childhood system, some respondents spoke about the need for strong leadership to influence political forces in such an economic climate. According to one respondent:

- *Whatever might be a good idea, or whatever people are inclined to do, has certainly been affected by the economic realities and circumstances. I think the shifts in the legislature have constrained what might be done from our perspective and what should be done.*
- *The leadership is really critical. I don't think we've had leadership at the political level. To move these things in a tough economy and a tough political environment takes really strong, focused leadership.*

Question #5: What comments or recommendations do you have regarding future work at the state level?

Respondents offered their recommendations to enhance the early childhood system at the state level. They suggested stronger communication between state and local stakeholders and clarification of responsibilities in the child-serving state agencies:

- *I think we need stronger communication from the state level to the local levels for us to know more…I think that would help the local levels to be better able to provide support and talk about it in the community, and say, "at the state level this is what's being done, contact your legislator, talk to people about why this is important."*
- *[We still need]…alignment with the departments that are involved…I think that affects their willingness to cooperate or play ball.*

Several commented that additional advocacy is needed at the state level to improve Missouri's early childhood system.

- *We've got to have a presence in Jeff City. Whatever you want to call it (lobbying or advocating) but until we get a presence in Jeff City to make a case for early childhood programming, I don't see much hope in this moving forward. We're just too easy a target right now.*
- *So much of it involves resources, but the work you did with advocacy around parent leadership issues here 2 months ago, that was just a powerful workshop. That kind of programming at the state level – bringing in people from around the state – I think it's critical. And when you think of your objective there…I think that could go a long way in helping to create a statewide advocacy group.*
- *I don't think they [legislators] have a clue. When phone calls were made, many legislators said early childhood wouldn't be affected – early childhood is safe. I don't believe that they understood all of the pieces that were involved in early childhood.*
- *One of those products could be an awareness campaign so that the people of our state can understand what they're losing when they're losing funding for young kids.*

Respondents made a few other miscellaneous suggestions. Providing financial support for local stakeholders would reportedly increase their participation in the statewide early childhood system. One stakeholder suggested *"putting in some funding for travel."* Some local stakeholders have soft-money restrictions to their participation in certain activities, especially involving travel. Some financial support during this time of economic strain could address some barriers to participation in statewide Summits or meetings for both professionals and family leaders from local communities. It was also suggested that state level meetings could be rotated to various regions to make them more accessible to some local stakeholders.

Local team leaders called for increased collaboration to sustain the work and address gaps in service. These narrative comments emphasize how collaboration benefits children and families:

- *Because of budget constraints, a lot of smaller outlying offices were closed and services lost, posing a hardship for families. [For] many families, especially at-risk families in rural Missouri, transportation is a huge issue, and that affects access to services. When you are looking at consolidation of resources, you need to look at the flip side of that coin. For families that don't have transportation, how are we going to be able to get them there so that they can access services?*
- *Given the funding issues on the horizon, [we]…need to leverage resources and pull together to make sure that kids aren't being harmed in the process of these cuts. Try to fill the gaps as much as we can.*
- *When times get tough, when resources are cut, it is important to work hard. Having those bonds across the state and across the system [is important], so that we can look at ways to work smarter. [We need to] find ways to address the needs without the funding.*

Responses about the Early Childhood System at the Local Level

Question #1: What strategies have worked best to coordinate local and/or regional work of the early childhood comprehensive system?

Respondents noted the importance of developing a core group of stakeholders that are representative of the community for local infrastructure development. The effective group then builds internal strength and external credibility in the community at large. Some Local ECCS Teams became the entities within their communities to which leaders turned when seeking to interact with the early childhood field. Interview participants commented:

- *I would say you have to develop a core group. [For us it is] one that involved all six counties, and [we are] committing to going from there in building local teams.*
- *We really tried to include as many agencies and programs that serve young children and families to have a voice at the table.*
- *The team can…become the experts for the community, so if there's something "early childhood" going on, you hope that they would come to them and say, "Hey, this is what's going on; you all have the expertise. What's the next step for us?"*
- *When you came and talked to us, we already had that early childhood component for that team. And so it was just the logical thing; we were already meeting for early childhood, why not just incorporate that as part of what we're doing?*
- *We had an infrastructure already established, and one of our core results was to work with children ready to enter school. When we heard about ECCS, it was a natural fit to put that into this committee and to enhance this committee. We have been able to utilize information, like the information from the Summit and the Profile booklet.*

Examining and aligning local efforts to the State Early Childhood Plan was a key strategy for several of the teams. Some expressed that the process of comparing the State Plan to their local work was complex and required considerable effort to achieve alignment. One explained:

- *We took the state plan and compared it to ours and had long discussions about how the two of them aligned with one another. It helped us to understand the state system better, and it also helped us to get a handle on what we were doing or not doing…We would have chosen different indicators. We know what data we have locally and what we can collect.*

One respondent discussed core staffing to develop infrastructure. Staff fulfilled such responsibilities as meeting organization, community outreach, support for new initiatives, engagement of the business community, public awareness, and information dissemination. A Team leader noted:

- *We have focused on and continue to work on doing communications, both internal to the [team] and external to the community…We're trying to do that in a way that is in conjunction with what we call fundamental needs areas, where we get more visibility to those initiatives.*

The respondents reported the necessity of using a variety of communication mechanisms to garner strong participation. Some local stakeholder teams used the ECCS Networking Site as a tool for disseminating information and learning about activities of other groups across the state. Following are some comments about modes of communication:

- *[We used] E-mail, personal contacts, other meetings…the toolkit, just mass e-mails to see if anyone was interested, which worked out really well. It just takes a lot to get 40 people to anything anymore.*
- *Staying in constant communication via e-mail [worked for our team] – making sure that if it comes down from the state, or anything that is happening that needs to reach the local level, that it is disseminated to everybody, whether they're at the meetings or not.*
- *The development of the social networking site on Ning was a great development. To be able to see what everybody is doing and stay connected. Whenever we've been able to collaborate with other teams, that has been great…It's good to hear what others are doing, so we get a clearer picture of what our goal is. We use the social networking site by putting our pictures on there and looking at the profiles of the other groups. We used the social networking site more to access resources than to interact with members within the team. It was hard to get everybody on board and to gain their participation. We use the social networking site by putting our pictures on there and looking at the profiles of the other groups. But I think the one-on-one interaction had a greater impact [than what we] were able to do online.*
- *[We are] using the [ECCS Networking Site] to connect with other teams across the state. You can say, "Oh, I see you're working on this; how's that working for you? Where's the funding coming from?"*

Assessing needs helped local stakeholder teams plan initiatives that were relevant to the families in their communities. The results also informed stakeholder collaboration. Following are descriptions of a more formal and a more informal process employed by local teams:

- *We did a survey with our membership and all the counties in our catchment area of the Community Action Agency. We had several services that were represented at the table. As we talk and share, a lot of people don't know what's going on in another county, so they can plug in because it may be available.*
- *We've had a lot of…"aha moments" as we talk about what's going on and share resources with each other.*

Resolving logistical details to make team meetings convenient for participants was an intentional strategy of some local ECCS Teams. Coordinating ECCS stakeholder team meetings with those of other groups helped to minimize redundancy and maximize efficiency for participants. Holding meetings over the lunch hour and building upon existing initiatives were other effective approaches. These comments provide the rationale for some of these scheduling decisions:

- *If they came for one type of meeting, they might be able to back that up to another meeting so that ECCS is not an additional trip out.*
- *Everybody has to take a lunch time. Everybody's busy. So if you meet over lunch, people have an excuse to be there. If they have to choose between that meeting and other job responsibilities, it's not such a difficult choice to make when it is over lunch. It's an easy choice for me to make.*
- *It seems like in our rural communities, it's the same people going to all the meetings…Tapping in to things that already exist has seemed to be our most successful way of doing things.*

One respondent discussed the importance of participating in a community initiative with a focus that is broader than early childhood. The initiative resulted in substantial benefits for families and increased connectedness of the human services in the community. The following narrative is an example of how this local team collaborated to support a larger community effort:

- *We are in the process [of participating in a community outreach effort]…Our team took on the project of Homeless Connect in the fall. And so, that's really what everybody's been working together on. [We've been] talking about the services that are going to be needed for people coming to that project. Our group is responsible for the Kids-Zone. So we're responsible for the children, and we begin to share [about various agencies], like the Health Department, that says we can do this service. Educare folks, they've got a lot of equipment and supplies they can bring in and share with us, so the kids have some things they can play with and do while they're there. Child Care Aware® is going to be helping with some comfort items that the kids can keep and take home with them and take to wherever they're staying, whether it's in their car or whatever. Parents as Teachers is working at getting books donated through the Humanities Council. So it's really been pulling together resources and people that say, "Hey, I didn't know you could do that."…So this was an opportunity for us to be involved and work with the homeless population, an extremely low-income population, that we wouldn't be doing just as a team. Maybe as an agency they might, but to pool everybody's resources is really a great thing.*

Question #2: What do you see as the main accomplishments in early childhood in your local community or region over the past 3 years?

Forming a core regional leadership team to address early childhood needs, while expanding the ECCS initiative to include smaller more localized groups, was a significant accomplishment in several communities. Team leaders described how these regional teams developed and how they began to work at the local level:

- *I would say building a structure as far as getting the core team together and then branching out to local groups.*
- *We have been able to call people to action and have a good strong diverse group of folks representing different counties, different organizations, parent involvement, a little bit of business involvement, as well as not-for-profit.*
- *Agency involvement at the county level has definitely increased. Fortunately, that's kind of the way we have to do business in this region because of all the governmental fragmentation. We don't have natural mechanisms for regionalism. We have had to create a voluntary regional mechanism.*
- *Including the different perspectives from the rural areas is really important…We want to make sure that we're not just rolling out what we do into the rural areas, thinking that it's the right answer. So, [we are] making sure we understand what's happening, what the needs are, and making sure we have enough stakeholders representing those areas.*

According to one respondent, a major accomplishment was the creation and dissemination of an indicator report on the status of community goals, which included early childhood goals. The report, published every 2 years, provides longitudinal data for examining progress and highlighting areas of need. The consistent review of the same indicators reportedly leads to common language across the community and informs policy development on a broad range of issues that affect children and families.

Conducting a community needs assessment based on the ECCS Plan and implementing initiatives to address the identified gaps were seen as major achievements in other communities. A stakeholder team leader describes how the existence of the Local ECCS Team and their prior work to conduct a needs assessment using the ECCS State Plan as the lens for examining the findings, contributed to their accessing grant funding for a community initiative.

- *The needs assessment helps us to identify that services were kind of disconnected, and the dream of the group led us to the grant opportunity. Having an ECCS stake stakeholder group made it easier to apply for the grant. This group is working together, identifying problems in early childhood…The funder was looking for agencies that were working together, and the two things just meshed. We had just gone through the five goals of the ECCS Plan, and that helped us to think about what were our priorities. We kept noticing that there were the same things that were missing. It was very hard for a family to know what all the resources were out there, and how to navigate all the different organizations.*

Community focus on early childhood issues and interagency communication increased the availability of services and removed barriers to accessing them. The following narrative describes how team members collaborated within one local system:

- *We really do promote that it takes a village…The coalition is working together for the betterment of children's lives. Our families with small children, I believe, have a better understanding of what services are available to them. And we've worked very hard to break down those barriers to access those services. And it's only come because so many people sit at the table, and they can talk across the table. Someone for children's services can say, I referred this child to Parents as Teachers, and they haven't gotten a call back; what's going on? And the woman from PAT can say, let me check on that and get back with you. Or…they don't have a certified birth certificate; can we still get them in?...Because we are sitting around the table together, I think our families have greater access to the early childhood development services that we have available in the community. I don't think it would have happened before. I think we have worked very concertedly to break down, crawl around, or overcome some of those barriers.*

Improvements in the overall quality of early learning programs through professional development and other continuous quality initiatives was recognized as a key accomplishment in one community. In describing the systemic improvements, the interview participant said, "*I really think we have accomplished a level of quality in our early childhood system – [affecting] everything from the private provider, through the early childhood school or Head Start, or what school districts have. I think the education of the teachers and teacher aides has been one of the ongoing accomplishments in our community."*

Some local leaders cited specific initiatives as major accomplishments in their communities. Following are examples of these endeavors:

- Implementing a backpack program for child nutrition, which involved sending food home with children on weekends;
- Hosting parenting conferences that focused on social and emotional health of young children;
- Sponsoring public awareness campaigns that provided information to the public about child development, safety, health, and parenting information;
- Conducting local early childhood summits to engage the business community in early childhood issues;
- Collaboratively sharing support to enable child care providers to receive their Child Development Associate (CDA) credential; and
- Engaging hospital administrators and representatives of multiple government agencies in an initiative to address the use of emergency rooms for routine medical care.

Question #3: What changes have occurred in the local or regional infrastructure for early childhood, and why?

Stakeholders reported numerous changes in local early childhood systems across the state. Several commented about changes in the way that they communicated and collaborated with one another. Respondents recognized a greater willingness among individual organizations to work together to achieve community objectives. One described this collaborative spirit by saying, *"Doors are open, and everybody's coming to the table to discuss things."* Working together on community initiatives reportedly benefitted the early childhood system. Seventeen local organizations in one community co-sponsored three events to create an awareness of early childhood issues, which *"…maybe has started to break down some of the silos of individual organizations."* In another community, direct service early childhood providers were perceived as more involved and integrated into community-wide efforts.

Changes regarding Early Head Start and Head Start were also seen in local early childhood systems. Early Head Start programs were opened in some communities for the first time during this grant cycle, and in other communities a number of slots were expanded. However, state funding for Early Head Start programs was severely cut at the end of the 2012 Missouri legislative session and the sustainability of much of the expansion of Early Head Start was uncertain at the time of these interviews. Improvements to Head Start programs (for 3- to 5-year-olds) were also noted by interview participants. One ECCS stakeholder team leader reported that the Head Start grantee implemented increased educational standards for the teaching staff, which resulted in an overall perception about the school readiness of children attending Head Start. *"Now, people are pleased about having Head Start children in their program. They recognize that these children come to school ready."*

As noted in the responses regarding changes at the state level, local communities were affected by funding cuts as well. Stakeholder team leaders noted serious losses to Parents as Teachers programs in many local school districts. Some interview participants identified Workshop on Wheels as a program eliminated due to budget cuts.

Budget cuts also affected the child care resource and referral agencies. Child Care Aware® of Missouri consolidated its network, and some local team leaders perceived that their communities lost access to resources as a result.

The early childhood system in Joplin was affected by the tornado that struck that community on May 22, 2011. The ECCS stakeholder team leader described the devastation, *"It was homes, it was businesses; we lost 161 lives."* The existence of the ECCS stakeholder group and other local groups, however, proved to be instrumental in the remarkable resiliency and immediate responsiveness of the community, as described in this narrative account:

- *Before that, we certainly had an active coalition. People were working together and pulling together for the betterment of the children. That was very instrumental in helping families in the aftermath of the tornado. Because that structure already existed, we were able to hit the ground running much more quickly…By Monday morning we were already checking in on our families. We were already talking to each other. We were already assessing the need and figuring out who could do what.*

Question #4: What lessons have been learned during the local or regional activities associated with building an early childhood comprehensive system?

In reflecting on the lessons they learned while implementing ECCS locally, two team leaders asserted the importance of having local teams develop plans that work best for their respective communities. Local infrastructure development for the ECCS project in Missouri was intentionally designed to allow local stakeholder teams to develop autonomously under the umbrella of the State Plan, in order for teams to freely address their own unique needs. This strategy was affirmed by these comments from the respondents:

- *So us being able to design and develop [our team as we wanted] – I think the lesson learned is that doing it the way you have done it [is better],…because often times I wanted to e-mail you and just ask you to tell me what to do. And you know, we never got that kind of answer.*
- *We found out there are differences in the local communities and what their needs are. So you can't have one size fits all. Practically, there needs to be some flexibility in the communities. This is what is available, and how can it best work in our community? Everybody may not be the same.*

Planning for systemic change is an iterative process, and plans were adapted over time in response to the realities of the communities and the work. Differences in available resources were found from one community to another, which must be considered in local infrastructure development. Stakeholders reflected on these adaptations:

- *We really have to iron out what the actual plan is going to be and keep focusing on coordinating available resources, seeking additional funding for our priorities. We found there were substantial barriers to some of the things that we were wanting to do.*
- *In our region, we have a ridiculous abundance of resources, and we don't take advantage of them. And so we find ourselves in the circumstance as if we didn't have the resources…it's a resource management issue.*
- *We started out with ECCS as the structure for how we got engaged and started getting things going. As the [group] formed and we got into the strategic planning process, we probably lost focus on the statewide ECCS stuff. We knew it was there, but it was in the background…I think we got a little introspective, rather than looking to that as a framework and a tool.*

We were self-absorbed, focused on what we were trying to do, rather than looking toward the state and plugging into that infrastructure. We should have looked outward and realized that that was part of the context within which we were operating.

Some teams learned that there were challenges in engaging the business community in early childhood initiatives. Despite diligent efforts in one community to garner support from the Chamber of Commerce, they *"never would get behind the effort...they just kept coming up with issues."* Efforts to reach out to an Economic Council in another community did not result in formation of a partnership that provided meaningful engagement or financial support.
Stakeholders reported that they discovered the value of needs assessments in the planning process. Two respondents offered these comments:

- *There is a tendency to generalize, and it helped us to focus on particular needs.*
- *We assess the community and they are responding to the needs from that assessment. That just warms my heart. A little structure and giving them permission to think outside the box is what it takes to advance early childhood in this community. People don't have to be told what to do. They instinctively can figure that out.*

Some generalizations about the people who work in early childhood and participate on local ECCS groups emerged in the interview conversations. Team leaders described individuals in the early childhood field as pragmatic and passionate people who were willing to do what was necessary for children and families and to *"get the job done, whether it meant taking on more responsibility and spreading themselves thinner."* Especially in tough economic times, "*people that work in the early childhood system have a heart for what they do."*

Numerous interview comments pertained to determining the constituency of the teams for optimal development of the local early childhood infrastructure. Several respondents mentioned the importance of having expert representation from all parts of the comprehensive early childhood community in the decisions made by the team. Some suggested the importance of ensuring that individuals were interested in serving and were a *"good fit"* for the work. One leader noted how critical the selection of the convening agency is in the development of the local infrastructure. The following excerpts portray their insights:

- *Having parents as part of the group is really important, and we need to rely more on that. They can really help us advocate for what we're doing.*
- *[Regarding one team member whose participation trailed off over time] So my assumption was that it was not her passion. It was not the right fit for her. So she was a really good leader in her community, but not right for this particular team.*
- *I think we really never had the right players at the table. [Another community group] should've been the ones that brought the people in around the table and stepped up to the plate.*

One respondent discussed the quandary of determining whether to invest in developing systemic supports or dedicating resources to direct services. The team leader gave this account:

- *So the lesson learned is that there is a bit of a tussle between funding the infrastructure and funding the initiatives…If we can secure additional money, I think it will be for the projects and the initiative, as opposed to spending that money on infrastructure…However, infrastructure support is needed…you can't have a coalition without some support because there's just too much work to do.*

Question #5: What comments or recommendations do you have regarding future local and regional work?

Respondents offered suggestions for improving their work within the context of their local stakeholder teams. One respondent expressed interest in having personnel from child-serving State Departments participating at the local team level. Another recommended that their team identify and enlist a central leadership entity to serve as host organization and sponsor a champion of early childhood initiatives in their community. The same respondent expressed interest in involving local government, so that the team "*had some official status and capacity, rather than just a number of people that are interested in early childhood trying to pull this together.*" One respondent felt it was important for the team to attempt again to engage the business community in the early childhood work. Other recommendations included (a) ensuring that teams met regularly and followed through on objectives, (b) strategizing to provide services where they did not exist or in unserved areas, and (c) moving the agenda of the local team beyond the forming stage into work on more substantive policy and programmatic issues.

Other recommendations that stakeholder team leaders mentioned were more focused on how the state early childhood system could support local infrastructure development. The following statements reflect these recommendations:

- *I'd just like to see stronger links between the state and the local and regional people. I think that communication is a big thing.*
- *Provide the opportunity to share our work…Is there a different way to approach that…via a web conference, every 6 months or a year…or a listserv that either we can glance at or not, or post to if we have a question? It seems as though it has to be pushed to us, versus us making a decision to log on to a website.*
- *Consider offering small grants that all the groups can apply for…like some seed money to be used that would directly tie in to one of the goals.*
- *Bringing training to us makes it a little bit easier to get more people to access it.*
- *If you had more webinars on specific topics, it would help. Any resources are helpful.*
- *Don't let everything else go down the tubes just because we support QRS…We may walk away, but [we] will have to come back with something else.*

Local stakeholder team leaders also contributed reflections about local infrastructure development. Following are some of their comments:

- *Sustainability will be an issue. I think we have been supported in the work that you guys have done by bringing people across the state together, providing information, informing the process, with good information like the Core Competencies piece. We have benefitted from knowing what's going on in other places throughout the state and at the state level. I think [that] going forward, the issues are sustainability and impact.*
- *That's hard after our discussion about the state budget cuts today. We have to decide which way we go. Do we pick up the pieces after these budget cuts and try to keep going forward or do we let this play itself out until there is an impact?…We really are the group at this table who wants to do everything. And we don't want families to suffer, but we have to [be] really careful, or we will jeopardize the whole system. If we decide to do a legislative forum, we have to be coordinated…These budget cuts cut deep, and we won't be able to pick up all the pieces.*

This is big. It's hard not to take this personally because we have worked so hard for the last 15 years, and this is a challenge to these programs; it is disheartening.

- *As we work on product development, we have talked about working with a lot of small foundations that support ongoing health or education or even income-related issues. The question is, have we really looked at all those and tapped into those sources of funding in smaller foundations?*
- *It really helped us look at a comprehensive plan and how you would need to work to get it done. Everything from parenting to health [to] after school care – what it would look like, so that by the time the child reached third grade, they would be reading at grade level.*

Responses about the Early Childhood System at the Family Level

Question #1: What changes occurred during the design and development of the Family Leadership Network, and why?

Discussion of the changes that have occurred during the design and development of the Family Leadership Network ranged from ECCS stakeholder teams considering how to incorporate families into leadership roles to other teams discussing how families have always been involved in leadership roles. One team leader with ongoing family leadership remarked, *"Because we have family leaders in our collaborative support project,…it is a relatively seamless step for us to get a parent leader to the ECCS Summit."* This same team went on to discuss that this family leader having access to the Family Leadership Network will be helpful for the family leader. Two other stakeholder team leaders disclosed that they are still working to implement family leaders into their teams. As part of this process, they are trying to *"…figure out how to make it fit."* Another team leader commented, *"Experiences at the Early Childhood Summit showed me how it [family leadership] worked and how it could work."* This team, along with another were looking at what they could do that would be unique to their team, rather than recreate what is happening in other organizations such as Head Start and the YMCA.

When discussing the family leaders themselves, several ECCS stakeholder team leaders discussed how the families were moving from a supportive role to more of a leadership role. It was felt that part of this transition was due to gaining a better understanding of what it means to have family leaders, families seeing themselves as family leaders, and families feeling as though their voice was being heard and utilized by others. One team leader sums up the change in the role of families, commenting, *"They are attending our governing board meetings now with a different attitude. Before they attended to report on family activities, and they would listen, and they would answer questions; but now they are attending with a voice. They are part of the voice and the discussions, and they are okay if they disagree with the governing board. Consequently, the governing board listens. Maybe we need to do it their way. Before, without that family voice, sometimes we didn't make the best decisions for families. Now we have that opportunity because we have family voice.* Learning has taken place on both sides, families gaining a sense of their leadership role, and teams gaining an understanding of how to incorporate the family leader into the work that is being done and the decisions that are being made.

Question #2: What lessons were learned as it was being developed?

Four lessons were mentioned by ECCS stakeholder team leaders when reflecting upon lessons that were learned as the Family Leadership Network was being developed: (1) families benefit from leadership training, (2) it would be beneficial to bring family leaders together for advocacy purposes, (3) how to best contact families, and (4) match the roles of family leaders to the capacity of the family member.

Giving families a voice and supporting them in sharing their voice was a lesson learned by one stakeholder team leader who surmised that providing additional webinars or training could be one way to provide this support for families to utilize their voice. *"It's not that they don't have anything to say, but I think it's a concern about how they will be perceived."* Additional training would assist families to know how to best utilize their voice.

Getting families involved in individual agencies was seen as the first step towards bringing family leaders together across agencies by another team leader. Bringing family leaders together as part of the advocacy process was seen as a potential benefit. This stakeholder team leader stated, *"Since the Summit, I really wanted to figure out a way to coordinate the family leaders from all the different agencies that we work with…We need to know what family leaders are out there and who we can call upon for whatever need it is, and for wanting to advocate for something or whatever it might be. We need to utilize family leaders in that process."*

Contacting families who are transient in nature can be a barrier to family engagement. One respondent suggested from the team's experience that collecting an e-mail address may be the most important communication strategy to employ. The team learned that *"e-mails are much better ways to contact families."* The respondent explained, *"Even when phone numbers change, they have track phones and check e-mail. E-mails don't change as much as their phone numbers change."*

When engaging families, it is best to ask what works for them, rather than assigning roles. One team leader described the team's process: *"Whenever we have someone interested in volunteering for us, we always look at what their interests are, what works well for them…It seems like this…is more flexible."*

Question #3: After forming the Family Leadership Network, what strategies will work best to continue these efforts?

In order to continue the efforts of the Family Leadership Network, several ECCS stakeholder team leaders mentioned the continuation of webinars and an annual Summit. One suggested incorporating webinars as part of discussions on related topics at parent meetings that are already occurring. Another mentioned having a Family Leadership Summit each year as a way to *"…keep them committed."* Another team leader recounted that a family representative who attended the Summit returned with great enthusiasm about her role. This family leader reportedly stated, *"I have a voice. They're listening to me. I'm kind of important."*

Ongoing efforts could also benefit from maintained funding, flexibility, and continued mentorship of family leaders. When discussing mentoring, one respondent commented, *"We'd like to create a Farm League. We want to make sure they know that existing parents are mentoring new parents as they come in. We're sort of developing their own Farm League. They say, 'That person might be a really good family board member. If we work with them, in 3 or 4 months they might be ready.'"*

Question #4: How are family leaders being integrated into local teams and other early childhood initiatives?

Respondents cited three ways that family leaders are being integrated into local teams and early childhood initiatives: (1) survey completion, (2) conference attendance, and (3) governance. At a basic level, families have been asked to complete surveys to inform boards. One team leader stated, *"Some of our groups already do surveys and that kind of thing, rather than having the parents serve on the boards. I think they would be willing to have parents come and serve on the boards if the parents were willing to do that."*

Other team leaders indicated that families have been integrated into their teams through attending local and national conferences. One shared, *"We just went to a national conference, the conference on child maltreatment, and we took a parent with us. I think it was a great opportunity for the families."* Another asserted that family leaders had benefitted from attending a *Scenarios for Success* conference, which addressed the topics of *"how to develop parents as leaders"* and *"partnering for the success of families."* This respondent continued, *"…we did that conference at the end of March that was directed in part to engaging families in workshops – both getting family skills and engaging them in the process."*

A third way family leaders are being integrated is through governance roles. One team wrote a family leader into the governance structure for a grant application, and another team actively recruits families to be *"…Family Advisory Board…members."* One respondent contended that they've *"…always had family voice. Oftentimes they've represented something else. We had a mother/grandmother who serves on the parent's team and now on the parent education team, but she's also a retired preschool teacher."*

Question #5: How are family leaders being integrated into state advisory groups and early childhood initiatives?

ECCS stakeholder team leaders had varied perceptions about whether family leaders were integrated into state level early childhood initiatives. Some did not believe that family leaders were involved in such programs as Head Start; one described the involvement of a family leader in developing a project at the state level; and others did not respond to this question. However, several considered attendance at statewide conferences to be beneficial for both the family leaders and the ECCS teams. By attending the Summit, one family leader's capacity for advocacy was reportedly expanded, which had a spillover effect. This family leader *"took back what she learned at the Summit for her young children and…received a better way to advocate for her school-age child."* This family leader returned from the Summit *"…determined to go back and advocate."*

An ECCS team also reportedly benefitted from finding potential members, as one respondent recalls, *"At the statewide conference, we met a couple of parents who were there. And as a result of that, we asked them to be involved with the ECCS team, and they accepted…We believe that can impact the team in a positive way. It's not just in early learning, but I hear it all along the pipeline. The family has to be at the table with us. The family engagement piece is essentially critical."*

Question #6: What comments or recommendations do you have regarding future work in engaging family leaders?

Recommendations and comments about future work engaging family leaders were dominated by the following themes: (1) continue to address the participation barriers families may face, and (2) continue to develop family leaders. ECCS stakeholder team leaders acknowledged that families may encounter many barriers when attempting to become active participants in leadership roles. These may include such barriers as taking time off of work, transportation, child care, or costs for expenses. If families are going to be involved, teams need to consider how to address these barriers.

ECCS stakeholder team leaders provided these insights to address barriers to participation that families may encounter:

- *We need to try to accommodate families and their needs better. Families have a lot of obstacles to get there; just because you had a meeting doesn't mean you can immediately get there.*
- *[We] need to consider how working parents who cannot miss their job can be involved.*
- *[We] need to consider provisions for child care during meetings.*
- *I thought that being able to offer mileage and hotel was really nice because that is not something that we could offer for our volunteers, and they don't have an employer that is going to float that cost. It didn't seem like it was a deal breaker for anyone, but I think that having [the expense] covered is helpful and shows respect for their contribution.*

The respondents generated the following observations and recommendations for continuing to develop family leaders:

- *I've always had parents that have been involved, but with the generation that we have now, I think they're more willing to step forward and speak up…parents are much more involved. They have a much stronger opinion about their child's learning. Some of that parent leadership is coming natural.*
- *I think that for the folks you're targeting, [training events] are going to have to be interactive and it's going to have to be fun. They can't just sit there and listen to somebody talk.*
- *[Provide] whatever form of training that you can…to help our families find their voice, help them feel empowered, to ensure them that what they have offered is very valuable and more important than anything we have to offer.*

An ECCS stakeholder team leader sums up the importance of the Family Leadership Network by stating, *"Continue to work on the Family Leadership Network. I think that as this network builds, they are going to become such strong advocates for the welfare of their children. I envision one day them being the vehicle for making policy change in our state. I want them to be able to drive the decision-making process."*

Surveys of State, Local, and Family Leaders

Overview

The ECCS Steering Committee and UMKC-IHD considered various approaches to determine the degree to which the proposed activities outlined in the ECCS grant application had occurred and had resulted in the desired outcomes. They decided to develop a stakeholder survey, using the original application as the basis for the questions. UMKC-IHD designed the written survey, and the ECCS Steering Committee offered guidance to enhance the survey. Then UMKC-IHD finalized the survey in hard copy and online (Survey Monkey) formats for administration. The ECCS Steering Committee determined that the population to be surveyed would include local stakeholder team members, family leaders who participated with ECCS, and their own committee members. The paper version of the survey is presented in Appendix L. UMKC-IHD distributed and collected the surveys and analyzed the data.

Description of Survey Respondents

During the month of August 2012, 127 individuals involved in the early childhood comprehensive system completed the survey. Forty completed a hard copy of the survey and returned it to UMKC-IHD personnel, and 87 completed the survey online through a link publicized via e-mail or through the *Early Childhood Network* bulletin and ECCS Networking Site.

Primary roles. Respondents checked whether they currently hold roles as parents, family members, employees, and/or volunteers for young children and families. Table 19 displays the roles that they identified. Twelve of the 115 respondents whose employment was related to young children and families were also parents of children ages birth to 5 years, and 14 more had young children in their family. Additionally, 32 who worked in the field also volunteered on behalf of young children and families.

Table 19. Roles of Respondents (n=127)

Role[1]	Percentage of Respondents
I am a parent of a child birth to 5 years of age.	11%
I have a young child in my family.	21%
My employment is related to young children and their families.	91%
My volunteer work is related to young children and their families.	30%

[1] Multiple roles could be selected.

Employment. The 115 respondents with employment related to young children and families gave additional information about their work. When presented with several descriptions of employment in the field, the largest percentage (69%) reported working to develop programs and services for young children and families. Table 20 presents their classification of their employment in these general categories.

Table 20. Employment Descriptions (n=115)

Role[1]	Percentage of Respondents
I interact directly with young children in my work.	41%
I work directly with families of young children in my work.	44%
My work involves developing programs and services for young children and their families.	60%
My work involves developing policies that affect young children and families.	37%
I teach, train, or develop curriculum for people who work with young children and families.	44%
I have another role in my work that affects young children and families.	16%
[1] Multiple categories of employment could be selected.	

The nature of work on behalf of children and families often extended beyond simplified categories. Seventeen respondents described other roles that they filled or gave more detailed descriptions of their employment. These are titles of some respondents:

- Supervisor and staff of a Teen Parent Mentoring Program,
- ECSE Administrator in a public school
- Family Support Division Manager,
- Consortium Outreach Facilitator for Healthy Start,
- Parent educator,
- Education reporter for a newspaper, and
- Funder of programs working with at-risk families.

Others described their duties in more detail:

- *Sit on committees that work with children;*
- *[Promote] public awareness of importance of early learning;*
- *Work…with Family Advocates for parents with young children;*
- *…Grant-making for children and family services to prevent abuse and neglect;*
- *Work with providers in becoming accredited;*
- *Provide inclusion services and trainings for providers and teachers;*
- *[Provide] medical care;*
- *Teach parenting skills to first-time mothers – help prevent or stop child abuse or abusive discipline techniques [and]…help mothers and their families [learn] how to lead their children to have the best start for school;*
- *[Provide] health and safety training;*
- *[Conduct] foster/adoptive home licensing;*
- *[Provide] family support;*
- *Write various news articles on early childhood education and child care in Missouri;* and
- *Participate in meetings with the United Way…Success by Six® team.*

Volunteerism. The volunteerism of 38 respondents also helped young children and families. Over half of them (57%) worked directly with young children, and almost two-thirds (65%) worked with families of young children. Table 21 classifies their volunteer efforts in general categories.

Table 21. Volunteer Descriptions (n=38)

Employment Categories[1]	Percentage of Respondents
I volunteer directly with young children.	53%
I volunteer directly with families of young children.	61%
I volunteer in other ways that benefit young children and families.	24%
[1] Multiple categories of volunteerism could be selected.	

Six respondents expanded on this information, describing volunteer efforts for Head Start, Girl Scouts, a church-based licensed child care center, and school board committees. They cited these examples of their roles:

- *Professional organization, training, teaching;*
- *Policy development and administrative support;*
- *I volunteer with board membership and in policy-making spots;* and
- *Committee and organizational work that supports young children.*

Level of early childhood involvement. The respondents indicated the levels at which they are involved in the early childhood system. Over two-thirds (69%) stated that they were primarily involved at the local community level, while almost half (43%) stated that they were involved at the family level. Table 22 presents these findings.

Table 22. Involvement by Levels of Reach (n=127)

My early childhood involvement is primarily… [1]	Percentage of Respondents
At the family level.	43%
At the local community level.	69%
At the regional level within Missouri.	24%
At the state level within Missouri.	23%
At the regional level beyond Missouri.	2%
At the national level.	2%
[1] Multiple categories of involvement could be selected.	

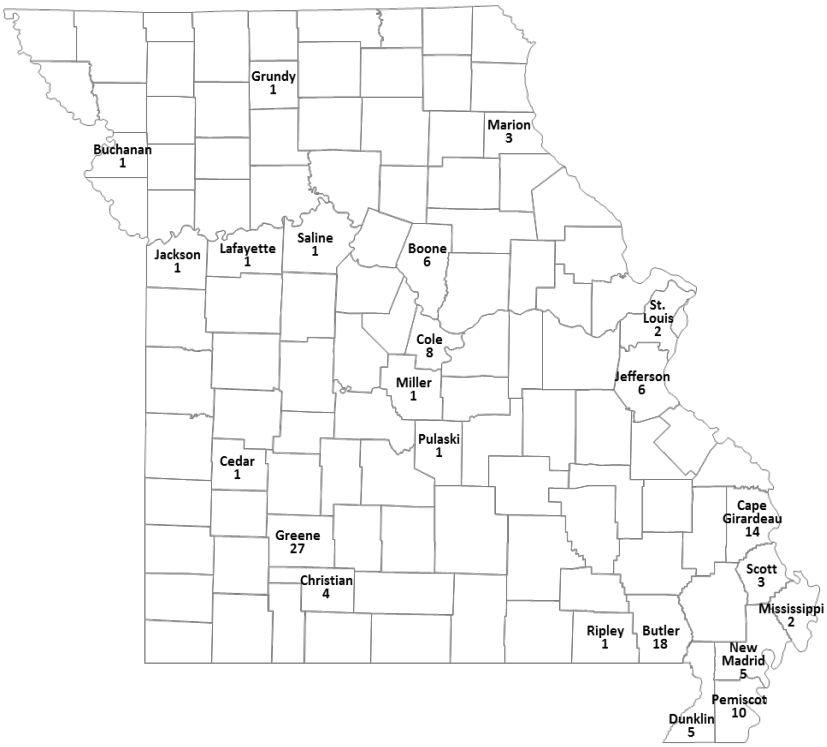
Components of the early childhood system. *Missouri's Early Childhood State Plan* is categorized by components that address specific outcomes for children. Respondents to the survey identified which components were most familiar to them. As displayed in Table 23, the largest percentage of respondents (73%) was most familiar with early childhood programs. Over half of the respondents were also knowledgeable of family support and parent education (56% and 53%, respectively).

Table 23. Involvement by Components of the Early Childhood System (n=127)

Components of the early childhood system that I know best are…[1]	Percentage of Respondents
Family support.	55%
Parent education.	58%
Early childhood programs.	73%
Health.	27%
Mental health and well-being.	21%
[1] Multiple components of the early childhood system could be selected.	

Geographic location. All but four of the respondents disclosed their zip codes.[13] Figure 5 displays the locations of the individuals who completed the survey. In some communities, only the ECCS team leader completed the survey, and in other communities, the survey was distributed to local stakeholder team members and community partners to complete.

Figure 5. Distribution of Respondents in Missouri



Perceptions of the Early Childhood Comprehensive System at the State Level in Missouri

Eighty-four respondents (66%) completed questions pertaining to the state level of early childhood system development in Missouri.[14] They used the scale of *Not at All (1), Not Very Much (2), Somewhat (3), Quite a Bit (4),* and *A Lot (5)* to rate their responses. The option of *No Comment* was also provided and excluded from the computations. Table 24 presents their assessment of the degree to which desired outcomes of ECCS were met. Respondents considered these components to have been achieved to some degree (means ≥ 3.5): technical support of UMKC-IHD to the ECCS Steering Committee, usefulness of evaluation findings, coordination and partnership among state level early childhood organizations, and coordinated oversight contributing to implementation of the State Plan.

[13] Twenty-eight stated that both home and work were within the same zip code, while 61 shared only their work zip code, 33 shared only their home zip code, and 1 did not state whether the zip code was for home or work.

[14] While 84 respondents answered at least some questions related to activities at the state level, sample size for individual items ranged from 35 to 62 respondents. All items were voluntary; when a respondent selected the option of *No Comment* for a given item, that response was excluded from the computations. Percentages may not total to 100% due to rounding.

Table 24. The Early Childhood Comprehensive System at the State Level

	Not at All	Not Very Much	Some-what	Quite a Bit	A Lot	Mean[1] (n)
To what degree are coordination and partnership occurring among early childhood organizations at the state level?	0%	3%	55%	34%	8%	3.5 (62)
To what degree is *Missouri's Early Childhood State Plan* being implemented?	0%	5%	66%	21%	7%	3.3 (56)
To what degree has coordinated oversight contributed to implementing the State Plan?	2%	8%	42%	37%	12%	3.5 (52)
To what degree do you believe that state level early childhood activities are achieving the desired results?	2%	19%	52%	21%	7%	3.1 (62)
To what degree has reciprocal communication been established between early childhood leaders at state and local levels?	0%	33%	40%	21%	5%	3.0 (57)
How well do the early childhood decision-makers represent all sectors of the comprehensive early childhood system?	0%	20%	50%	20%	9%	3.2 (64)
How well do the early childhood decision-makers represent the diversity of Missouri?	0%	32%	38%	25%	5%	3.0 (60)
How useful has technical support from UMKC Institute for Human Development been to the ECCS Steering Committee?	0%	8%	21%	40%	32%	4.0 (38)
How useful have evaluation findings been to the ECCS Steering Committee?	0%	9%	34%	49%	9%	3.6 (35)
How much progress has been made in statewide early childhood systems development over the past 3 years?	5%	20%	37%	29%	9%	3.2 (59)
How sustainable is any progress that has been made in statewide systems development?	0%	25%	35%	32%	9%	3.3 (57)

[1] Scale: *1=Not at All, 2=Not Very Much, 3=Somewhat, 4=Quite a Bit, 5=A Lot*

Fourteen respondents added other thoughts about the early childhood system at the state level in Missouri. Two remarked that they were *"not aware of…the activities"* at the state level or *"qualified to make too many determinations about effectiveness and the statewide system."* Among the other responses were positive statements about work that has been done, coupled with some expressions of need for continued support:

- *We are educating parents and shaping the lives of little ones that will make BIG decisions for our country in the future!!!*
- *I think there have been pockets of change. I really support the work Mike Abel [from UMKC-IHD] has done in developing and supporting the local ECCS teams. I wish we had more that we could do as a state in support of those teams. I also think the work the ECCS has done in regards to family engagement and leadership is very worthwhile. In the early childhood field, only this group has really prioritized this issue.*
- *We have a strong system that needs support. With that support we could do a lot of great things for Missouri's children.*
- *Some good foundations have been laid; much work remains.*

Many focused on decreases in state funding for early childhood initiatives, particularly decreases associated with legislative action:

- *With funding cuts it will be difficult to maintain any progress.*
- *Budget cuts have had a huge impact on local and regional work.*
- *I have worked in the field of early childhood education for over 25 years…This past year, early childhood has taken a big hit financially at the state level, which affects all of the systems mentioned in the survey. I feel Missouri is moving backwards instead of forwards with early childhood initiatives. If we truly believe that having early childhood services for all children will benefit the children and families across the state, then we have got to step back and take a look at who is making these decisions and are there alternative ideas out there for early childhood to survive.*
- *Too much success depends upon legislative personalities instead of what should be done.*

Others commented on the broader contexts for the field, noting both examples of progress and cautions of vulnerability within the system:

- *The key systems creation and quality upgrades come from DESE mandates and recommendations (like the early learning standards, the MPP requirements, and the coming school readiness assessment). DSS has not made a similar effort, perhaps because it lacks similar authority...Local nongovernmental agencies have no particular reason to collaborate in a substantial way (beyond the usual sharing of ideas) or to spend time on statewide initiatives unless there is either a carrot (new funding to share) or a stick (statewide standards from DESE or DSS)…the impetus for a statewide ramp up in quality and coordination must come from the top, not the bottom. Sadly, the past legislative session showed that the legislature wants less quality improvement and doesn't want state government playing a leadership role, preferring to let the market govern.*
- *In this area we used to have a Child Care Resource and Referral program, which provided many services that early childhood providers frequently used. They provided quality training at an affordable price for child care providers. When trying to contact them, we had…no idea the state closed them. We now struggle to find training…Training used to cost $5.00 for 2 hours, and now it is much higher. We also don't have anyone come and visit to offer us onsite assistance. To my understanding, the entire region they served is now underserved. I'm not sure who is in charge of these decisions now but in the past 3 years we have lost training opportunities, onsite visits, and accreditation services. Maybe new leadership needs to be considered?*
- *I don't see any unity or progress within the area, let alone in the state as a whole. Communication, continuity and coordination are greatly lacking from the ground up, despite the good efforts of the…staff.*
- *I believe Missouri is a leader in early childhood programs, but in our program, it has regressed 10 years and is gradually going forward again.*

Perceptions of the Early Childhood Comprehensive System at the Local/Regional Level in Missouri

For the questions related to the early childhood system at the local/regional level within Missouri, 99 survey participants (78%) responded.[15] They used the same rating scale of *Not at All (1), Not Very Much (2), Somewhat (3), Quite a Bit (4),* and *A Lot (5)*, using the option of *No Comment* when they did not wish to respond. Table 25 displays the frequencies of their responses. Most objectives were perceived to have been met *quite a bit*, according to the respondents (means ≥ 3.5). *The* objectives that were perceived as being achieved to the greatest degree were partnerships in their area, coordination among organizations in their area, representation of all sectors on their team, and local/regional planning (means ≥ 3.7).

Table 25. The Early Childhood Comprehensive System at the Local/Regional Level

	Not at All	Not Very Much	Some -what	Quite a Bit	A Lot	Mean[1] (n)
To what degree is coordination occurring in your community or region among organizations serving young children?	1%	3%	22%	38%	36%	4.0 (92)
To what degree are partnerships occurring in your community or region among organizations serving young children?	1%	2%	20%	35%	42%	4.1 (94)
To what degree do local stakeholders believe that ECCS project activities are achieving the desired results?	4%	13%	42%	30%	11%	3.3 (71)
To what degree has reciprocal communication been established between the state and local level?	1%	20%	41%	32%	6%	3.2 (79)
To what degree has local or regional planning occurred to achieve Missouri's vision for young children?	1%	6%	36%	39%	18%	3.7 (83)
To what degree have local or regional plans been implemented to achieve Missouri's vision for young children?	2%	9%	45%	31%	13%	3.4 (82)
How is your community or region progressing according to indicators based on local or regional needs?	0%	4%	43%	43%	11%	3.6 (75)
How is your community or region progressing according to the state indicators?	0%	5%	52%	34%	9%	3.5 (67)
How well do the early childhood partners represent all sectors of the system in your local community or region?	3%	5%	22%	53%	17%	3.8 (77)
How well do the partners represent the diversity of your local community or region?	0%	15%	40%	24%	21%	3.5 (80)
How useful has technical support from UMKC Institute for Human Development been to local or regional ECCS teams?	5%	9%	33%	36%	17%	3.5 (58)
How much progress has been made in local or regional early childhood systems development over the past 3 years?	5%	7%	29%	46%	12%	3.5 (82)
How sustainable are local or regional initiatives associated with *Missouri's Early Childhood State Plan*?	2%	13%	40%	35%	11%	3.4 (65)

[1] Scale: *1=Not at All, 2=Not Very Much, 3=Somewhat, 4=Quite a Bit, 5=A Lot*

[15] While 99 respondents answered at least some questions related to activities at the state level, sample size for individual items ranged from 58 to 94 respondents. All items were voluntary; when a respondent selected the option of *No Comment* for a given item, that response was excluded from the computations. Percentages may not total to 100% due to rounding.

Eight individuals added additional reflections about the local/regional infrastructure development. One respondent was unaware of the local ECCS activities, another wanted a strong collaborative, and yet another expressed the need for more diversity. Following are additional comments:

- *Again budget cuts have had a huge impact and have resulted in sometimes less work being able to be done locally due to less staffing.*
- *[It] will be easier to find local solutions vs. getting/keeping support from the state.*
- *Two years ago funding for the Missouri Parents as Teachers program was cut by approximately 60%. Funding is slowly increasing. In many local districts only high needs families are receiving services. These services were previously offered to any and every family.*
- *Locally…the partnerships have increased in the last 3 years. A more cohesive group has come together to discuss early childhood issues and has worked collaboratively together. Early Childhood Special Education is the only program that is fully funded by the State of Missouri. I do think that monies going into some of the programs could be used more efficiently and effectively.*
- *I would like to comment about our local United Way SB6; they go above and beyond any program in the area. The director…is continually within the community advocating for early childhood. The ECCS team needs her or [another staff member] on it! They are very knowledgeable within the field of Early Childhood and could provide a wealth of ideas to create a new vision/mission that would actually occur.*

Perceptions of the Development of a Family Leadership Network within the Early Childhood Comprehensive System in Missouri

For the questions related to the Family Leadership Network development within the early childhood system in Missouri, 81 survey participants (64%) responded.[16] The same scale of *Not at All (1), Not Very Much (2), Somewhat (3), Quite a Bit (4),* and *A Lot (5)* was used for this series of items, with the added option of *No Comment*. Table 26 presents these findings.

Most respondents perceived some progress on these objectives. The highest degree of achievement was indicated for the coordination among family leaders, parent organizations, and the Family to Family Resource Center in developing the Family Leadership Network (mean = 3.5).

[16] While 81 respondents answered at least some questions related to activities about family leadership development, sample size for individual items ranged from 36 to 56 respondents. All items were voluntary; when a respondent selected the option of *No Comment* for a given item, that response was excluded from the computations. Percentages may not total to 100% due to rounding.

Table 26. Family Leadership Development within the Early Childhood Comprehensive System

	Not at All	Not Very Much	Some-what	Quite a Bit	A Lot	Mean[1] (n)
To what degree have family leaders, parent organizations, and the Family to Family Resource Center coordinated in developing the Family Leadership Network?	0%	11%	43%	34%	11%	3.5 (44)
How well have the perspectives of diverse parent groups and families been represented in the design and development of the Family Leadership Network?	2%	18%	33%	36%	11%	3.4 (45)
How successful is the Family Leadership Network in matching parent leaders and entities needing their leadership?	3%	19%	44%	28%	6%	3.1 (36)
How well is the Family Leadership Network marketed and managed?	9%	18%	46%	23%	5%	3.0 (44)
To what degree are family leaders actively informing local early childhood work?	7%	17%	35%	30%	11%	3.2 (54)
To what degree are family leaders actively informing state early childhood work?	2%	33%	44%	17%	4%	2.9 (46)
How useful has technical support from UMKC Institute for Human Development been for building family leadership?	10%	12%	29%	36%	14%	3.3 (42)
How much progress has been made in building family leadership in early childhood over the past 3 years?	7%	13%	29%	34%	18%	3.4 (56)
How sustainable is the Family Leadership Network?	5%	14%	31%	33%	17%	3.4 (42)

[1] Scale: *1=Not at All, 2=Not Very Much, 3=Somewhat, 4=Quite a Bit, 5=A Lot*

Fifty-nine percent of 46 respondents indicated that family leaders were actively serving on their local teams. Only 16, however, knew the number of family leaders on their local team, with their answers ranging from 1 to 6 participating (mean of 2 family leaders). Three respondents noted that participation of family leaders was just beginning in their local team.

Six respondents added comments about the Family Leadership Network development. Two had no awareness of this activity; one believed that we need diversity and *"more families' points of view;"* and another reflected that it *"takes a strong leader to keep the network going."* These two additional insights were contributed:

- *It is a no-brainer! I am excited about the potential for future leadership development!*
- *Although I provide all of my comments based on two interactions, I was quite impressed with the leadership of UMKC in gathering to the table a group of diverse and dynamic families. We have not been as successful at the local level, mostly because of unforeseen circumstances following the state meeting. We have a few eager family volunteers that we are anxious to get involved, and [we] believe in the future of such an endeavor.*

DISCUSSION AND IMPLICATIONS

State Infrastructure Development

Successes

Missouri's Early Childhood State Plan. Integration of the strategic plan of the CBEC with the ECCS Plan proved to be more elusive and challenging than anticipated. The process of achieving consensus on this plan, however, crystalized the vision for Missouri's early childhood work. The collaborative process benefited the participants in the merging process as they determined the underlying principles of the plan, the priorities, and their various roles. The resulting document benefited stakeholders throughout Missouri as a foundation for their work.

Governance and leadership meetings. Throughout the 3-year period, the ECCS Steering Committee consistently met and grappled with the most important issues facing them. Broad representation was consistently achieved through members' presence in person or by phone. An atmosphere of collegiality and trust prevailed among the participants. The practice of including local stakeholders, which was adopted during the third year, enhanced the discussions of the ECCS Steering Committee and informed them of local issues and initiatives that pertained to their decisions.

The CBEC also held meetings and teleconferences throughout the 3-year period, with ECCS team members participating and providing routine reports on their work. The CBEC received a grant to serve as the State Advisory Council for Missouri. This funding enhanced the group's stability by supporting the Executive Director position and numerous initiatives.

Statewide meetings focused on development of local infrastructure and family leadership. Stakeholders across the state perceived that they were connected to Missouri's early childhood system through statewide meetings, such as the Telepresence meeting and both Summits. These provided opportunity for meaningful interactions with other actors in local communities and state agencies. Statewide meetings also raised awareness about available resources and new ideas for local initiatives. Most respondents indicated that they learned about other local and state initiatives and how a model for collaborative work was emerging in Missouri. They noted improvement in both vertical and horizontal bi-directional communication in Missouri's early childhood system. Collaboration across agencies at both the state and local level was a theme at the Summits, with an emphasis on accessing information and human resources. A growing interest in family leadership and conviction about infusing family voice throughout the system was realized among statewide meeting participants. The family leaders that participated in the 2012 Pre-Summit indicated a strong change in their awareness of the early childhood system and the role of family leaders, as well as increased knowledge about their personal communication regarding issues families encounter. Overall, participants of the 2012 Summit perceived that a shared understanding of "family leadership" was achieved.

Networking site. The development of the *Missouri ECCS Networking Site* added to the state's systemic capacity to reach early childhood stakeholders across various sectors. Two-hundred eight members elected to register on the site as a communication mechanism and to access archived information. The site provided workspaces for 22 groups, links to federal and state websites pertinent to ECCS initiatives, records of ECCS documents and activities, and the capacity to readily reach network members through email blasts.

Statewide data collection system. Missouri's Early Childhood Plan's objective to develop "policies and practices that support effective transitions for children and families across programs and systems…" progressed through improved data collection mechanisms. As DESE implemented the Missouri Student Information System (MOSIS), collaborative work was accomplished by an interagency research committee that linked the student-level state identification number to the Departmental Client Number (DCN), the unique identifier used in the DSS. This linkage extended the capability for longitudinal tracking along the continuum from prenatal development to college or career.

Professional development system. Similar alignment occurred in Missouri's early childhood professional development system by instituting a unique identifier for teachers and providers, the *MOPD ID.* This identification number streamlined the processes for documenting clock-hour training of child care providers and other participants in the state's professional registry. Registered providers are able to access information regarding professional development opportunities, run reports about their own professional profile, and examine their personal professional development plan for alignment with the *Kansas/Missouri Core Competencies for Early Childhood Professionals*. Aggregated data are available to inform the system about professional development trends and needs. According to the data from this study, early childhood stakeholders considered these systemic changes to be positive changes that simplified the delivery of and access to professional development opportunities.

Early childhood assessment. The Early Childhood Assessment Work Group initiated Missouri's Comprehensive Early Childhood Assessment System during this reporting period. Its work continues through a statewide steering committee that oversees a pilot project to select from four alternatives one recommended assessment instrument to measure kindergarten readiness in all school districts across the state. School districts, DESE, OSEDA, community-based preschool providers, and Head Start are represented on the Steering Committee. Approximately 150 classrooms with children ages 3 to 6 years are participating in this 9-month pilot to select one of four instruments.

Focus on social-emotional development. The CBEC has designated social-emotional development as a primary focus area through its creation of the Early Childhood Mental Health Workgroup, led by Dr. Patsy Carter. Expansion of the Systems of Care network through DMH addressed the objective within Missouri's Early Childhood Plan to initiate collaboration for the social-emotional well-being of young children. Leaders involved with Systems of Care actively served on the ECCS Steering Committee and worked to ensure cross-representation with local System of Care teams and ECCS stakeholder groups. Data revealed that social-emotional

development was a priority for many groups and initiatives across Missouri's early childhood system during this reporting period.

Challenges

Funding sources. The uncertainty of funding for both the ECCS Steering Committee and the CBEC continued to threaten sustainability. At the conclusion of the 3-year period, each organization has the assurance of ongoing funds for approximately a year (until May 31, 2013 for ECCS and until August 31, 2013 for CBEC).

Planning with data. The selection of indicators to measure performance within the early childhood system was exceedingly challenging in Missouri. In particular, it was difficult to identify measures at the systems level that were closely linked with the prioritized strategies for change. While data systems in Missouri are evolving, the existing systems do not yet have the capacity to determine the associations that lead to desired outcomes for children.

Communication network. While the capacity for online communication and a central information portal was established through the *Missouri ECCS Networking Site*, it was not comprehensively used as a communication mechanism. Instead, agencies and stakeholders tended to utilize existing means for information dissemination within their established respective networks. Further work is necessary to collectively envision and construct a functional communication network.

Local Infrastructure Development

Substantial progress had been made toward local or regional early childhood systems development over the past 3 years, as corroborated by numerous respondents throughout this process evaluation. Profile entries and minutes from local stakeholder team meetings, individual team reports, and data from interviews with local team leaders served as sources for evaluating local team progress.

Successes

Infrastructure development in communities. Local early childhood infrastructure expanded, with 10 of the 18 ECCS regions realizing full implementation at the local/regional level during some portion of the 3-year evaluation period. Full implementation included team formation, developing local initiatives, determining priorities, and enacting initiatives to address key priorities. Though many of these groups existed prior to the ECCS Project, their identification as part of Missouri's early childhood system strengthened their presence at the local level and helped their leadership to associate with other groups across the state. Most stakeholders felt that all sectors of the system were represented on their local teams.

Local innovations. Innovative advancement of Missouri's early childhood system frequently occurred at the local level. Some of the initiatives and projects in these communities included regional summits to engage the civic and business community in early childhood issues; federally funded projects regarding child nutrition, child abuse/neglect prevention, inclusion, and safety; substantial training of early childhood providers by hosting workshop series and conferences; and public awareness campaigns through website development, resource fairs, and focused community events. Needs assessments were reportedly conducted in 10 communities that led to informed decision-making.

Emergence of regional leadership. During the 3-year reporting period, regional stakeholder groups began to emerge. Stakeholders in the Bootheel formed a regional alliance with local stakeholder teams that met monthly at the County level. In St. Louis, a regional council was formed uniting stakeholders across the metropolitan area from the urban core to outlying suburban communities. In Northwest Missouri, an early childhood action team emerged from a P-20 education initiative to develop strategic action in 19 counties. Interviews with the leaders of these groups suggested that a regional approach offered advantages in capacity over local approaches only. In each of these three communities, additional regional infrastructure was added while local stakeholder groups within the region continued to function. Geographically oriented teams were created in the Bootheel with hierarchical affiliation to the regional alliance. In St. Louis and Northwest Missouri, additional infrastructure was created through subcommittees organized around particular service domains. This trend toward a regional approach may be useful for statewide infrastructure development in the near future.

Resources. UMKC-IHD created resources to support infrastructure development, which included the *ECCS Community Stakeholder Team Development Manual and Toolkit for Mobilizing Local Communities, Missouri ECCS Community Profiles*, and the *Core Competencies for Family Leaders.* These materials were developed through an iterative process that involved continuous feedback from state and local stakeholders. The participatory methods used for their creation added strength to their authenticity and value in sustaining the early childhood system.

Challenges

Instability of funding sources. Budget cuts to numerous state initiatives had a negative impact on local communities during this reporting period. The reduction or elimination of such programs as Parents as Teachers, Workshop on Wheels, Child Care Resource and Referral, and Early Head Start in some communities caused a significant reduction in services to young children and their families.

Lack of statewide coverage. Local infrastructure developed unevenly across the state, with expansion occurring in some communities and decreased activity or the elimination of early childhood stakeholder groups in other localities. Expansion for full statewide coverage of Missouri's early childhood system was not achieved. While local ECCS teams enjoyed a high degree of autonomy in their activity, which local team leaders recognized as a strength, there were no uniform patterns for expansion of the system in communities across Missouri.

Planning with data. The extent to which local or regional stakeholder groups conducted and utilized needs assessments varied across the 10 reporting teams. Over half of the survey respondents indicated that their community or region was making lackluster progress based on the state indicators. Formal processes were implemented in some communities, while assessing needs was more informal in other communities. Some local communities found it difficult to consolidate needs assessment data from multiple sources. The processes for data collection and synthesis from multiple instruments posed challenges for using meaningful data in developing local action plans. Nearly half of the survey respondents indicated that local or regional plans were only being implemented to some degree.

Family Leadership Network Development

Successes

Family leaders. The identification and linkage of family leaders with Missouri's early childhood system at the local and state level were evidenced by the numbers of family leaders attending the 2011 and 2012 Summits, joining the Family Leadership Network, and serving on local ECCS teams. The family leaders displayed a willingness and eagerness to be involved at multiple levels with various initiatives. Comments from family leaders reflected that receiving training and information and having the opportunity to network with others helped them feel prepared to discuss early childhood issues and effectively function as a family leader in their own communities. Family leaders indicated that the 2012 Pre-Summit and Summit were empowering experiences attributed to the comfortable, supportive environment and the opportunity to be involved in the planning and facilitation of the actual sessions on the second day. The activities that supported family leadership resulted in a cadre of family leaders that perceived they were more informed and confident in their ability to influence the early childhood system and chart a course for their own lives.

Family Leadership Network. A key to successful development and implementation of the Family Leadership Network was its infusion into an existing infrastructure. Having an established network expedited the accomplishment of tasks and sustained ongoing efforts to identify, train, and connect family leaders. UMKC-IHD drew from many "sectors" of knowledge and experience to develop products and the conceptual framework. A variety of professional and family leaders from existing stakeholder groups and committees informed this work. The newly formed Family to Family Stakeholder Group and the ECCS Steering Committee benefited from their guidance and then further enhanced the product development and assisted in clarifying the direction for the network.

Family leadership in local and state systems. Many organizations and professionals at the state and local levels already valued the inclusion of the voice of family leaders in their work. During this reporting period, local teams and professionals were receptive to new ideas, and they overcame barriers by learning and sharing together. They participated in the identification, recruitment, training, and incorporation of family leaders into meaningful roles. This resulted in a cadre of new family leaders becoming part of the Family Leadership Network and fulfilling roles in early childhood teams and other groups.

Along with acknowledging the strong belief that inclusion of "family voices" is key, local and state professionals recognized and acknowledged the challenges and barriers of including family leaders in their work. This, in itself, is an indicator of success.

Challenges

Family leaders. Numerous natural circumstances challenge the recruitment and development of family leaders in early childhood. While many early childhood initiatives could benefit from family leadership, family leaders do not necessarily perceive the value of their contribution or feel motivated to become involved. When a child is born, a family adjusts priorities, time, and finances to this pivotal change. Often the children are older by the time a parent has an interest in becoming a family leader within a system. By the time potential family leaders are oriented to the system and interested in being involved, they may be working to improve a system that no longer serves their own family. On the other hand, they may choose to invest their efforts in other systems related to their children's current ages.

Additionally, willing family leaders often experience barriers to their participation, e.g., lack of transportation, scheduling constraints, child care challenges, financial issues, low education level, and lack of confidence. Organizations and systems often hold meetings and other events during the day when family leaders might not be able to attend because they are working; if they choose to take off work to participate, they may lose wages, with impacts on the family. This is further compounded if early childhood entities are unsure of the best ways to include family leaders in meaningful ways, which sometimes results in family leaders concluding that their participation is not a good use of their time or resources.

Family Leadership Network. During the development of Missouri's Family Leadership Network, stakeholders had different ideas about the structure and function of such a network. In some instances, they had not fully explored their own organizational needs for family leadership. Dissemination of information about the Family Leadership Network as a resource did not always occur successfully, as evidenced in Missouri's evaluation responses from some who were unaware of the efforts. Because opportunities for expanding the collaboration between families and early childhood professionals in early childhood are virtually limitless, ensuring that Family Leadership Network information gets distributed to interested parties is difficult.

Family leadership in local and state systems. While local and state early childhood leaders expressed the desire to infuse family leadership, they did not always have sufficient resources or time to make it happen. Family leaders might require support or resources to get to meetings, to participate during meetings, or to receive training for their role. Without staff or financial resources to provide these supports, it can be difficult to include family leaders in meaningful ways.

During discussions at the ECCS Steering Committee meetings and Summits, UMKC-IHD found that early childhood stakeholders at the local and state level had not always differentiated the levels or types of family engagement that they desired. They described some situations when family leaders had attended meetings but had not been effectively included in the dialogue;

this sometimes led family leaders to weigh the value of participating. The stakeholders did not always understand the distinctions between being family-centered, being family-driven, or promoting partnerships with families. Questioning and probing stakeholders helped them expand their vision of ways to involve family leaders in local and state systems. These ideas are still germinating, and creative engagement of family leaders is occurring in a number of locations, but a thriving statewide Family Leadership Network has not been fully actualized in Missouri. Among the identified challenges were an over-reliance on one or two family leaders, a lack of resources to support families' travel costs, and the balance of power between families and the organization. Nonetheless, there was a spirit of willingness to take the necessary steps to assure family leaders of the importance of their contribution to the work being done in the early childhood field.

Lessons Learned

The state system. The early childhood system, even with realized successes, remains a fragile system. Some initiatives in Missouri's Early Childhood Plan failed to generate legislative support or sufficient appropriations. Neither the long-term benefits of investing in early childhood initiatives nor the long-term consequences of failing to invest in early childhood appear to be broadly understood throughout Missouri.

Local early childhood initiatives. The *Project Profiles* of local infrastructure development described many innovative early childhood activities in Missouri communities. When local leaders rallied around the needs of young children and families in their communities, the initiatives were typically characterized by vibrant energy, creativity, and concrete successes. Having broad representation from families and from the sectors of family support, parent education, early childhood programs, health, and mental health resulted in the benefits of thinking across disciplines and agencies and, ultimately, in the development of more comprehensive or lasting solutions.

Family leadership. During and after the 2012 Pre-Summit and Summit, participants learned that families are willing to get involved and stay involved. Assumptions that families do not have enough time, money, experience, or education were dispelled. Individuals that were asked and given the proper support showed their willingness and ability to make vital contributions as family leaders.

At the 2012 Pre-Summit, family leaders learned and practiced some leadership skills, which empowered them to assume a leadership role in planning and playing a lead role in much of the second day's activities. Most of the attendees continued to fill leadership roles in local communities after the Summit. Taking the time to build the confidence of family leaders empowered them to share their unique knowledge and experiences in meaningful ways. Participants indicated that the training boosted their confidence and increased professionals' awareness of the family leaders' abilities, strengths, and power to move early childhood agendas forward.

2012 Summit participants also learned that numerous people are typically involved in achieving one family leader's attendance. The family leaders described a variety of specific barriers they overcame to participate in the Summit: finding and paying for child care, arranging substitutes at work, having family members adjust their work schedules to facilitate their involvement, and arranging transportation (including purchase of bus fare, arranging a ride to the station, borrowing a second car, and requesting a ride). Such preparations involved spouses, employers, friends, and other acquaintances prior to finalization of their participation. Summit attendees grew in their awareness of the issues families faced and the long-term implications for organizations that wished to include them on a regular basis.

At the same time, state and local leaders began to realize the importance of preparation and training in their organizations, teams, and systems to determine philosophical reasons for involving family leaders and concrete strategies to best incorporate their expertise and benefit from their perspectives. Ideally, groups clarify their purposes before identifying and training a cadre of family leaders, increasing the likelihood that family leaders get the technical support they need to effectively fulfill their organizational roles. Infusing family leadership in systems and organizations is a challenging, time-consuming endeavor for professionals. Identification, recruitment, and connection of potential family leaders to meaningful roles require ingenuity and effort. To be successful, both the capacity of organizations or systems to incorporate the expertise of family leaders and the capacity of the family leaders to fulfill the desired leadership responsibilities must be developed.

UMKC-IHD discovered that there are differences among individuals and their organizations in the meaning of such terms as family-focused, family-centered, family-driven, and family-professional partnerships. The same term means different things to different entities. Questioning and probing stakeholders helped them expand their vision of ways to involve family leaders in local and state systems.

It also became clear that family leaders need to be able to differentiate between family engagement as a mechanism for securing and improving their own services and family leadership in organizational, policy, and systems change. This ability to focus on the "big picture" is key to success in creating true family-professional partnership within organizations and systems.

Recommended Next Steps

The journey of the past 3 years has resulted in many new connections among professionals and families of young children in Missouri. These connections have led to both accomplishments and awareness of results not yet achieved. The following suggestions are *not* meant to serve as an exhaustive list, but rather, as a sampling of ideas that may assist in continued efforts to build an integrated, comprehensive early childhood system in Missouri:

- Continue to invest the effort in articulating Missouri's Early Childhood Plan as a breathing, living document that describes Missouri's vision for young children and proposed strategies to achieve it. Continue to update the Plan, as necessary, to serve as a blueprint for activities and funding allocations.

- Brand Missouri's Early Childhood Plan with a recognizable logo and motto, and disseminate the information widely. Prioritize these efforts to build public awareness and public will for early childhood, as well as to strengthen the shared vision within child-related fields.
- Strengthen efforts to build grassroots support and understanding of the long-term benefits of investment in early childhood. Explore opportunities for new, reciprocal alliances with prospective allies for early childhood work.
- Establish and maintain a statewide network of reciprocal relationships, including connections across disciplines, across agencies, and across communities. Create opportunities for networking to occur between the state and the regional/local levels, thereby adding to each groups' understanding of the systemic effects of their efforts. Provide opportunities for learning and planning among leaders at each level, among families, and between family leaders and professionals.
- Access stable, sufficient, long-term funding for the state early childhood infrastructure. Seek sustained support for a website to promote public awareness and meet needs within the field as a repository for announcements and both current and archival information about the early childhood comprehensive system. Brand the early childhood system to foster a more universal focus on the importance of young children in Missouri life.
- Establish and maintain quarterly communication of state, regional, and local early childhood leaders. This can be modestly achieved – even without additional funding – by the hosting and facilitation of teleconference or video-conference calls of local and regional ECCS teams by DHSS.
- Pursue more intensive, active engagement of stakeholders with the legislative process, sharing relevant information and serving as resources for legislators and their staff. Particularly enlist the support of family leaders in communicating the messages of what their children need to thrive in Missouri.
- Consider various innovative family leadership roles, (e.g., panels, focus groups, surveys, previewing documents, advocacy, co-presenting, team-teaching, mentoring), in addition to board/committee membership, as opportunities for the early childhood system to benefit from the perspectives of family members.
- Sustain a focus on family leadership development within all organizations and systems that affect young children, and increase public awareness of the Family Leadership Network. Remind state and local early childhood leaders that they are in the best position to identify and recruit family leaders on an ongoing basis. They will be able to recognize those who are willing to grow and fill roles as family leaders in keeping the early childhood system moving forward for the betterment of Missouri's young children.

APPENDICES

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Appendix A: Missouri's Early Childhood State Plan Developed through a CBEC[1] and ECCS[2] Team Partnership (Archival Document, October 2011)

Vision

All young children in Missouri are safe, healthy and capable of reaching their full potential.

Mission

To ensure that Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded and of the highest quality to meet the needs and to promote the well-being of all young children and their families. This can be accomplished by (a) developing key partnerships, (b) building collaborative strategies and (c) ensuring equal access to necessary resources, resulting in the implementation of an effective and sustainable early childhood system.

Guiding Principles

The priorities and strategies employed by the CBEC in achieving its mission reflect a core set of values:

- Early childhood is the life period of most intensive development where both positive and negative factors have the greatest impact.
- Effective programs for young children respond to the totality of a child's development, not just one aspect.
- Children with disabilities or other special needs are best served in natural environments and inclusive programs, rather than separate, clinical, or disability-focused settings.
- Family involvement and engagement is essential to meeting the needs of young children; effective early childhood programs invite and support parents[3] as fully engaged partners in the design and delivery of services.
- High quality programs that are informed by research are the most effective.
- Practices, programs, and professionals are culturally responsive, inclusive and accessible to all children.
- Investments in prevention and early intervention are the most cost effective use of public funds.
- The coordination of programs and services across the state, communities and agencies results in administrative efficiencies, greater impact of services and more convenience for families.

[1] Coordinating Board for Early Childhood
[2] Early Childhood Comprehensive System
[3] The term "parents" is inclusive of all primary caregivers of young children, including grandparents, non-custodial parents and foster parents.

Infrastructure

The following outcomes are critical to the development of a comprehensive early childhood system and integral to the achievement of desired outcomes for children. Goals for an effective infrastructure are stated under each component.

Governance and Leadership

Desired Outcome: The governance and leadership of Missouri's early childhood system supports a coordinated and comprehensive system among all relevant departments and entities.

Goals:

1. Missouri public policies ensure a comprehensive and integrated early childhood system, built on a foundation of collaborative governance and leadership at the state and local level.
2. The governance structure supports coordination and collaboration for an integrated comprehensive system.
3. The governance structure ensures accountability within and among components of the system.
4. Missouri's integrated early childhood system incorporates family leadership at all levels.

Objectives:

1. Develop a system for advancing family leadership that includes training, mentoring, and linkage of families with diverse leadership opportunities.
2. Develop a system for family participation in decision-making across the early childhood system.
3. Decisions regarding key elements of a comprehensive early childhood system are addressed collaboratively.

Financial Resources

Desired Outcome: Missouri's early childhood system is supported by adequate and sustainable financial resources.

Goals:

1. Sustainable funding supports a comprehensive early childhood system.
2. Fiscal resources are coordinated from federal, state, and local sources, both public and private, to ensure the most effective, efficient and accountable use of funds.
3. Funding guidelines are conducive to cross-department collaborations.
4. Financial resources support access to programs, services and leadership opportunities for all Missouri's families.

Objectives:

1. Business leaders have a means to mobilize their support for early childhood.
2. Promote the increase of accountability for the investment of subsidy funds.
3. Increase accountability for the investment of subsidy funds for unregulated child care.

Quality Assurance and Accountability

Desired Outcome: Quality assurance and accountability is integrated into and throughout Missouri's Early Childhood System.

Goals:

1. Missouri state policies, regulations, rules and standards strengthen quality by utilizing national and state identified standards and evidence-based practices.
2. Families have access to information about the quality of all programs for young children.
3. Reliable data inform all policy decisions
4. State and local communities use cross-sector data for planning, analysis, decision-making and evaluation.
5. Missouri's professional development system for early childhood and youth assures professionals in the comprehensive system are competent and qualified according to state and national standards.

Objectives:

1. As state regulations and rules are revised, ensure inclusion of appropriate national standards and evidence-based practices.
2. Evaluations of programs and services are available to the public.
3. Establish a coordinated administrative structure for early childhood professional development services.

Public Engagement

Desired Outcome: The public is actively engaged and invested in the well-being of Missouri's young children and families.

Goals:

1. State and local policy-makers support greater investments in programs for young children and families.
2. Public advocacy and voter support promote greater investment in early childhood at the state and local level.
3. Stakeholders deliver a consistent message regarding the needs of children and families in Missouri.

Objectives:

1. Establish a statewide public education campaign to raise awareness of issues of the well-being of young children and families.

Desired Outcomes for Young Children

Missouri's system of early childhood programs and services is a group of interacting, interrelated and interdependent components that form a complex and unified whole. A primary purpose of this system is to promote school readiness among children, families, programs, and communities.

Family Support

Desired Outcome: Missouri's young children have their basic needs met.
Goals:

1. Missouri's state and local policies support the basic needs of all families with young children being met.
2. Communities recognize, support, and respond proactively to the diversity of Missouri's families.
3. Missouri's communities ensure that preventive and intervention services are accessible to meet a range of family needs.
4. Missouri's families meet the basic safety and subsistence needs of the young children in their care.

Objectives:

1. Develop a system of family support that enhances protective factors in families.

Long-Term Activities:

1. Develop and implement a system that is responsive to emergency needs and promotes continued family stability.
2. Partner to support the implementation of statewide family leadership opportunities.
3. Implement the Strengthening Families approach throughout Missouri.

Parenting Education

Desired Outcome: Supportive and nurturing family environments for Missouri's young children are enhanced by the integration of parenting education into the early childhood system.
Goals:

1. Policies and programs at the state and local level foster nurturing family environments that benefit children.
2. Community agencies and programs effectively engage families in ways that support their parenting.
3. Missouri's families have the skills and access the programs and resources they need to facilitate their child(ren)'s growth and development.
4. Parenting education programs and services help parents develop the skills and knowledge necessary to support school readiness.

Objectives:

1. Parents have opportunities to observe, guide, and promote the learning of their children at home, school, and in the community.
2. Parents participate in ongoing support, education and skill development opportunities that promote warm, healthy parent/child relationships.

Long-Term Activities:

1. Develop and coordinate effective parenting initiatives that advance parenting and parents' knowledge of child development.
2. Support an in-depth analysis of existing parenting education and home visiting programs to ensure that they employ best practices and are serving families most in need.

Early Childhood Programs

Desired Outcome: Missouri's children have access to high quality early childhood programs.

Goals:

1. Missouri state policies establish a seamless system of early learning programs from birth to kindergarten entry.
2. Missouri state child care assistance policies ensure availability of affordable child care throughout the state.
3. Missouri early learning guidelines and standards provide guidance to all programs serving young children.
4. Missouri state policies support an integrated system of professional development, education, and training, which ensures that professionals in all components of the systems are knowledgeable, skilled, and compensated relative to the value of their position and preparation.
5. Missouri's state policies promote the continuous improvement of quality in early childhood programs.

Objectives:

1. Early learning programs include an array of home visiting and group care settings that meet the needs of Missouri's young children and families.
2. Policies and practices support effective transitions for children and families across programs and systems, reflecting an understanding of children's needs throughout the continuum from prenatal development through third grade.
3. Child care assistance funding is increased to assure availability of quality care for all of Missouri's children and families.
4. A comprehensive, coordinated system of professional development serves both early childhood and school-age professionals across settings.
5. Professional development services are culturally responsive, inclusive, and accessible to all related personnel in the early childhood system.
6. All programs use the Missouri early learning guidelines and standards as the foundation for program development.

7. Missouri state policies develop a mechanism for early childhood programs to access coaching, resources, and other supports to improve quality.

Long-Term Activities:

1. Program transitions from prenatal care through early elementary grades are examined to determine the gaps that disrupt the early learning experiences for young children or families.
2. Support opportunities for blended funding, collaborative planning, and program standards that improve children's transitions.
3. Develop a statewide publicly-funded voluntary pre-k program for all Missouri children available for 2 years prior to kindergarten.
4. Promote availability of statewide evidence-based home visiting programs.
5. Support implementation of recommendations regarding degrees, articulation, and certification of all related personnel in the early childhood system.
6. Investigate and support the implementation of professional development activities that support effective inclusion of children with disabilities in early childhood and school age environments.
7. Research strategies and make recommendations for the recruitment, retention, and promotion of a culturally diverse workforce.
8. Promote the increase of subsidy reimbursements for licensed care to support family access to quality settings.
9. Support the development and implementation of new rules for licensed family child care and license-exempt child care centers.
10. Assure appropriate health and safety provisions are embedded into the revised child care licensing regulations for all provider types.
11. Develop and disseminate information that clearly articulates the need for and the benefit of a pre-K program in Missouri.

Health

Desired Outcome: Missouri's children have a source of coordinated, comprehensive and family-centered primary health care and services.

Goals:

1. Principles promoting health and wellness for young children and families are integrated into all aspects of Missouri's early childhood system.

Objective:

1. Missouri's state policies support the medical home model.
2. Missouri's community health care providers are accessible and knowledgeable, and they readily share information with families about available services and resources.
3. Missouri's early childhood programs and services promote health and wellness, addressing such areas as nutrition, obesity, and safety.
4. Missouri's families are health literate and actively participate in decision-making regarding the health and wellness of their children.

Long-Term Activities:

1. Support a statewide system of child care health consultation to provide health and safety consultation and education to child care providers.
2. Assure all Missouri children and their parents (especially children birth-5 years) have access to affordable public or private health insurance.
3. Assure all Missouri children have access to healthcare offered at hours and locations that are convenient for their families.
4. Support and enhance care provided by rural health providers.
5. Assure health care provider reimbursement rates are sufficient to ensure availability of an adequate number of providers.
6. Implement best practice standards and protocols for screening young children, including the use of culturally appropriate tools and processes.
7. Develop a long-term coordinated plan for all pregnant women to have access to a home visiting program.
8. Develop and maintain a system of periodic population-based statewide needs assessment measuring the extent to which families access a medical home.

Mental Health and Social-Emotional Development

Desired Outcome: Missouri's children are socially and emotionally healthy.

Goals:

1. Principles promoting social/emotional wellness for young children and families are integrated into all aspects of Missouri's early childhood system.

Objectives:

1. State and local policies in Missouri support the emotional well-being of families and children.
2. Collaborative efforts in communities identify social, emotional and behavioral risks and intervene to prevent more serious mental health problems.
3. Missouri's families provide a socially and emotionally healthy home environment.

Long-Term Activities:

1. Facilitate the development of a collaborative system of infant/early childhood mental health consultation.
2. Ensure that best practice standards and protocols for screening young children for emotional, social and behavioral risk factors, including the use of culturally appropriate tools and processes, are integrated into the comprehensive early childhood system.
3. Integrate mental health training into pre- and in-service programs for early childhood personnel.
4. Implement a statewide campaign to increase awareness of the importance of social/emotional well-being.

Glossary

- **Child Care Health Consultation** – **(from the Missouri Department of Health and Senior Services)** The Missouri Child Care Health Consultation (CCHC) Program is a collaborative project between the Missouri Department of Health and Senior Services and the local public health agencies (LPHAs) throughout Missouri to provide health consultation and training services to child care providers. The program is a population-based initiative that reached almost 79,000 preschool-aged children in Federal Fiscal Year 2010. The CCHC Program is based on a nursing model practice that uses registered professional nurses to oversee and deliver programs that focus on health, safety, and nutrition in the child care setting.
- **Desired Outcomes** – the desired end state for this component of the early childhood system in Missouri.
- **Early Childhood** – the period of life extending from birth to age 8 years.
- **Early Learning Guidelines or Standards** – a document that describes what children should know and be able to do.
- **Early Learning Programs** – the array of programs designed to support the learning, development, and school readiness of young children, including those delivered in group settings and home-based.
- **Evidence-based** – Research on a particular intervention, practice or model has demonstrated that the practice is effective in meeting its goals.
- **Family Support** – community-based services designed to promote the well-being of children and families.
- **Goals** – attainments related to outcomes for children, for families, for communities, and for the state that are achievable.
- **Group settings** – child care or preschool settings in which groups of children are cared for by responsible adults. Group settings encompass licensed or accredited centers, family child care homes, and unregulated, or family, friend and neighbor (FFN) care.
- **Home Visiting** – an early learning program in which the program design assumes home visits as the primary method for delivering a service or intervention, and through which a sustained and ongoing relationship is developed with enrolled families over time.
- **Inclusion** – Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services include (1) access, (2) participation, and (3) supports.
- **Long-term activities** – actions or initiatives aimed at supporting goals and objectives anticipated to take *one to three years* to accomplish.

- **Medical home** – Primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate, and culturally effective.
- **Objectives** – more detailed attainments to occur within a *three-year time frame*.
- **Parents** – primary caregivers of young children, including grandparents, non-custodial parents and foster parents.
- **Parenting education** – formal and informal services that are designed to enhance competence and confidence in parenting practices that support and nurture healthy child development.
- **Professional development** – **(from the National Association of Child Care Resource & Referral Agencies)** Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance.
- **School readiness** – **(from the Department of Elementary and Secondary Education)** **School readiness** is a combination of readiness among children, families, schools and communities:
  - For children, school readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning).
  - For families, it means an understanding of their children's current level of development and how to encourage them, as well as a supportive partnership with the school and an understanding of the school system their children will enter.
  - For schools, it means providing a welcoming and accepting environment for all children and having professional educators who consistently advance student growth and achievement while working in partnership with families.
  - For communities, it means supporting schools, families and valuing the critical role of early learning.
- **Transition** – Transitions refer to each programmatic transition for a child and family during early childhood. The aim is for all children to effectively transition from the home (even when the child is not enrolled in an early childhood program) and every type of early childhood program (e.g., both home-based and center-based programs, both publicly and privately funded early childhood programs, faith-based programs, home visitation programs, Early Head Start, Parents as Teachers, First Steps and early childhood special education). Collaborative planning across agencies and programs should result in the child's successful transition into kindergarten and each subsequent early elementary grade level in both public and private schools.
- **Voluntary Pre-K** – a preschool program that is universally available, but voluntary to families. A Missouri Pre-K program will serve children two years prior to kindergarten entry, and will include a sliding scale fee structure. Pre-K will be available through any center- or family-based program (e.g., public, private, for-profit, non-profit, faith-based) that meets standards established for the program.

Appendix B: ECCS Publications

Publications Authored by UMKC-IHD Staff (Chronologically):

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ECCS Steering Committee Meeting Evaluation Form
Evaluation Report of January 22, 2010 ECCS Steering Committee Meeting
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- June 4, 2009 – July 22, 2009
- July 23, 2009 – September 23, 2009
- September 24, 2009 – November 18, 2009

- May 26, 2010 – September 22, 2010
- September 23, 2010 – November 10, 2010
- November 11, 2010 – May 9, 2011
- May 10, 2011 – September 13, 2011
- September 14, 2011 – November 8, 2011

*Early Childhood Network News (*disseminated as an e-mail blast to the ECCS Network members and posted as an archival document with hyperlinks from the main page on the ECCS Networking Site)*:*

- August 2011
- September 2011
- October 2011
- November 2011
- December 2011
- January 2012

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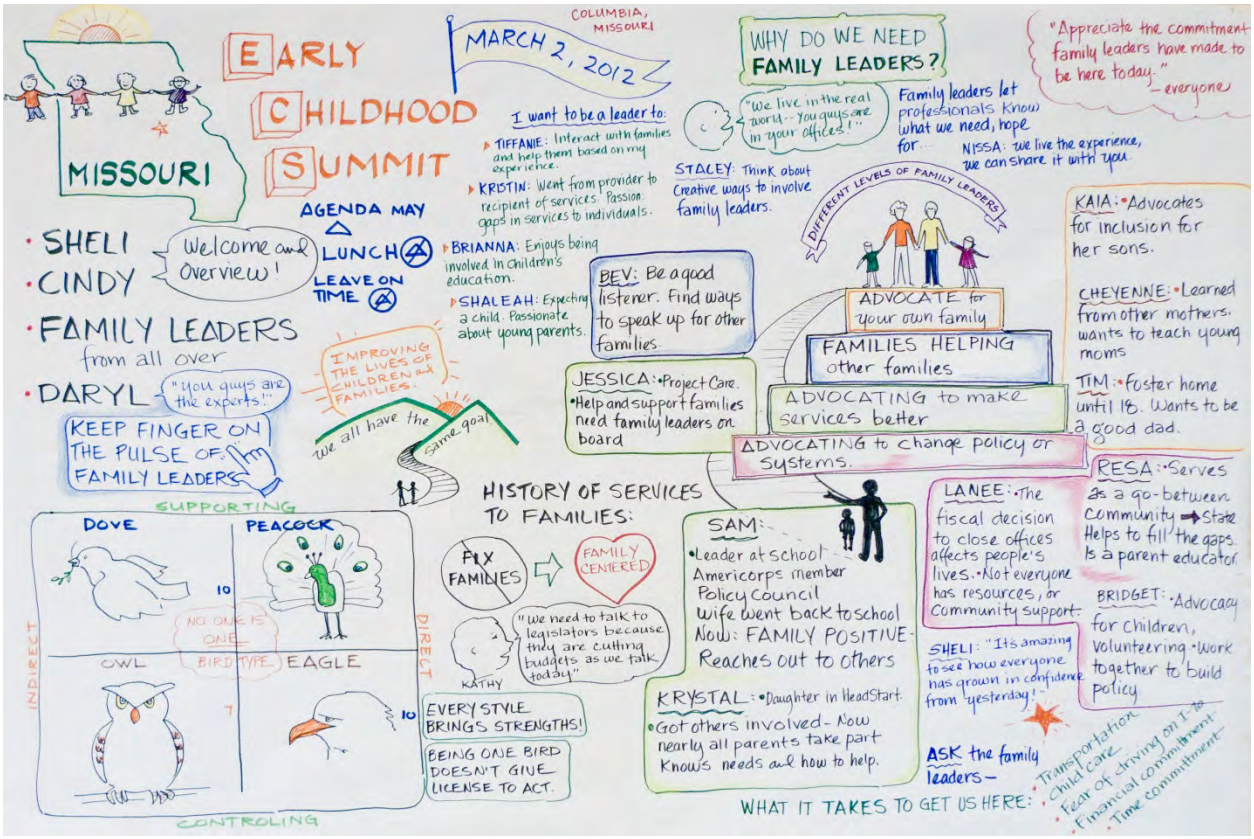
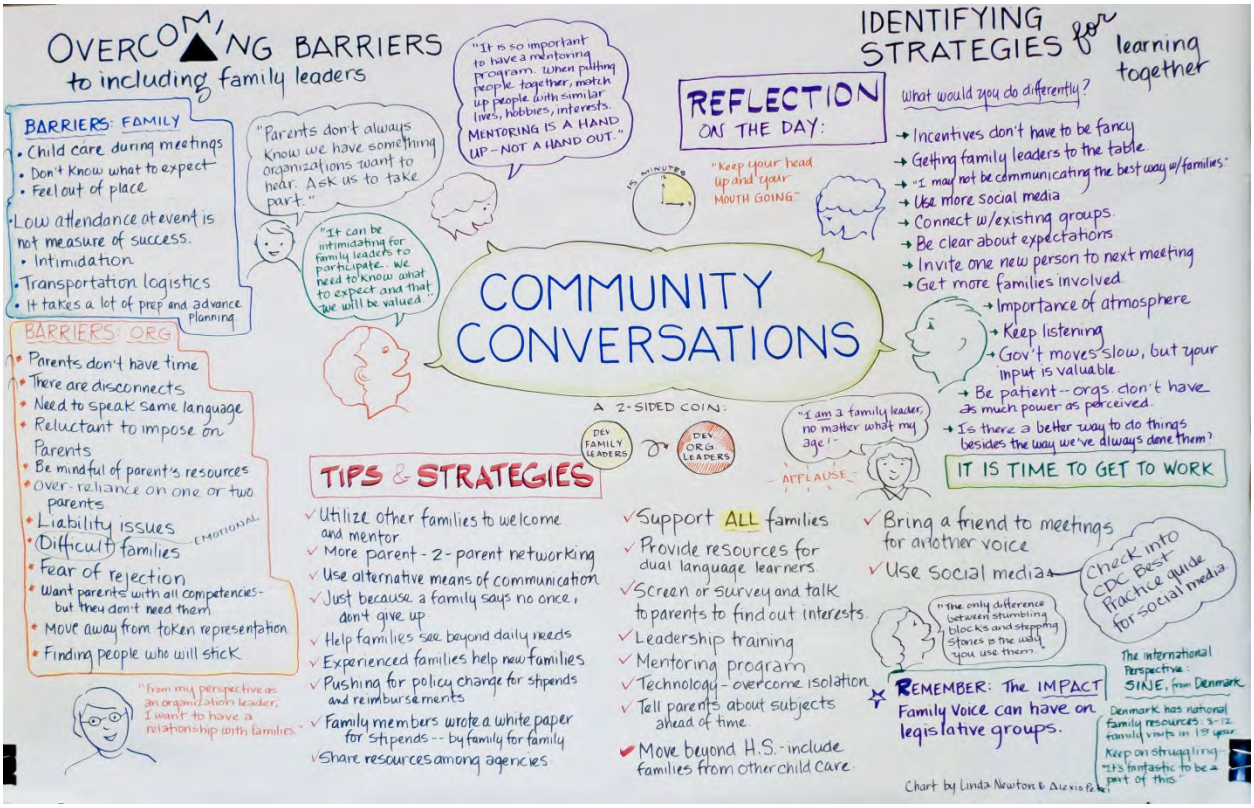
Appendix C: Graphic Illustrator Pictorials of 2012 Summit




OVERCOMING BARRIERS to including family leaders
BARRIERS: FAMILY
• Child care during meetings
• Don't know what to expect
• Feel out of place
• Low attendance at event is not measure of success.
• Intimidation
• Transportation logistics
• It takes a lot of prep and advance planning
BARRIERS: ORG
• Parents don't have time
• There are disconnects
• Need to speak same language
• Reluctant to impose on Parents
• Be mindful of parent's resources
• over-reliance on one or two parents
• Liability issues
• (Difficult) families EMOTIONAL
• Fear of rejection
• Want parents with all competencies - but they don't need them
• Move away from token representation
• Finding people who will stick
"From my perspective as an organization leader, I want to have a relationship with families."
"Parents don't always know we have something organizations want to hear. Ask us to take part."
"It can be intimidating for family leaders to participate. We need to know what to expect and that we will be valued."
"It is so important to have a mentoring program. When putting people together, match up people with similar lives, hobbies, interests. MENTORING IS A HAND UP - NOT A HAND OUT."
COMMUNITY CONVERSATIONS
A 2-SIDED COIN:
DEV FAMILY LEADERS
or
DEV ORG LEADERS
TIPS & STRATEGIES
✓ Utilize other families to welcome and mentor
✓ More parent - 2 - parent networking
✓ Use alternative means of communication
✓ Just because a family says no once, don't give up
✓ Help families see beyond daily needs
✓ Experienced families help new families
✓ Pushing for policy change for stipends and reimbursements
✓ Family members wrote a white paper for stipends -- by family for family
✓ Share resources among agencies
✓ Support ALL families
✓ Provide resources for dual language learners
✓ Screen or survey and talk to parents to find out interests.
✓ Leadership training
✓ Mentoring program
✓ Technology - overcome isolation
✓ Tell parents about subjects ahead of time
✓ Move beyond H.S. - include families from other child care
✓ Bring a friend to meetings for another voice
✓ Use social media
Check into CDC Best Practice guide for social media.
"The only difference between stumbling blocks and stepping stones is the way you use them."
REMEMBER: The IMPACT Family Voice can have on legislative groups.
The International Perspective: SINE, from Denmark
Denmark has national family resources: 8-12 family visits in 1st year.
Keep on struggling... "It's fantastic to be a part of this."
REFLECTION ON THE DAY:
15 MINUTES
"Keep your head up and your MOUTH GOING."
"I am a family leader, no matter what my age!"
APPLAUSE
IDENTIFYING STRATEGIES for learning together
What would you do differently?
→ Incentives don't have to be fancy
→ Getting family leaders to the table
→ "I may not be communicating the best way w/ families."
→ Use more social media
→ Connect w/ existing groups.
→ Be clear about expectations
→ Invite one new person to next meeting
→ Get more families involved
→ Importance of atmosphere
→ Keep listening
→ Gov't moves slow, but your input is valuable.
→ Be patient -- orgs. don't have as much power as perceived.
→ Is there a better way to do things besides the way we've always done them?
IT IS TIME TO GET TO WORK
Chart by Linda Newton & Alexis Pe

Appendix D: Local Infrastructure Development and Expansion Plan (Archival Document, October 2011)

Introduction

In 2009, Health Resources Services Administration (HRSA) awarded the Missouri Department of Health and Senior Services (DHSS) funding from June 1, 2009 to May 31, 2012 to continue the implementation of the Early Childhood Comprehensive System (ECCS) work in Missouri. DHSS contracted with the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD) to provide technical support and process evaluation during this grant cycle. A component of this technical assistance is to support the development of local infrastructure as part of Missouri's early childhood system. UMKC-IHD is also charged with facilitating two-way information exchange among stakeholders at both the state and local level, culminating in the proposal of a formal long-term communication plan for consideration by DHSS, the ECCS Steering Committee, the Children's Services Commission (CSC), and the Coordinating Board for Early Childhood (CBEC). Because communication is integrally related to the activities for building local infrastructure throughout Missouri, many aspects of the Communication Plan closely parallel the action steps found in the Development and Expansion Plan. For this reason, the two plans are presented together.

Local Infrastructure Development and Expansion Plan

Status of Early Childhood Infrastructure Development in Local Communities. Local infrastructure development began during the initial Implementation Phase of Missouri's ECCS project, from September 1, 2006 through May 31, 2009. UMKC-IHD worked to establish and develop local stakeholder teams throughout Missouri, utilizing the existing infrastructure of Head Start or Early Head Start grantees with statewide coverage as the mechanism to initiate community conversations. During that period, UMKC-IHD personnel made initial contacts, secured commitments to establish ECCS Stakeholder Teams, and began activity in 18 regions of the state. Thereafter, UMKC-IHD developed mechanisms for ongoing communication and provided technical support to form new stakeholder groups, strengthen existing teams, and promote collaboration with statewide departments and organizations. Strategies for building local capacity vary significantly, based on the unique needs, resources, and characteristics presented by the areas. The types of programs, initiatives, and local networks in each community were examined to determine which existing groups or stakeholder organizations could fill a convening role in their locale.

Since 2006, either new groups formed or existing groups identified themselves as ECCS Stakeholder Teams in 16 of the 18 regions of the state. Eight existing community groups with missions compatible with the ECCS Initiative agreed to incorporate the ECCS Plan into their work and communicate with the ECCS Steering Committee. New teams formed in eight other regions of Missouri. The location and convening agencies for both the newly created teams and the existing groups that identified themselves as ECCS Stakeholder Teams are listed in Table A-1. UMKC-IHD personnel met with stakeholders in the remaining two regions on several occasions

and secured initial commitments to form teams, but thus far, ECCS Teams have not formed in these communities.

Table A-1. Development of ECCS Stakeholder Teams

New Teams Formed		Existing Groups Identified as ECCS Teams	
Location	Convening Agency	Location	Convening Agency
Bootheel Region	Bootheel Early Childhood Alliance (BECA)	Boone County	Boone County Coordinating Board for Early Childhood Education
Jefferson County (Barnhart)	Jefferson County Community Partnership	Cape Girardeau	United Way of Cape Girardeau Success by 6® Partnership
Maryville	Community Services, Inc.	Joplin	Alliance of Southwest Missouri
St. Louis Metro Area	St. Louis Regional Early Childhood Council	Poplar Bluff	Butler County Community Resource Council
Trenton	Northwest P-20 Council[4]	Springfield Metro Area	Council of Churches and Community Partnership
Kansas City Metro Area	United Way of Greater Kansas City	St. Joseph	United Way of St. Joseph Success by 6® Partnership
Macon, Shelby and Monroe Counties	Child Care Aware of Missouri – Central Region	Marshall/ Sedalia[5]	Pettis County Community Partnership – TEDDY-CARE
Ozark Plateau / Lakes Region	Missouri Ozarks Community Action	West Plains	University of Missouri Extension Howell County

During the existing contract period, the development of each of the ECCS Local Stakeholder Teams varies widely. Twelve of the 18 teams are meeting regularly and individualizing aspects of the ECCS State Plan for their communities and the focus of the group. Due to various circumstances, four of the teams are not meeting regularly. In two ECCS regions, there are no existing groups to assume the responsibility of a Local ECCS Team, and no new groups have formed. Tables A-2 to A-4 summarize the current status of teams and some of the structural challenges faced in the regions. The teams are categorized according to activity level: stakeholder teams actively meeting (Table A-2), stakeholder teams not meeting regularly (Table A-3), and regions where stakeholder teams have not formed (Table A-4).

[4] The Northwest P-20 Council is associated with local early childhood work in the service delivery area of Green Hills Head Start (based in Trenton). The Northwest P-20 Council serves a broader 17-county region that includes all or parts of the local ECCS service areas in Maryville, St. Joseph, and Kansas City.

[5] The Missouri Valley Community Action Agency formed a steering team in Marshall for the 7-county catchments area including Sedalia in Pettis County. The Pettis County Community Action Partnership sponsors the TEDDY-CARE Committee, an existing stakeholder group, which agreed to serve as the ECCS team for Pettis County.

Table A-2. Regions Where Stakeholder Teams Are Actively Meeting

	Location	Convening Agency	Status and Challenges
1	Boone County	Boone County Coordinating Board for Early Childhood Education	• Actively functioning team • Meets regularly • Serves 1 county (Boone) of the 9-county service delivery area (SDA) • Some represented agencies serving additional counties • Stakeholders in 8 counties unrepresented
2	Bootheel Region	Bootheel Early Childhood Alliance (BECA)	• Actively functioning team • Meets regularly • All 6 counties in the SDA represented • Three subcommittees functioning and meeting regularly
3	Cape Girardeau	United Way of Cape Girardeau Success by 6® Partnership	• Actively functioning team • Meets regularly • Primarily serves 1 county (Cape Girardeau) of the 8-county SDA • Some represented agencies serving additional counties
4	Jefferson County (Barnhart)	Jefferson County Community Partnership	• Actively functioning team • Meets regularly • Serves 1 county (Jefferson) of the 2-county SDA
5	Joplin	Alliance of Southwest Missouri	• Actively functioning team • Meets regularly • Serves 2 counties (Jasper and Newton) of the 4-county SDA
6	Marshall and Sedalia	MVCAA Head Start	• The regional steering team aims to coordinate activity across the 7-county SDA • Met once and is not meeting on a regular basis
		Pettis County Community Partnership – TEDDY-CARE[6] Committee	• Actively functioning team • Meets twice per year • Serves Pettis County (only) • Within boundaries of MVCAA Head Start
7	Maryville	Community Services, Inc.	• Actively functioning team • Meets regularly • All 5 counties in the SDA served by the team • Members actively participate on the Northwest P-20 Council serving the 17-county region
8	Poplar Bluff	Butler County Community Resource Council	• Actively functioning team • Meets monthly • Serves 1 county (Butler) of the 7-county SDA
9	Springfield Metro Area	Council of Churches and Community Partnership	• Actively functioning team • Meets regularly • Serves 1 county (Greene) of the 10-county SDA • Some represented agencies serving additional counties
10	St. Joseph	United Way of St. Joseph Success by 6® Partnership	• Actively functioning team • Meets regularly • Serves 1 county (Buchanan) of the 4-county SDA • Members actively participate on the Northwest P-20 Council serving the 17-county region

[6] Targeting Early Development and Discovery Years – Creating Access to Resources and Education

	Location	Convening Agency	Status and Challenges
11	St. Louis Metro Area	St. Louis Regional Early Childhood Council	• Actively functioning team • Meets regularly • Serves 2 counties (St. Louis and St. Charles) of the 5-county SDA and St. Louis City • Some represented agencies serving additional counties
12	Trenton	Northwest P-20 Council	• Actively functioning team • Meets regularly • Serves 17 counties as a P-20 Council, and focuses on 7 counties in SDA of Green Hills Head Start/North Central Missouri College • Overlapping boundaries with other local ECCS Teams

Table A-3. Regions Where Stakeholder Teams Are Not Meeting Regularly

	Location	Convening Agency	Status and Challenges
13	Kansas City Metro Area	United Way of Greater Kansas City	Kansas City chose to have a small team consisting primarily of representatives of agencies that convene coalitions or groups of organizations/schools Meets infrequently, having last met on 11/1/2010 Individual member coalitions represented on the Kansas City ECCS Team are actively addressing aspects of the ECCS State Plan Effective collaboration of organizations within each represented coalition Frequent partnerships among organizations across the coalitions represented on the ECCS Team Some Kansas City metro representation on the Northwest P-20 Council serving the 17-county region Scope is very large for metro area; committee members have questioned the value and purpose of meeting as a team
14	Macon, Shelby, and Monroe Counties	Child Care Aware of Missouri – Central Region	Previous ECCS Team not meeting due to centralization of the lead agency and closing of the office in this region Another existing group in Hannibal *(not identified as an ECCS team)* is meeting, but covers Marion and Ralls Counties in the region
15	Ozark Plateau/ Lakes Region	Missouri Ozarks Community Action Head Start	Although group achieved broad participation and developed plans, it is not actively meeting at this time Head Start grantee facing time constraints for continuing to convene the group
16	West Plains	University of Missouri Extension Howell County	Group has not actively met in 18 months Upcoming retirement of the leader of the convening agency, with no transfer of leadership for the ECCS Team at this time

Table A-4. Regions Where Stakeholder Teams Have Not Yet Formed

	Location	Convening Agency	Status and Challenges
17	Clinton	University of Missouri Extension Henry County	Group not formed Although some interest generated among multiple stakeholders, no convening agency emerged
18	Kirksville	Northeast Missouri Caring Communities	Group not formed Although leader of potential convening agency participated in statewide ECCS activities, time constraints prevented group formation

Action Steps for Early Childhood Infrastructure Development in Local Communities. Action steps for the further development and expansion of Missouri's early childhood local infrastructure continue to build upon previous technical support and compiled resources, using the model for infrastructure development presented in the *Missouri Early Childhood Comprehensive System Community Stakeholder Team Manual and Toolkit*. UMKC-IHD personnel developed and disseminated this resource to assist communities in establishing and sustaining their Local ECCS Stakeholder Teams. The manual provides background information about the project and its implementation in Missouri throughout the project. The *Missouri Early Childhood Comprehensive System Community Stakeholder Team Manual and Toolkit for Mobilizing Communities* have been periodically updated, with the 2011 revision including the following: detailed and comprehensive information regarding the ECCS national initiative, Missouri's ECCS project, *Missouri's Early Childhood State Plan*, the members of the ECCS Steering Committee and of the CBEC, and the linkages of the state ECCS Steering Committee and CBEC with the local ECCS Teams. In addition, it offers an overview of the process for implementation, which consists of such elements as these: practical steps and the rationale for team formation, community assessment, local planning, and evaluation of the initiative.

To assist with team formation, the manual describes various structural models, roles, responsibilities, and administrative tasks for community teams. Guidelines for identifying and selecting team members are given. The manual also includes guidance for assessing community needs, with an emphasis on accessing existing data resources. Resources to guide teams in community mapping and establishing baseline indicator data that mirror or support statewide data are referenced. The manual fosters communication planning by providing guidelines for establishing feedback mechanisms and communication protocols. The toolkit section of this resource, a companion to the technical assistance manual, provides such resources as the following to assist stakeholders with ECCS team formation and development: meeting templates and handouts, needs assessment forms, and an annotated resource directory categorized by topic.

The following six phases of team development are highlighted in the manual: **initiating**, **readiness**, **assessment**, **planning**, **implementation**, and **sustaining**. These phases often overlap and vary from team to team. As changes occur in communities and the ECCS Teams, phases may need to be revisited. The following paragraphs describe the types of support currently provided by UMKC-IHD during these phases of team development.

Initiation Phase. In communities where new teams need to be formed, UMKC-IHD plans with a core group of community leaders, helping them identify stakeholders for a comprehensive system. The support is customized for each site to include such interventions as the following:

- Introducing the ECCS Project to core stakeholders and full teams at initial meetings,
- Assisting leaders in identifying a convening agency,
- Providing assistance with planning and conducting initial meetings,
- Determining the catchment area,
- Identifying potential stakeholders, and
- Establishing online communication mechanisms.

Readiness phase. UMKC-IHD personnel have provided technical assistance for readiness in communities where teams are forming or re-convening. The ECCS initiative is introduced to potential stakeholders with a focus on developing a team's purpose, fostering group identity, and establishing a plan for communicating. This has often included on-site assistance in the first and second meetings. The first meeting of the ECCS Stakeholder Team is especially important for the success of the local initiative because it introduces the ECCS project and begins to establish the normative work of the team and the organizations that they represent. It is likely that potential stakeholders will determine whether the ECCS project justifies their participation, based on their first impressions at this meeting. At the second meeting of a newly forming ECCS Stakeholder Team, the participants often begin to consider their commitment to developing a team, their community's priorities, possible strategies for assessing community needs, and next steps for their collaborative work. UMKC-IHD personnel have often led discussions about collaboration as the basis for ECCS Teams and how durable collaborative relationships are needed to develop a replicable and sustainable infrastructure, resulting in optimal outcomes for young children. A survey for members to evaluate their collaboration and other handouts in the toolkit support this phase.

Assessment and planning phases. Throughout the project, UMKC-IHD personnel have assisted both newly formed and existing ECCS Teams in the assessment and planning phases. Technical support and resources from the manual and toolkit helped teams align local priorities with the ECCS Plan and analyze activities for congruence with its mission. Teams examined how their communities addressed the specified desired outcomes for young children in these areas: Family Support, Parenting Education, Early Childhood Programs, Health, and Mental Health and Social-Emotional Development. The manual and toolkit include information to help teams determine sources of data to assess the needs of children and families in their area and the community services available to meet the needs. Teams are encouraged to use community needs assessment data to build community support and investment, guide the planning process, and provide a baseline for evaluating progress of the ECCS initiative.

Implementation phase and sustainability. UMKC-IHD personnel provide individualized technical support to local ECCS Teams in the implementation and sustaining phases, based on the specific needs of each team. The level of assistance is moderated to the capacity and resources of each team. The *Early Childhood Network News*, the ECCS Networking Site, and the ECCS Summit provide numerous resources to assist teams in implementing, evaluating, and sustaining their work. They also serve as a forum for interacting with and learning from other teams across Missouri.

During the final months of this contract, action steps are proposed to maximize the development and expansion of local infrastructure in Missouri. These are the key areas of emphasis in the proposed action steps:

- Establishment of an ECCS team in each of 18 regions;
- Resolution of coverage among multiple teams with overlapping service delivery areas;
- Determination of a means of representation for the most rural, unrepresented areas within each of the regions; and
- Enhancement of team composition, most notably, representation of family leaders and incorporation of family perspectives in decision-making.

Table A-5. Local Infrastructure Development and Expansion Plan and Timeline

Action Steps			Timeline						
Activities	Potential Partners	Respon-sible Parties	2011		2012				
			N	D	J	F	M	A	M
At the State Level:									
• Discuss with leaders of key statewide organizations the development of 2-way communication between stakeholders in unrepresented counties and the region and the state • Develop a model adaptable to individualized community needs • Create a strategic approach for expansion into unrepresented counties in cooperation with existing ECCS Teams, based on team status and regional challenges	CBEC, DHSS, Missouri Head Start-State Collaboration Office (MHSSCO), Missouri Head Start Association (MHSA), Child Care Aware® of Missouri, Association for the Education of Young Children-Missouri (AEYC-MO), Missouri Association of Community Action Agencies (MACA), University of Missouri Extension, United Way of MO, Children's Trust Fund, P-20 Council, Community Partnerships, OPEN	UMKC-IHD, DHSS, ECCS Steering Commit tee, CBEC Exec. Board (or ED &Chair)	X	X	X	X			
• Host Early Childhood Summit with opportunities for: ▪ Networking ▪ Information exchange ▪ Comparison of strategic actions across regions ▪ Coaching family leaders to guide ECCS Teams in strategies to include family leaders on teams ▪ Interactive sessions led by family leaders to give ECCS Team members strategies to involve family members	ECCS Steering Committee, CBEC members, Local ECCS Team leaders, tate early childhood stakeholders, and parent leaders from multiple sources, presenter	ECCS Sub-commit tee, UMKC-IHD (RC/EC)					X		
Where Stakeholder Teams Have Not Yet Formed:									
• Initiate contact with key local stakeholders to discuss forming a team with selected organizations in the regions	• **Clinton** – Child Care Aware® of Western Missouri (a program of The Family Conservancy), Mid-America AEYC	UMKC-IHD (EC)			X	X	X	X	
	• **Kirksville** – Northeast Missouri Caring Communities, Northeast Community Action Agency, AEYC-MO	UMKC-IHD (EC)			X	X	X	X	
Where Stakeholder Teams Are Not Meeting Regularly:									
• Initiate contact with key local stakeholders to explore strategies for improving the documentation of collective impact among the ECCS Team coalition member organizations	• **Kansas City** – United Way of Greater Kansas City, Metropolitan Council on Early Learning, Mother & Child Health Coalition, Local Investment Commission (LINC), school districts, Francis Institute, The Family Conservancy	UMKC-IHD (EC)			X	X			

Action Steps			Timeline						
Activities	Potential Partners	Respon-sible Parties	2011		2012				
			N	D	J	F	M	A	M
• Contact area Head Start grantees or other agencies serving the region to reconsider becoming the ECCS Team for the entire 8-county SDA	• **Macon, Shelby, and Monroe Counties** – Douglas Community Services, Hannibal School Readiness Coalition Team	UMKC-IHD (EC)			X	X			
• Discuss reconvening or forming new ECCS Teams in the entire SDA with selected organizations and key leaders	• **Ozark Plateau/ Lakes Region** – Ozark AEYC, the Division Chair at Central Methodist College	UMKC-IHD (EC)			X	X			
	• **West Plains** – Ozark AEYC, Council of Churches of the Ozarks, Missouri State University at West Plains	UMKC-IHD (EC)			X	X			
• Contact area Head Start grantee to consider reconvening the regional steering team for the entire 8-county SDA and establishing an action agenda	• **Marshall** – Missouri Valley Community Action Agency (area Head Start grantee), Children's Therapy Center (the Pettis County Early Head Start grantee)	UMKC-IHD (EC)	X						
Where Stakeholder Teams Are Meeting Regularly:									
• Contact the Head Start grantee and other agencies serving the region to: ▪ Assess needs for local team development in unrepresented counties ▪ Assess opportunities for linkage of local entities within region for purposes of information exchange and representation of all young children and their families to the state system ▪ Provide resources and technical support to ECCS teams to promote representation of families of young children[7]	• **Boone County** – Central Missouri Community Action (the area Head Start grantee) and Child Care Aware® of Central Missouri	UMKC-IHD (EC/RC), local ECCS Teams			X	X	X	X	
	• **Cape Girardeau** – East Missouri Action Agency (the area Head Start grantee)	UMKC-IHD (EC/RC)			X	X	X	X	
	• **Poplar Bluff** – South Central Missouri Community Action Agency (area Head Start grantee)	UMKC-IHD (EC/RC)			X	X	X	X	
	• **St. Louis Metro Area** – Youth in Need (one of the area Head Start Grantees)	UMKC-IHD EC/RC)			X	X	X	X	
• Provide technical support for the formation of 2 additional local groups within the SDA • Provide resources and technical support to ECCS teams to promote representation of families of young children	• **Bootheel Region** – Bootheel Early Childhood Alliance, Community Partnerships in Scott and Stoddard Counties	UMKC-IHD (EC/RC)	X	X	X	X	X	X	

[7] Promote these forms of representation of families of young children: (a) Representation of family-led organizations on ECCS Teams; (b) Development by ECCS teams of leadership competencies among team members and family leaders, which foster inclusion and active participation of family members in team decisions; (c) recruitment by ECCS teams of family leaders to serve as ECCS Team members, and address barriers to their active participation; and (d) solicitation by ECCS teams of perspectives of families (e.g., families served by member organizations) during all phases of plan implementation.

Action Steps			Timeline						
Activities	Potential Partners	Respon-sible Parties	2011		2012				
			N	D	J	F	M	A	M
• Contact the convening agency to: ▪ Assess needs for local team development in unrepresented counties ▪ Assess opportunities for linkage of local entities within region for purposes of information exchange and representation of all young children and their families to the state system ▪ Provide resources and technical support to ECCS teams to promote representation of families of young children	• **Jefferson County (Barnhart)** – Jefferson County Community Partnership	UMKC-IHD (EC/RC)			X	X	X	X	
	• **Joplin** – Alliance of Southwest Missouri	UMKC-IHD (EC/RC)			X	X	X	X	
	• **Springfield Metro Area** – Council of Churches and Community Partnership	UMKC-IHD (EC/RC)			X	X	X	X	
• Contact the Northwest P-20 Council to discuss their role as the designated ECCS convening agency for the 7 counties in SDA of Green Hills Head Start/North Central Missouri College • Discuss the formal relationships among the Northwest P-20 Council in its role as an ECCS stakeholder team and how it collaborates with the other ECCS local stakeholder teams it serves in the remaining 10 counties • Continue ongoing support for the Stakeholder Teams in Maryville and St. Joseph • Facilitate strengthened relationships between the ECCS Stakeholder Team and the Northwest P-20 Council Early Childhood Action Team • Provide resources and technical support to ECCS teams to promote representation of families of young children	• **Northwest Region** – Northwest P-20 Council; Green Hills Head Start/North Central Missouri College; Heartland Foundation	UMKC-IHD (EC/RC)	X	X	X	X	X	X	
	• **Trenton** – Green Hills Head Start/North Central Missouri College	UMKC-IHD (EC/RC)			X	X	X	X	
	• **Maryville** – Community Services, Inc.	UMKC-IHD (EC/RC)			X	X	X	X	
	• **St. Joseph -** United Way of St. Joseph Success by 6® Partnership	UMKC-IHD (EC/RC)			X	X	X	X	
• Establish direct communication with personnel from the convening agency • Provide direct ongoing support for this ECCS Team • Provide resources and technical support to ECCS teams to promote representation of families of young children	• **Sedalia** - Pettis County Community Partnership	UMKC-IHD (EC/RC)	X	X	X	X	X	X	

Appendix E: Statewide Communication Planning (Archival Document, October 2011)

Communication in Missouri's Early Childhood System

In addition to local infrastructure development, UMKC-IHD is responsible for developing a communication plan and facilitating exchange of information as part of its contract with DHSS.

3.4	*Provide a proposed formal communication plan between local stakeholder teams and state level early childhood system, as represented by ECCS Steering Committee, Children's Services Commission, the Department, and/or CSC Coordinating Board for Early Childhood by 10/30/11.*

Communication between the state and local levels as well as among local stakeholder agencies is essential for the effective functioning of Missouri's Early Childhood Comprehensive System. As the system in Missouri has emerged, communication mechanisms and norms continued to become more consistent, but a standard structure for all local teams is not yet established. There is a high degree of variation in communication mechanisms between local teams. These differences reflect the diverse ways in which teams operate.

Local Communication within Teams. Elements of an informal communication network are in place and have been functional for most of the Missouri ECCS Implementation Phase. Local ECCS Teams serve a key role in the exchange and dissemination of information to a vast network of constituents across Missouri's early childhood system. Communication at the local level includes face-to-face meetings, conference calls, phone calls, e-mail communication, websites, printed newsletters and publications, and other forms of electronic communication such as social networks.

Local Team Communication with the State ECCS Steering Committee. Informal communication protocols between the State ECCS Steering Committee and Local ECCS Stakeholder Teams are outlined in the *ECCS Community Stakeholder Team Manual*. To date, these are the primary forms of communication between state and local teams:

- Local ECCS Teams provide dates and times of meetings and information about their activities to UMKC-IHD for inclusion in the Local Infrastructure Development Update standing report to the ECCS Steering Committee.
- The State ECCS Steering Committee invites leaders from Local ECCS Team as featured guests of their meeting, with this component being a standing item on the agenda. This promotes two-way anecdotal communication between Local ECCS Teams and the ECCS Steering Committee.
- ECCS Steering Committee members occasionally share anecdotes about local sites at CBEC, and incorporate DHSS updates the CBEC on local infrastructure development in an annual report.

Communication among Local Stakeholder Teams. Dissemination of annually updated stakeholder team profiles. Each year, UMKC-IHD compiles and publishes the *Missouri Early Childhood Comprehensive System (ECCS) Stakeholder Team Profiles* to provide detailed information describing the Local ECCS Stakeholder Teams and the regions they serve. This booklet is distributed to all the participants at the annual Early Childhood Summit and other stakeholders throughout the year. Profiles include a narrative about the development and

status of each local team, contact information of the team leaders and the Head Start Grantee, counties included in the service delivery region, demographic information of the counties served by the ECCS Team, the names and organizations of the team members, and information about the agencies serving the counties in each team's SDA. Creating the *Profiles* is more than the development of a product; rather, it is a participatory process in which the profile generated from previous reports, documentation, and readily available data is edited by the sites and updated. Thus, the *Profile* itself becomes a springboard for further team development and for communication among teams.

State and local stakeholders come together for face-to-face communication at the annual Early Childhood Summit. Presentations about statewide initiatives and local team activities offer a detailed information exchange. Clarity and a deeper understanding of the issues related to Missouri's early childhood system are achieved through discussion groups and informal networking. Interpersonal relationships initiated at the Summit foster increased communication among stakeholders throughout the year.

A Statewide Network of Communication. UMKC-IHD hosts the *Missouri ECCS Networking Site* (at www.moeccs.ning.com), with Children's Trust Fund of Missouri providing additional financial support for the site. This site provides a venue where stakeholders across Missouri's system can interact, exchange information, link to other sites, and store documents. Currently, there are 205 members enrolled in the *Missouri ECCS Networking Site* that include stakeholders from Local ECCS Teams, members of the ECCS Steering Committee, members of the CBEC, and other stakeholders interested in Missouri's early childhood system. The site includes the following features:

- An events calendar;
- Workspaces for 22 groups (each of the local teams, Local Stakeholder Team Leaders, ECCS Steering Committee, CBEC, and CBEC Home Visitation Committee);
- A forum that allows members to participate in online threaded discussions;
- A blog post section for members;
- Monthly bulletins, the Early Childhood Network News;
- Archival storage of agendas, meeting minutes, and other documents related to the ECCS project for the ECCS Steering Committee and the Local ECCS Stakeholder Teams;
- Links to key websites related to the ECCS initiative at the state and national levels; and
- Links to other resources related to early childhood systems building.

UMKC-IHD currently manages the site and provides technical support to the members. This involves approving and maintaining members and site administrators, updating the events calendar, posting information forwarded from ECCS project personnel or other stakeholders, creating groups, archiving documents, and maintaining hyperlinks, UMKC-IHD also moderates the appearance, layout, and functionality of the site. Editing and formatting site content, such as the *Early Childhood Network News,* is a critical role.

The *Early Childhood Network News* was first issued in August 2011. It is distributed as an e-mail blast to the members of the Network. The site manager issues a request for contributions to Network members in the latter part of the month. They in turn forward information items to UMKC-IHD personnel, who consolidate them into one document. An individual page for each

news item is created on the ECCS Networking site so that unique links can be established from the e-mail disseminated to the members, the entire issue of the *Early Childhood Network News,* and other points of reference on the site.

Member participation on the *Missouri ECCS Networking Site* has been limited, with increased activity in recent months coinciding with initiating the *Early Childhood Network News*. The e-mail blast features an attached document with hyperlinks to the site, which has increased activity and viewing of its pages. UMKC-IHD personnel developed a customized report template using Google Analytics to graphically present detailed information about usage of the site as a standing agenda item at each ECCS Steering Committee meeting. The report documents the number of site visits, visitors, and new visitors over the period between ECCS Steering Committee meetings. The average amount of time each person spends on the site, the total number of page views, and the average number of pages visited is also reported.

Each of the strategies currently employed aims to set the stage for the development of an ongoing system of communication. Next steps, however, have not been taken to determine answers to the following questions:

- What entity will provide oversight?
- What entity will maintain the communication mechanisms (e.g., website or networking site, reports of local activity, Summits and/or telepresence meetings)
- How will the oversight and maintenance transitions occur?
- What funding sources will support the ongoing maintenance?

Proposed Communication Plan

UMKC-IHD proposes establishing the following protocols to strengthen and sustain effective communication among Local ECCS Teams, the ECCS Steering Committee, CBEC, and other stakeholder entities:

- An online venue, such as the ECCS Networking Site or another type of interactive website, is sustained and managed to promote communication among stakeholders in Missouri's Early Childhood System;
- Compile and post monthly issues of the *Early Childhood Network News* on a statewide Networking Site;
- Local ECCS Stakeholder Teams and statewide entities (e.g., the ECCS Steering Committee, the CBEC) post the dates and times of their meetings on an interactive Network Events Calendar;
- Local ECCS Stakeholder Teams prepare quarterly written update reports and post them on a statewide Networking Site;
- Statewide entities responsible for Missouri counties not represented by ECCS Stakeholder Teams prepare quarterly written update reports about and post them on a statewide Networking Site;
- Statewide entities, including the CBEC, post quarterly updates on a statewide Networking Site;
- Publish an updated document such as the *Missouri Early Childhood Comprehensive System (ECCS) Stakeholder Team Profiles* each year and disseminate to stakeholders in Missouri's early childhood system;
- The Profiles booklet is expanded to include information about Missouri counties not represented by Local ECCS Stakeholder Teams; and
- Convene an annual summit of state and local stakeholders.

Appendix F: Summary of Local and Regional Efforts to Determine Needs

Bootheel Area

A six-county network of agencies and stakeholders (serving Dunklin, Pemiscot, New Madrid, Mississippi, Scott and Stoddard counties) comprise BECA (Bootheel Early Childhood Alliance). The Missouri Community Partnerships and the Delta Area Economic Opportunities Corporation (DAEOC) Head Start serve as the leadership catalyst between the larger overall alliance and local organizations, helping to build a community vision for early childhood needs in the service region. BECA initially convened a 15-member stakeholder team to develop overall goals and direction. Once the goals and direction of the Alliance were completed, BECA began to develop local early childhood networks in each county. To date, BECA is still developing local networks to ensure complete coverage of the service area and to identify key community issues. Groups have formed in Mississippi and New Madrid counties. Stakeholders in Dunklin and Pemiscot counties decided to combine into one team. Teams in Scott and Stoddard counties are still developing. Representative from all of the counties serve on the Alliance, even if a group has not yet formed in that community.

BECA uses data from a regional community needs assessment conducted by DAEOC. The local networks will also be responsible for completing community assessments pertaining to early childhood as they progress in their development. Local needs assessments will be adapted to inform the overall objectives for the Alliance.

Jefferson County

The Jefferson County ECCS Stakeholder Team conducted a needs assessment to identify priority areas and actions steps. Outcomes of the assessment yielded these five topics addressed in the action plan:

Period of Purple Crying project,
Child mental health week,
Family dental needs,
Kids and lead poisoning, and
A decrease in WIC participation among Head Start Families.

For each of these topics, the ECCS Stakeholder Team created action steps that include identifying responsible partners and target audiences, strategizing to address the needs, planning for fund raising, and developing specific activities involving collaborative partners.

Kansas City

The United Way of Greater Kansas City is the convening agency for the ECCS Stakeholder Team, which is comprised of key coordinators of organizations that represent networks or sectors related to early childhood in the metropolitan area. Each of these organizations works with data that informally contribute to the collective understanding of the early childhood needs in Kansas City. The following organizations also develop independent strategic plans based on needs data: the Metropolitan Council on Early Learning, the Partnership for Children, the Mother & Child Health Coalition, and the Kansas City Regional Center of the Missouri Department of Mental

Health. In 2010, the Kansas City ECCS Stakeholder Team analyzed the respective plans and prepared a report, *Alignment of Collaborators' Goals and Strategies with the ECCS State Plan.* This document examined the identified goals and strategies for cross-sector alignment among organizations and presented these findings as they related to the ECCS State Plan Goals.

The United Way of Greater Kansas City examines community needs from a comprehensive perspective and issues a report, *A Profile of Our Community: The Kansas City 6-County Region*. Utilizing these and other data compiled by the agency, United Way works with community stakeholders to create a Community Impact Agenda with emphases in education, income, and health. The needs of children and families are embedded in these emphasis categories. The Community Impact Agenda guides the development of initiatives through United Way and its affiliated agencies.

The Metropolitan Council on Early Learning (MCEL), a department of the Mid-America Regional Council, is a think tank and change catalyst for the development and implementation of an early learning system in Greater Kansas City. MCEL works with community partners to develop and implement an early learning system that supports families and prepares children for success in school. Partners in Quality is a group of leaders from early learning initiatives and programs, business, elected officials, and education that guide the work of MCEL through strategic planning, advocacy, and the development of short and long term work plans. MECL published a comprehensive report on early learning for the bi-state metropolitan area, *Status of Early Learning in Greater Kansas City 2010 – Full Report and Comprehensive Findings: Soaring to New Heights*. Findings from this report were used to create a Strategic Plan with priorities for 2011 through 2013 that address workforce development and retention, access to quality, family support, public policy, and evaluation. For each of these priority areas, subcommittees of Partners in Quality identified timelines, lead agency assignments, and potential partners.

In 2011, the Kansas City P-20 Regional Council commissioned the Kansas City Area Education Research Consortium (KC-AERC) to identify and survey educational entities that provide services to students from preschool to 20 years called the *Kansas City P20 Asset Mapping Project*. KC-AERC collected core asset information from 10 educational sectors in nine counties (Missouri – Cass, Clay, Jackson, Platte, Ray; and Kansas – Johnson, Leavenworth, Miami, and Wyandotte). Interviews were conducted with "Champions" from 20 not-for-profit and business organizations, 15 post-secondary/adult education institutions, 6 preK-12 education organizations, 3 civic leaders, and 4 labor organizations. Survey data were collected from 828 Pre-K centers/programs, as well as 142 educational entities and 288 other organizations (excluding Pre-K). KC-AERC published a report that provided an assessment of the strengths, weaknesses, opportunities, and threats to the P-20 education network of the KC metro area and raised critical questions about P-20 education.

Clay and Platte counties (part of the Kansas City ECCS region) are included in the catchments area for the Northwest P-20 Council. The Council serves a 17-county region that also includes the local ECCS service areas in Trenton, Maryville, and St. Joseph. It hosts a 10-member Early Childhood Action Team that developed indicators, goals, and action steps as part of a strategic planning initiative for the region. More information about the Northwest P-20 Council is available later in this section of the report.

Maryville

The ECCS Stakeholder Team for Northwest Missouri focused their efforts on the ECCS Plan Goal #4: Missouri's children have a source of coordinated, comprehensive, and family-centered primary health care and services. The *Commonwealth Fund State Scorecard on Health System Performance,* presented by the St. Francis Hospital and Health Services, provided information to the team regarding health needs of young children in the region. Community Services, Inc., the Head Start grantee, also presented internal needs assessment data. As a result, the stakeholder team identified and prioritized barriers to children having a medical home, including:

Family being new to the area,
Parental choice/stigma/parental knowledge,
Transportation,
Dental care/follow-up,
Third-party insurance coverage,
Means for family to pay deductible,
Information on services,
Lack of providers for medical needs, and
Lack of providers for dental follow-up needs.

The team concluded that they needed more information about Medicaid recipients, medical homes, insurance coverage, children with no insurance, dental coverage, and resources to share with families to determine if Goal #4 was met in the region. The team continues to gather additional aggregated information from Head Start applications, child care applications, school sources, and DHSS for developing a plan to address identified needs.

The Maryville service delivery area is also included in the catchments area for the Northwest P-20 Council. More information about the Northwest P-20 Council is available in a separate section of this report.

Springfield

Springfield/Green County periodically conducts a comprehensive needs assessment; they published the *Community Focus: A Report for Springfield and Greene County* in 2004, 2005, 2007 and 2009. Community Focus is a collaborative project of key leaders to systematically assess strengths and weaknesses in the areas of arts and culture, business and economic, citizen participation, community health, early childhood, education, housing, natural environment, public order and safety, recreation, and transportation. These comprehensive needs assessments were utilized as part of the annual applications for the "5 Promises Community Award," which acknowledges challenges to ensuring that Springfield's children grow up to be healthy and successful adults.

Beginning in 2007, the Springfield Mayor's Commission on Children was engaged in a community-driven planning process called the Red Wagon Kids project with a specific focus on the needs of young children. The planning process was grounded in the "5 Promises" (caring adults, safe places, healthy start, effective education, opportunities to help others). Six work groups representing business, faith, health, education, policy, and service agencies held over 26

meetings, involving 630 community members, to develop recommendations outlined in the *Red Wagon Kids Community Plan* presented in May 2008.

The Early Care and Education Collaborative is a committee of early childhood educators, families, community organizations, and policy makers that serve as the ECCS stakeholder team for the Springfield region. Members of the Collaborative are active participants in the Community Focus project and contributors to the understanding of the needs of children and families in Springfield. The Community Focus report is a guiding document for the work of the Collaborative, and members are currently involved with developing an expanded strategic plan for the Early Care and Education Collaborative in response to the Community Focus report and aligning it with the ECCS/CBEC State Plan.

St. Joseph

The United Way of Greater St. Joseph Success by Six® team reported that they have not conducted a broad community needs assessment to guide their planning efforts. However, the St. Joseph service delivery area is also included in the catchments area for the Northwest P-20 Council. More information about the Northwest P-20 Council is available later in this section of the report.

St. Louis

The *St. Louis Regional Early Childhood Council*'s purpose is to develop a community vision for a comprehensive system that addresses the full range of early childhood needs for all St. Louis area children. Council members work jointly to achieve that vision, implementing and coordinating policies and programs in collaboration with involved systems, programs, and initiatives all playing their appropriate roles. The Council fills these functions:

- Assessment and identification of service gaps and policy needs;
- Establishment of a centralized data bank on early childhood indicators;
- Identification of evidence-based "best practice" approaches;
- Development of action strategies to establish a comprehensive, coordinated early childhood system;
- Identification of funding opportunities to implement action strategies;
- Establishment and measurement of outcome goals for initiatives of the Council; and
- Coordination of community efforts related to all aspects of early childhood development.

The Council identified key issues for prioritization to be addressed by the environmental scan:

- Establishing a coordinated mechanism for strategic planning, policy-making, and implementation;
- Ensuring an adequate supply of quality child care;
- Promoting financial access to quality care;
- Supporting school readiness: Establishing an educational pipeline with benchmarks, alignment, and accountability;
- Linking children and families to needed support and enrichment services;
- Conducting pilot early childhood initiatives in high need areas;
- Promoting early childhood as a human capital strategy for regional economic development; and
- Addressing legislative needs and coordination with state agency operations.

Currently in a planning phase, the Environmental Scan Committee will conduct a community assessment focused on the status of young children. The current state of early childhood

services and programs will provide the informational foundation required to identify service gaps and duplication, as well as policy needs. It will outline key components of a strategic, coordinated system of early childhood development for the St. Louis region. Within that framework, it will identify the data and information required to provide an overview of: (1) current issues and needs; (2) gaps in services and policies; and (3) what must be done in the St. Louis region to accomplish the mission of the Council.

Trenton

Leaders from Green Hill Head Start and the North Central College sought to address early childhood coordination and collaboration through the Northwest P-20 Council instead of convening a local community group in the Trenton area. While the Council is associated with local early childhood work in the 7-county Green Hills Head Start ECCS Region's catchments area, it serves a broader 17-county region that includes all or parts of the local ECCS service areas in Maryville, St. Joseph, and Kansas City. The Council hosts a 10-member Early Childhood Action Team. The team developed indicators, goals, and action steps as part of a strategic planning initiative for the region. More information about the Northwest P-20 Council is available in later in this section of the report.

The *Green Hills Head Start Community Assessment* informally contributes to planning efforts with the Northwest P-20 Council. The needs assessment is designed to help determine the following:

- The Head Start program's philosophy and objectives,
- Which component services are most needed and options to be implemented,
- The recruitment area,
- The locations of centers and home-based programs, and
- Recruitment and selection criteria.

Data are collected and reported on children that are age- and income-eligible for Head Start; the availability of preschool programs sponsored by public schools, churches, and individuals, Parents-As-Teachers services; early childhood special education services; and information about child care facilities that are licensed or accredited. Family basic needs are also assessed that include transportation costs, full-time employment with benefits, housing, food expenses, education (GED, college and vocational training), nutrition education, money management, and teen births. The needs assessment also records information about access to health care for young children, children receiving services for developmental disabilities, and the availability of health, mental health, and other social service resources.

Tri-County (Macon, Shelby, and Monroe Counties)

The Tri-County Stakeholder Team conducted a survey of parents in 2009 to identify issues that families faced in their community. The teams collected data related to child care state subsidy assistance, access to quality child care, employment issues, transportation needs, and the access to information about services. The survey also addressed issues related to health, mental health, and nutrition such as health insurance, utilization of local health departments, accessing food pantries, and use of counseling or intervention services. The Tri-County Stakeholder Team also

examined data from the *2005 Area Needs Assessment Survey* conducted by the Hannibal-LaGrange College Market Research Group for the United Way of the Mark Twain Area.

The Team examined the data and discussed potential initiatives to address the needs. However, leadership for the Tri-County Stakeholder Team ceased due to funding cuts, and the group is currently inactive. The team was also informed by the *Douglass Community Services, Inc. Head Start/Early-Head Start/Healthy Marriage Initiative 2009 Community Assessment*.

Northwest P-20 Council

The Northwest P-20 Council engaged in a strategic planning process by developing dashboard indicators to measure and track progress in Northwest Missouri. While the Council is associated with local early childhood work in the Green Hills Head Start ECCS Region's (based in Trenton) catchments area, it serves a broader 17-county region that includes all or parts of the local ECCS service areas in Maryville, St. Joseph, and Kansas City. The Northwest P-20 Council accesses regional information from the *Northwest Missouri Information Data Mart*, a multi-faceted receptacle of community data for businesses, non-profit communities, and individuals. The Northwest P-20 Council also maintains an online *Asset Inventory* of programs, people, schools, structures, learning centers, places, networks, public or private sectors, and funders, formal or informal, local or national. The Inventory identifies assets from across the region that adds to its educational and workforce success.

At the Northwest P-20 Council Summit on March 25, 2011, a 14-member Early Childhood Action Team developed the following indicators, goals, and action steps and presented them to Summit participants:

Scorecard Measures

Percentage of early childhood programs that are accredited (Currently, 10% of childcare programs in the Northwest P-20 region are accredited).

Success

The number of accredited child care programs in the NW P-20 Council Area will increase from the baseline of 10% of the programs to 20% of programs by 2021.

Action Steps

Educating people about the importance of quality early childhood education;
Parents, child care providers, elected officials, and business leaders;
Support the creation of a professional organization for child care administrators;
Seek child care programs to volunteer to become accredited;
Revisiting, with stakeholders, the question of what is the best way to measure success of early childhood efforts; and
Advocating for increased resources.

Communities without Active ECCS Teams

No teams have formed in Clinton or Kirksville and their surrounding areas. A group that formed in Ozark Plateau (Lakes Region) is not meeting at this time, and they did not complete a needs assessment during the time that they met as a group. Similarly, the group in West Plains is inactive at this time, and they did not conduct a needs assessment during the time that they met.

Communities that Did Not Submit Needs Assessment Reports

No needs assessment information has been received from the stakeholder teams in the following ECCS regions: Boone County, Cape Girardeau, Joplin, Marshall, Poplar Bluff at this time.

Appendix G: Local ECCS Stakeholder Team Profiles

Boone County

Revised 9/13/12

Convening Organizations: Boone County Coordinating Board for Early Childhood Education

Contact: Jack Jensen, Chair
First Chance for Children
1010 Fay Street, Columbia MO 65201
(573) 777-1815
jensenj@firstchanceforchildren.org

Head Start Grantee: Central Missouri Community Action (CMCA)
Serving Audrain, Cooper, Boone, Howard, Callaway, Moniteau, Cole, Osage, and Pettis Counties

Activities: Central Missouri Community Action recommended that the ECCS initiative could be considered by the existing Boone County Coordinating Board for Early Childhood Education. Following an initial meeting with leaders from the Boone County Coordinating Board the ECCS Plan was presented at the regular meeting in October 2007. A communication plan was established between the Coordinating Board and the ECCS Steering Team.

The Boone County Coordinating Board for Early Education sponsored the Early Education Summit in May 2008 with an emphasis on investment in preschool. Robert Grunewald of the Federal Reserve Bank of Minneapolis gave a keynote presentation on "The Business Case for Early Childhood Education." The Board met with community leaders from Kansas City in June, 2009 to discuss the development of partnerships between business and early education. The following year Senator Christopher S. Bond provided the keynote address regarding the importance of early education and parents' involvement in early education and school readiness. For the 3rd Annual Childhood Summit, the Board invited the presiding director of Missouri Department of Corrections to discuss the importance of long term investment in interdicting crime. This year the Summit is scheduled for May 17th, at Memorial Union Auditorium on the University of Missouri campus. This year's speaker is Jacqueline Jones, Senior Advisor to the Secretary for Early Learning-US Department of Education.

The Board's vision is to prepare Boone County children to succeed in school and life. The foundation is Boone County families having the knowledge and resources to make informed decisions about their children's educational needs. High quality early childhood education is based on research, best practices, and community partnerships. It is available and accessible to all children in the community. The mission of the Board is to identify a sustainable, unified system for promoting early childhood development and school readiness in Boone County utilizing existing proven research based strategies to clearly and concisely communicate the needs and benefits of quality early childhood programs to families and the community; and to further approach the citizens of Boone County and the State of Missouri for sustained funding of such a system.

AREAS SERVED						
Counties	**Major Cities/Towns**				**School Districts**	
Boone	Ashland Centralia Columbia	Hallsville Harrisburg Hartsburg	Huntsdale McBaine Pierpont	Rocheport Sturgeon Two Mile Prairie	Centralia R-VI Columbia 93 Hallsville R-IV	Harrisburg R-VIII Southern Boone Co. R-I Sturgeon R-V

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI – 2/29/2012)	
Licensed Centers	47
Licensed Group Homes	6
Licensed Preschools	1
Licensed Family Child Care Programs	90
Licensed School Age Programs	20
Total Licensed Child Care and Early Learning Programs	**164**
License Exempt Centers	1
License Exempt Preschools	212
License Exempt School Age Programs	01
Total License Exempt/Inspected Child Care and Early Learning Programs	**14**
Exempt Centers	3
Exempt Preschools	2
Exempt Family Child Care Programs	123
Exempt School Age Programs	1
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**129**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Dr. Jack Jensen, Chair, First Chance for Children
Karla Klingner Diaz, Global Innovative Legal Solutions
Bernie Andrews, REDI
Tom Baugh, Past Superintendent, Hallsville School District
Connie Benton Wolfe, United Way
Eduardo Crespi, Centro Latino
Susan Daly, Bank of Missouri
Dr. Anne Deaton, University of Missouri
Jan Frost, Educare of Boone County
Steve Hollis, Columbia/Boone County Dept. of Health and Human Service
Don Laird, Chamber of Commerce
Teresa Maledy, Commerce Bank
Joe Moseley, Shelter Insurance
Kathy Neal, United Way
Philip Peters, University of Missouri School of Law
Darin Preis, Central Missouri Community Action
Dr. Tom Rose, Rolling Hills Veterinary Hospital
Ken Pearson, Presiding Commissioner, Boone County
Dr. James Ritter, Columbia Public Schools
Greg Steinhoff, VA Mortgage Center
Dr. Kathy Thornburg, Center for Family Policy and Research
Bill Watkins, City Manager, Columbia

SERVICE ORGANIZATIONS	
Community Action Agencies	Central Missouri Community Action – Includes Head Start/Early Head Start
Child Care Training Agencies	Child Care Aware® – Eastern Region First Chance for Children Educare Boone County
Family Support Organizations	First Chance for Children
First Steps Interagency Coordinating Councils	Region 6 – Central Missouri Boone County Early Childhood Advisory Council
Department of Mental Health Systems of Care Teams	(No System of Care team in this area)
Early Childhood Mental Health Providers	
Early Childhood Home Visitation Programs	Columbia Boone County Health Department (Puertas A La Salad) First Chance for Children
Child Abuse/Neglect Prevention	

BOOTHEEL EARLY CHILDHOOD ALLIANCE

Revised 8/1/12

Convening Organizations: Missouri Community Partnerships in Mississippi and Pemiscot Counties

Contacts:

Dana Brown-Ellis
Mississippi County Caring Communities
603 Garfield Street
East Prairie, MO 63845
(573) 683-7551
mcccdir@sbcglobal.net

Mable Woods
Pemiscot County Initiative Network
711 West 3rd Street, P.O. Box 1114
Caruthersville, MO 63830
(573) 333-5301, Ext. 227
mwoods@cosmowireless.net

Head Start Grantee: Delta Area Economic Opportunities Corporation
Serving Dunklin, Mississippi, New Madrid, Pemiscot, Scott, and Stoddard Counties

Activities: Delta Area Economic Opportunities Corporation (DAEOC) Head Start initially considered establishing an ECCS Stakeholder Team for the community in East Prairie, Missouri with the possibility of expanding it to their six-county service delivery area. A meeting was convened at the Doyle Elementary School in East Prairie in August 2007 in response to the strong interest of the school principal in expanding early childhood services to her district. Upon consideration of the scope of the project, it was determined that the catchments area needed to be larger than East Prairie, and DAEOC assumed leadership of the local development work.

Meetings were held at DAEOC with the Head Start Fathers For Life Stakeholder Team and the agency's executive leadership to discuss planning an initiative. While the members of the Fathers For Life Stakeholder Team could participate in the ECCS initiative, it was determined to form a separate team. The DAEOC Head Start Director began identifying potential stakeholder team members and contacted individuals about leadership in the project.

In September 2009, the Bootheel Early Childhood Alliance (BECA) was formed with stakeholders representing the six-county region. Dual leadership of BECA is provided by two Missouri Community Partnerships located in the Bootheel: Mississippi County Caring Communities and Pemiscot County Initiative Network. The Alliance meets quarterly in Portageville. Initial meetings centered on understanding the philosophy of the ECCS Project and developing next steps to establish purpose and direction for the group. In 2011, a decision was made to convene local BECA teams at the county-level, in addition to the six-county regional BECA team. This allowed local teams to be more specific in addressing the ECCS goals according to identified needs of each county, while the six-county BECA team provided support and assistance to the county teams. In January 2012, BECA conducted a survey addressing the goals of ECCS. The response throughout the six-county area was good, and the information gained from the survey is being distributed to each of the local county BECA teams to use in planning. Representatives from the county BECA teams continue to meet quarterly at DAEOC in Portageville. In April 2012, the Alliance will hold a six-county informational meeting to introduce BECA to a wider audience and recruit more stakeholders.

AREAS SERVED					
Counties	**Major Cities/Towns**	**School Districts**			
Dunklin	Caruthersville	Advance R-IV	Cooter R-IV	Malden R-I	Richland R-I
Mississippi	Dexter	Bell City R-II	Delta C-7	New Madrid Co. R-I	Risco R-II
New Madrid	East Prairie	Bernie R-XIII	Dexter R-XI	North Pemiscot Co. R-I	Scott City R-I
Pemiscot	Hayti	Bloomfield R-XIV	East Prairie R-II	Oran R-III	Scott Co. Central
Scott	Kennett	Campbell R-II	Gideon 37	Pemiscot Co. Special School District	Scott Co. R-IV
Stoddard	New Madrid	Caruthersville 18	Hayti R-II		Senath-Hornersville C-8
	Portageville	Chaffe R-II	Holcomb R-III	Pemiscot Co. R-III	Sikeston R-6
	Sikeston	Charleston R-I	Kelso C-7	Portageville	Southland C-9
	Steele	Clarkton C-4	Kennett 39	Puxico R-VIII	South Pemiscot Co. R-V

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	45
Licensed Group Homes	17
Licensed Preschools	2
Licensed Family Child Care Programs	62
Licensed School Age Programs	1
Total Licensed Child Care and Early Learning Programs	**127**
License Exempt Centers	4
License Exempt Preschools	2
License Exempt School Age Programs	0
Total License Exempt/Inspected Child Care and Early Learning Programs	**6**
Exempt Centers	0
Exempt Preschools	1
Exempt Family Child Care Programs	190
Exempt School Age Programs	1
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**192**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Beverly Wilburn, Pemiscott County Initiative Network, Co-Chair
Dana Brown-Ellis, Mississippi County Caring Communities, Co-Chair
Beth Bishof, Mother-to-Mother
Tonya Carruth Vannausdall, New Madrid County Family Resource Center
Brooke Childers, Social Worker, East Prairie School System
Shelia Cooper, Family Support Division
Robert Culler, First State Bank & Trust
Joel Evans, DAEOC
Chuck Grubbs, Children's Division
Nancy Hale, First Steps
Jessica Howard, Family Counseling Center
Cindy Howell, Child Care Aware®
Tiffany Hubbard, Family Leader
Cindy Huey, Head Start/Early Head Start
Karen Malin, Pemiscot County Health Center
Jeff McCutcheon, Pemiscot County Initiative Network
Emily Modlin – Missouri Career Center
Linda Morgan, University of Missouri Extension
Nicole Piper, Child Care Aware
Sharon Ray, Children’s Services
Minnie Sanders, Dunklin County Caring Council
Margaret Shands, Reaching All Parents Program
Shonna Slaughter, Reaching All Parents Program
Andrea Story, Parents as Teachers – Charleston Schools
Dawn Walters, Parents as Teachers – East Prairie Schools
Amanda Winschel, Southeast Missouri Food Bank
Mabeline Woods – Families Support Project

SERVICE ORGANIZATIONS	
Community Action Agencies	Delta Area Economic Opportunity Corporation (DAEOC) – Includes Head Start/Early Head Start
Child Care Training Agencies	Child Care Aware® – An Operating Agency of the Council of Churches of the Ozarks
Family Support Organizations	Mississippi County Caring Communities Pemiscot County Initiative Network Dunklin County Caring Council New Madrid County Family Resource Center Leonard & Virgie's Place Family Support & Children's Division Missouri Career Centers Southeast Missouri Food Bank
First Steps Interagency Coordinating Councils	Region 10 – Southeast
Department of Mental Health Systems of Care Teams	New Madrid County Pemiscot County Scott County Mississippi County
Early Childhood Mental Health Providers	Bootheel Counseling Family Counseling Center
Early Childhood Home Visitation Programs	Southeast Home Health Building Blocks Program Parents as Teachers Bootheel Healthy Start Head Start/Early Head Start Missouri Baptist Children's Home The Families Support Project New Madrid County Family Resource Center Mississippi County Caring Communities Mother-to-Mother
Child Abuse/Neglect Prevention	Pemiscot County Initiative Network - Lower Bootheel Community Based Child Abuse Prevention (CBCAP)

CAPE GIRARDEAU

Revised 2/29/12

Convening Organization: Success by 6© Partnership, United Way of Southeast Missouri
430A Broadway, Cape Girardeau, MO 63701
(573) 334-9634
SuccessBy6@unitedwayofsemo.org

Contact: Janice Jones, Success by 6© Coordinator

Head Start Grantee: East Missouri Action Agency (EMAA)
Serving Bollinger, Cape Girardeau, Iron, Madison, Perry, St. Francois, Ste. Genevieve, and Washington Counties

Activities: In 2009, the Community Caring Council (Community Partnership) in Cape Girardeau was contacted to discuss formation of an ECCS Team in the region. It was suggested that the Success By 6 Leadership Team of the United Way of Southeast Missouri had broad representation of early childhood professions, programs, and agencies working with families and would be the best group to implement the ECCs Plan in the Cape Girardeau area. The Success By 6 Leadership Team agreed to take on this role as part of their bi-monthly meetings.

The focus of the Success By 6 Leadership Team is to ensure that all children, from birth to age six, are healthy, safe, nurtured and ready to succeed by the time they reach kindergarten. The team reviewed the five goals in the ECCS Action Plan and began to review existing services related to each goal and to identify gaps in services for children and families. These goals closely align with the United Way's Community Impact plan and offer opportunity to coordinate early childhood work and improve the potential for all children and their families.

The Team has been involved in promotion of early literacy through monthly *Born Learning* events at the library. Parents and children participate in activities, and parents receive developmental information and a book to read at home with their child. Additional parent education opportunities are offered through University of Missouri Extension and a collaboration of several agencies, using the *Building Strong Families* curriculum. *Love and Logic* workshops are offered through the Community Caring Council, and *Conscious Discipline* is offered through Educare for child care providers and the P.E.P. Club for low-income parents. Success By 6 partnered with Child Care Aware® to provide social/emotional training for child care providers.

Through collaborative efforts of several agencies, a conference for professionals, parents, or others who work with families and children will be held with an emphasis on raising emotionally healthy children. The conference will have sessions for professionals and parents, foster parents, child care providers, and others who care for or work with young child and their families. Public awareness of the importance of the early years is done in conjunction with *Week of the Young Child* and *Messy Morning*. *Messy Morning* is free to families and children and provides informational booths with hands on learning activities for young children. *First Call for Help* is used to connect families with resources in the area. The Dental Health Coalition received a grant and screens children in daycare programs and schools and applies a protective varnish to teeth. The team continues to meet bi-monthly and review, evaluate, and plan to ensure all children and families have access to resources and support.

AREAS SERVED					
Counties	**Major Cities/Towns**		**School Districts**		
Bollinger	Bismarck	Jackson	Altenburg 48	Iron Co. C-4	Perry Co. 32
Cape Girardeau	Bonne Terre	Leadwood	Arcadia Valley R-II	Jackson R-II	Potosi R-III
Iron	Cape Girardeau	Marble Hill	Belleview R-III	Kingston K-14	Richwoods R-VII
Madison	Delta	Park Hills	Bismarck R-V	Leopold R-III	South Iron Co. R-I
Perry	Desloge	Perryville	Cape Girardeau 63	Marquand-Zion R-VI	Ste. Genevieve Co. R-II
St. Francois	Farmington	Potosi	Central R-III	Meadow Heights R-II	Valley R-VI
Ste. Genevieve	Fredericktown	Ste. Genevieve	Delta R-V	Nell Holcomb R-IV	West St. Francois Co. R-IV
Washington	Ironton		Farmington R-VII	North St. Francois Co. R-I	Woodland R-IV
			Fredericktown R-I	Oak Ridge R-VI	Zalma R-V

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	75
Licensed Group Homes	24
Licensed Preschools	0
Licensed Family Child Care Programs	52
Licensed School Age Programs	1
Total Licensed Child Care and Early Learning Programs	**152**
License Exempt Centers	11
License Exempt Preschools	3
License Exempt School Age Programs	0
Total License Exempt/Inspected Child Care and Early Learning Programs	**14**
Exempt Centers	7
Exempt Preschools	4
Exempt Family Child Care Programs	83
Exempt School Age Programs	11
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**105**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Janice Jones, Success By 6, United Way of Southeast Missouri, Chair
Sharon Anderson, Cape Girardeau Public Library
Kay Azuma, Community Caring Council
Cari Barnes, Child Care Aware of Missouri
Jessica Belanger, Centenary Preschool
Amy Blackman, Just Kids Child Care Center
Stephanie Ellinger, Parents as Teachers Cape Girardeau Public Schools
Sandy Gibbons, Cape Girardeau Public Health Center
Jennifer Gray, Christian School for the Young Years
Mary Gosche, University of Missouri Extension
Ann Hall, Educare, Southeast Missouri State University
Nancy Jernigan, United Way of Southeast Missouri
Jamie Ludwig, Community Caring Council
Amy McDonald, Educare, Southeast Missouri State University
Brianna McMaster, Missouri Mentoring
Lillian Martin, EMAA Head Start
Jennifer Mulix, Discovery Playhouse Children's Museum
Charla Myers, First Steps
Dr. Julie Ray, Southeast Missouri State University
Laura Reed, Missouri Mentoring
Denna Ring, Cape Girardeau Public Schools
Jayne Scherrman, Dentist
Cathy Schloss, Building Blocks Southeast Hospital
Amy Smith, Cape Girardeau Public Health Center
Sara Starbuck, Southeast Missouri State University
Kim Straedey, Safe House for Women
Roberta Terry, St. Francis Medical Center

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Southeast Missouri State University Cape Girardeau Career and Technology Center
P-20 Council	Southeast Missouri P-20 Council
Community Action Agencies	East Missouri Action Agency – Includes Head Start
Child Care Training Agencies	American Red Cross Child Care Aware® – An Operating Agency of the Council of Churches of the Ozarks Educare Success By 6, United Way of Southeast Missouri Workshop on Wheels, Southeast Missouri State University
Family Support Organizations	Community Caring Council (Community Partnership) Educare Programs (P.E.P. Club) First Call for Help Local Churches Love INC Lutheran Family and Children's Services – WINGS Missouri Mentoring Safe House THRIVE University of Missouri Extension Center
First Steps Interagency Coordinating Councils	Southeast – Region 10
Mental Health Coordination Team	Mental Health Coalition, Community Caring Council (Community Partnership)
Early Childhood Mental Health Providers	Associated Counseling Services Community Counseling Center New Vision Counseling Riverview Counseling Tender Hearts Child Therapy Center
Early Childhood Home Visitation Programs	Building Blocks of Missouri (DHSS) Cape Girardeau Head Start Parents as Teachers Lutheran Family & Children's Services Missouri Baptist Children's Home P.E.P. (DSS)
Child Abuse/Neglect Prevention	CASA Big Brothers/Big Sisters Beacon Health

JEFFERSON COUNTY (BARNHART)

Revised 11/1/11

Convening Organizations: Jefferson County Community Partnership

Contact: Jessica Rhodes
Community Coordinator
1671 Marriot Lane, Barnhart, MO 63012
(636) 464-5144, Ext. 20 community@jccp.org

Head Start Grantee: Jefferson Franklin Community Action Corporation (JFCAC)
Serving Jefferson and Franklin Counties

Activities: In March of 2009, under new leadership, ECCS took a new approach in assessing the achievement of goals for Jefferson County's young children. At each future meeting, the group would focus on one of the five goals for early childhood.

For five consecutive meetings, the group conducted an assessment among team members regarding trends, barriers, solutions, and agencies to involve for each goal. Also, goals and/or roles of children, families, the community, and the state were explored in assessing progress toward the five goals within Jefferson County.

The Jefferson County Community Partnership (JCCP) received the Community-Based Child Abuse Prevention (CBCAP) Grant, from the Children's Trust Fund, that is closely aligned with the mission of ECCS and its efforts. Members of the Jefferson County ECCS Stakeholder Team serve as the Provider Network in coordinating services for families potentially at-risk for child abuse as a part of JCCP's Project COPE (Creating Opportunities for Parental Empowerment. The team was crucial in giving feedback on the proposal and supporting its implementation.

After evaluating all five goals for young children, the Jefferson County Stakeholder team created a report on their findings. Many of the trends identified individually correlated with the state of the economy, and there were obvious patterns seen overall. Many gaps were identified for each goal, but some recurring needs included transportation, providing more training for child care providers, education about and access to more nutritious food, and better coordination of resources and services for families.

The team decided to embark on two projects addresses identified needs. Through committee work, team members will target the expansion of community gardens and education about healthy eating. They will also provide trainings for local child care providers, starting with a focus on the Strengthening Families Initiative and its application within center-based and in-home child care.

The Jefferson County ECCS Stakeholder Team is conducting a community assessment as a joint effort with Project COPE. This initiative involves gathering assessment data collected by the Jefferson-Franklin Community Action Corporation, the Jefferson County Health Department, and ECCS Stakeholder Team members to identify gaps and potential solutions to problems for families. The team is also implementing a child abuse awareness project and a personal hygiene product drive for families.

AREAS SERVED						
Counties	**Major Cities/Towns**			**School Districts**		
Jefferson	Barnhart Arnold Cedar Hill	De Soto Festus Herculaneum	Hillsboro Imperial Pevely	Crystal City 47 Desoto 73 Dunklin R-V Festus R-VI	Fox C-6 (Arnold) Grandview R-II Hillsboro R-III Jefferson Co. R-VII	Northwest R-I Sunrise R-IX Windsor C-1

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	49
Licensed Group Homes	3
Licensed Preschools	
Licensed Family Child Care Programs	23
Licensed School Age Programs	
Total Licensed Child Care and Early Learning Programs	**75**
License Exempt Centers	15
License Exempt Preschools	5
License Exempt School Age Programs	4
Total License Exempt/Inspected Child Care and Early Learning Programs	**24**
Exempt Centers	
Exempt Preschools	5
Exempt Family Child Care Programs	26
Exempt School Age Programs	12
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**43**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Linda Bollinger, Parents as Teachers, De Soto Co-Op
Kristen Foltz-Schlegel, Child Care Resource & Referral
Tricia Fromm, The Parenting Network, Jefferson County Community Partnership (JCCP)
Bev Henry, Head Start, Jefferson-Franklin Community Action Corporation
Paulette Hensley, Jefferson-Franklin Community Action Corporation
Peggy Jones, SLRO, Department of Mental Health
Lynn Kirn, Educare, JCCP
Vicki Knipmeyer, Early Childhood, Fox C-6 School District
Cristina Kreutz, The Parenting Network, JCCP
Elizabeth Nimmo, Fox C-6 School District
Jessica Rhodes, JCCP
Jen Wallis, Parents as Teachers, Fox C-6 Early Childhood
Sharon Weiss, Head Start, Jefferson-Franklin Community Action Corp.
Cindy Wills, Parents as Teachers, Northwest R-I School District
Cheryl Winkler, Parents as Teachers, Fox C-6 Early Childhood
Nissa Smith, Parent Representative
Linda Bollinger, Parents as Teachers, De Soto Co-Op
Kristen Foltz-Schlegel, Child Care Resource & Referral
Tricia Fromm, The Parenting Network, Jefferson County Community Partnership (JCCP)

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Jefferson College Mineral Area College
Community Action Agencies	Jefferson-Franklin Community Action Corporation – Includes Head Start/Early Head Start
Child Care Training Agencies	Child Care Aware® – Eastern Region
Family Support Organizations	Jefferson County Community Partnership
First Steps Interagency Coordinating Councils	Region 9 – East Central Jefferson County Early Childhood Council – Local Interagency Coordinating Council
Department of Mental Health Systems of Care Teams	Jefferson County System of Care Team
Early Childhood Home Visitation Programs	Jefferson County Health Department – Building Blocks of Missouri Program Nurses for Newborns Parents as Teachers
Child Abuse/Neglect Prevention	Jefferson County Family Violence Council

JOPLIN

Revised 11/1/11

Convening Organizations: The Alliance of Southwest Missouri

Contact: Nancy Corley, Project CARE Coordinator
2914 E. 32nd Street, Suite 102, Joplin, MO 64804
(417) 782-9899
ncorley@theallianceofswmo.org

Head Start Grantee: Economic Security Corporation (ESC)
Serving Barton, Jasper, Newton, and McDonald Counties

Activities: Project CARE is a child abuse and neglect prevention initiative funded by Children's Trust Fund operated by The Alliance of Southwest Missouri. It sponsors a group of over 50 stakeholders from a broad spectrum of service agencies directly related to early childhood and families including public and private agencies, organizations, businesses, and faith-based organizations. These stakeholders meet twice a month as a Provider Network to work collaboratively in providing coordinated and integrated services to targeted families, identifying gaps in services, and initiating community outreach and development. By recognizing and building on existing strengths within families and communities, the Provider Network works to support families in providing a safe and loving environment for their children by promoting the five protective factors for families: nurturing and attachment, knowledge of parenting skills and child development, parent resilience, social connections, and concrete supports for parents. Project CARE primarily serves in Jasper and Newton Counties.

In September, 2009, following a presentation by Michael Abel, the Project CARE Provider Network agreed to serve as the ECCS stakeholder team for their region. The ultimate goal of Project CARE is to improve the safety and well-being of our children and enhance their quality of life, as well as the quality of life of all citizens in Jasper and Newton Counties. As the ECCS Plan is closely aligned with the goals and objectives of Project CARE, they address a number of needs working closely with Economic Security Corporation of Southwest Area and many other organizations serving families in the region, including Parents as Teachers, Lafayette House, United Way's Success by Six and WINGS Healthy Children programs, Child Care Resource and Referral Jasper and Newton Counties Children's Divisions, Children's Miracle Network, Ozark Center, Joplin Housing Authority, Missouri Career Center, Community Clinic of Joplin, St. John's Hospital, Jasper and Newton County Health Departments, Children's Haven, Life Choices, Big Brothers Big Sisters of Jasper and Newton Counties, CrossLines Ministries, Joplin School District employees, Carthage School District employees, Webb City School District employees, Show Me Bright Futures, and others.

Head Start/Early Head Start, Parents as Teachers, and WINGS provide parent education, early childhood development education and programs, and school readiness to families in the service area. Parenting classes offered by the network include Conscious Discipline provided by Head Start/Early Head Start, Love and Logic provided by Lafayette House, Baby 101 provided by Life Choices, Parent Child Interaction Training provided by Ozark Center, and Child Parent Relationship Training provided by Project CARE. Success by Six and Child Care Resource and Referral provide standards of care support and training for local day care providers as well as referrals for parents to qualified day care facilities. Children's Miracle Network provides safe cribs for families with newborn infants. One of the primary goals of the Joplin Area ECCS is to promote outreach and referrals to these programs.

Other important goals include widening the collaborative to include other community agencies and programs, sharing continuing education resources among stakeholders, educating the network and the community about access for children to medical and dental care, participating in Show Me Bright Futures community action projects, and promoting child sexual abuse prevention by offering training workshops to professionals and community members.

AREAS SERVED				
Counties	**Major Cities/Towns**		**School Districts**	
Jasper	Joplin	Lamar	Avilla R-XIII	Joplin Schools
Newton	Carl Junction	Neosho	Carl Junction R-I	Neosho R-V
	Carthage	Fairview	Carthage R-IX	Sarcoxie R-II
	Diamond	Seneca	Diamond R-IV	Seneca R-VII
	Granby	Webb City	East Newton Co. R-VI	Webb City R-VII
	Jasper		Jasper Co. R-V	Westview C-6

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	29
Licensed Group Homes	11
Licensed Preschools	0
Licensed Family Child Care Programs	28
Licensed School Age Programs	19
Total Licensed Child Care and Early Learning Programs	**87**
License Exempt Centers	16
License Exempt Preschools	2
License Exempt School Age Programs	0
Total License Exempt/Inspected Child Care and Early Learning Programs	**18**
Exempt Centers	2
Exempt Preschools	0
Exempt Family Child Care Programs	54
Exempt School Age Programs	0
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**56**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Nancy Corley, The Alliance of Southwest Missouri
Jeannie Archie, Children's Division
Pat Bartlett, United Way
Larry Beckett, Carthage R-9 School District
Barbara Bilton, Community Clinic
Bailey Bishard, Children's Division
Jenny Black, House of Hope
Patty Boyd, Community Clinic
Del Camp, Ozark Center
Doris Carson, Community Clinic
Kari Clements, The Alliance of Southwest Missouri
Melissa Courtney, The Alliance of Southwest Missouri
Kerri Dagen, St. John's Hospital
Jesse DeGonia, Webb City School District
Kristen Devore, Children's Haven
Melissa Dickenson, Ozark Center
Joanne Dorgan, Economic Security Corporation
Lauri Fasken-Tripp, Jasper County Health Department
Kim Golhofer, Lafayette House
Donald Gurley, Children's Division
Kolin Hacker, Children's Division
Leisa Harnar, Economic Security Corporation
Jill Harsh, Head Start
Kim Hembree, Jasper County Children's Division
Janice Hicks, Jasper County Children's Division
Jerri Hudson, Crowder College
Karla Hurrell, Children's Miracle Network
Michelle Kidd, Newton County Children's Division
Cindy Ladbasri, Early Head Start

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Amy Lane, Lafayette House
Kathy Lewis, Crosslines Joplin
Holly Lewsader, Lafayette House
Barb McKenzie, Webb City School District
Michelle Morgan, Barceda
Great Murphy, Head Start
Nicole Piper, Child Care Aware
Cindy Powers, Early Head Start
Mary Prince, Lafayette House
Trina Richardson, Jasper County Children's Division
Lynne Roberts, LifeChoices
Angela Rowden, Head Start
Jenae Shoemaker, Economic Security Corporation
Laurie Simmons, Head Start
Kerri Sponsel, Children's Division
Sherry Stelts, St. John's Hospital
Sharon Vallier, Children's Division
Tish Vickers, Big Brothers
Dan Weaver, Newton County Children's Division
Patty Wheeler, Parents as Teachers
Joyce Wilkerson, Carthage R-9 School District
Melissa Williams, Children's Division
Brenda Wilson, Jasper County Children's Division
Lauren Wolf, Early Head Start
Lisa Woosley, Lafayette House
Patti Yates, Newton County

SERVICE ORGANIZATIONS	
Community Action Agencies	Economic Security Corporation – Includes Head Start/Early Head Start
P-20 Council	Southwest Missouri P-20 Council (Crowder College and Missouri Southern State University)
Child Care Training Agencies	Child Care Aware® - An Operating Agency of the Council of Churches of the Ozarks
Family Support Organizations	The Alliance of Southwest Missouri
First Steps Interagency Coordinating Councils	Region 7 - Southeast
Department of Mental Health Systems of Care Teams	(No System of Care team in the area)
Early Childhood Mental Health Providers	(No identified early childhood mental health providers in the area)
Early Childhood Home Visitation Programs	Joplin Parents as Teachers Webb City Parents as Teachers
Child Abuse/Neglect Prevention	The Alliance of Southwest Missouri - *Project Care*

KANSAS CITY METRO AREA

Revised 7/11/12

Convening Organization: United Way of Greater Kansas City
1080 Washington Street, Kansas City, MO 64105
www.unitedwaygkc.org

Contacts:

Connie Pyles, Senior Issue Manager, Community Impact
(816) 559-4682
conniepyles@uwgkc.org

Carol Smith, Vice President, Community Impact
(816) 559-4743
carolsmith@uwgkc.org

Head Start Grantee: Mid-America Regional Council (MARC) Mid-America Head Start
Serving Clay, Jackson, and Platte Counties

Team Development: Early conversations were held with key leaders in Kansas City, including Karen Bartz of the Coordinating Board for Early Childhood, to determine which leadership entities representing the various components of the ECCS plan to gather for an initial discussion. Core leaders met in March 2008 to consider a structure for coordinating existing initiatives to implement the ECCS plan in the Kansas City area. It was determined to confine the metropolitan effort to the Missouri side of the state line and to collaborate with similar ECCS work in Kansas. An introductory meeting with the Kansas ECCS Coordinator at the Institute for Educational Research and Public Service at the University of Kansas was held in January 2010 to establish communication and review the work in Kansas City across the state line.

The core group suggested asking the United Way of Greater Kansas City to serve as a facilitator of the local initiative. A meeting was held in June 2008 with staff from United Way to discuss their involvement. United Way of Greater Kansas City agreed to convene and lead a group of key coordinators in the Kansas City area that will consider the local implementation of the ECCS Plan. There is close alignment with goals and strategies in the ECCS Plan and those of United Way's new Impact Agenda.

Key coordinators from the following organizations represent networks or sectors related to early childhood and existing initiatives in Kansas City: Mother & Child Health Coalition, Metropolitan Council on Early Learning and Mid-America Head Start, the Kansas City Missouri School District, the Missouri Department of Mental Health, the Local Investment Commission, and Partnership for Children. The ECCS technical support team at University of Missouri-Kansas City The first meeting of coordinators was held on November 20, 2008. The Kansas City ECCS team worked to align each of the strategic plans from represented coalitions with that of the ECCS State Plan.

Current Activities: In 2012, the stakeholders in the Kansas City metro area worked in a collaborative effort on several early childhood initiatives. The focus of these initiatives is to provide early childhood and parenting information that will benefit the families in the metro area. The initiatives include:

Success By 6. Eleven United Way Success By 6 resource centers are aimed at helping children enter school ready to learn. The centers offer educational training, materials, and technology stations for anyone who cares for children, from parents and grandparents to child care providers. The Success By 6 centers are also utilized by the early learning classrooms within each of the districts. These centers provide creative and fun ways to learn by lending educational toys and books appropriate for children birth to age 8. Last year, the centers served over 6,500 children from more than 4,600 households; additionally, materials were used by 178 classrooms, impacting more than 3,200 children in the Greater Kansas City area.

Campaign 4 Grade Level Reading. Kansas City Mayor Sly James established a committee to look at how to assure that children are reading at grade level by the third grade. There are three subcommittees working on the areas of early childhood education, summer learning, and outreach. Some areas being looked at are resources, best practices, indicators of achievement, assessment data tracking, plus much more. This is a collaboration of school districts, health and human service agencies, medical programs, public libraries, and other organizations. The committees focus on making sure the children/families, the community, and the schools are ready to work together to accomplish this campaign.

Born Learning KC Website. The Born Learning KC website is being developed and will be launched by early summer 2012. The website will provide anyone with access to the Internet a place to learn about child development, parenting techniques, and interactive games to use with children to further their development. The website will also include links to other websites for other programs in the community that provide parenting and child development education. United Way of Greater Kansas City is hosting the website with other early childhood organizations serving as partners, to promote use of the website and to keep it updated with current and relevant information.

The Kansas City metro area will continue to follow through with these initiatives and to work to identify other initiatives where community collaboration will be beneficial.

AREAS SERVED						
Counties	**Major Cities/Towns**		**School Districts**		**Charter or State-Operated Schools**	
Jackson Clay Platte	Blue Springs Buckner Excelsior Springs Gladstone Grain Valley Grandview Independence Kansas City Kearney Lee's Summit	Liberty North Kansas City Oak Grove Parkville Platte City Raytown Riverside Smithville Weston	Blue Springs R-IV Center 58 Excelsior Springs 40 Fort Osage R-I Grain Valley R-V Grandview C-4 Hickman Mills C-1 Independence 30 Kansas City 33 Kearney R-I Lee's Summit R-VII	Liberty 53 Lone Jack C-6 Missouri City 56 North Kansas City 74 North Platte Co. R-I Oak Grove R-VI Park Hill Platte Co. R-III Raytown C-2 Smithville R-II West Platte Co. R-II	Academie Lafayette Acad. For Integrated Arts Allen Village Alta Vista Charter Sch. B. Banneker Acad. Brookside Charter Sch. Crossroads Acad. Of Kansas City De Lasalle Charter Sch. Della Lamb Elem. Derrick Thomas Acad. Ewing Marion Kauffman Sch.	Frontier School Of Innovation Genesis School Inc. Gordon Parks Elem. Hogan Prep. Acad. Hope Acad. Hope Leadership Acad. Kipp Endeavor Acad. Lee A. Tolbert Com. Acad. Pathway Acad. Scuola Vita Nuova University Acad.

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	218
Licensed Group Homes	6
Licensed Preschools	0
Licensed Family Child Care Programs	219
Licensed School Age Programs	37
Total Licensed Child Care and Early Learning Programs	**480**
License Exempt Centers	95
License Exempt Preschools	40
License Exempt School Age Programs	4
Total License Exempt/Inspected Child Care and Early Learning Programs	**139**
Exempt Centers	34
Exempt Preschools	46
Exempt Family Child Care Programs	723
Exempt School Age Programs	76
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**879**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Connie Pyles, United Way of Greater Kansas City,*Chair
Carol Smith, United Way of Greater Kansas City*
Jim Caccamo, Metropolitan Council on Early Learning*
Susan McLoughlin, Mother & Child Health Coalition*
Candace Cheatum, Local Investment Commission
Bonnie Neal, Missouri Department of Mental Health
Charron Townsend, Partnership for Children
Kathy Fuger, UMKC Institute for Human Development
Mike Abel, UMKC Institute for Human Development
***Many service organizations are stakeholders in the Coalitions and groups that these team members represent.**

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Avila University Calvary Bible College Baker University Graceland University – Independence Metropolitan Community College – Penn Valley Missouri Western State University Park University Rockhurst University University of Central Missouri University of Missouri – Kansas City
P-20 Council	Kansas City P-20 Council
Community Action Agencies	United Services Community Action Agency
Child Care Training Agencies	Child Care Aware® – Western Region – The Family Conservancy Local Investment Commission Francis Child Development Institute University of Missouri Extension Christian Early Childhood Association
Family Support Organizations	United Way of Greater Kansas City The Family Conservancy
First Steps Interagency Coordinating Councils	Region 5 – Greater Kansas City
Department of Mental Health Systems of Care Teams	Kansas City System of Care Team
Head Start Grantee and Delegate Agencies	**Grantee:** Mid-America Regional Council **Delegates:** Independence School District Kansas City Missouri School District The Family Conservancy YMCA of Greater Kansas City
Early Childhood Home Visitation Programs	Truman Care Home Health – Building Blocks Program Parents as Teachers
Child Abuse/Neglect Prevention	The Kansas City Child Abuse Roundtable Coalition

MARSHALL

Revised 7/11/12

Convening Organization: Missouri Valley Community Action Agency (MVCAA) Head Start

Contact: Linda Bilbruck, Mental Health/Disabilities Manager, MVCAA Head Start
1415 South Odell, Marshall, MO 65340
(660) 886-7476, Ext. 835
bilbruck@mvcaa.net

Head Start Grantee: The Missouri Valley Community Action Agency (MVCAA)
Serving Carroll, Chariton, Johnson, Lafayette, Pettis, Ray, and Saline Counties

Activities: Missouri Valley Community Action Agency, serving a seven-county region, expressed an interest in establishing an ECCS stakeholder team in the Marshall area since it was first presented at the Missouri Head Start Association Annual Meeting in February 2007. Several meetings were held to determine how it could best be administered within the agency. Presentations were made to the Head Start Leadership Team, the established stakeholder team for the Fathers for Life (FFL) program, and the Education Strategy Team at the agency. The Education Strategy Team agreed to lead a local ECCS initiative and present the plan to other leadership groups at MVCCA and community members in the Marshall area.

In collaboration with Parents as Teachers in Marshall, MVCCA identified potential stakeholder team members and scheduled a first meeting of a stakeholder team in Saline County. The Head Start Director also introduced the ECCS Project to the existing TEDDY Care Stakeholder Team in Pettis County and suggested that they consider adopting the ECCS Plan. MVCCA continues to work collaboratively across the region through involvement in a number of interagency initiatives.

MVCCA partners with the Health Care Collaborative of Rural Missouri (http://www.hccnetwork.org/) that serves Lafayette, Saline, and Carroll Counties. Many of the people involved in this initiative are stakeholders in those counties, not only for health issues, but also for other community issues including early childhood. Focus groups/community meetings were held in Lafayette County, and future meetings are scheduled in Saline and Carroll Counties.

In Lafayette County, MVCCA is working closely with Brighter Futures: A Mental Health Consortium (http://www.brighterfutures.us). They are conducting six *Love and Logic* parenting classes in two different locations. There are five on-going *Love and Logic* parenting groups active in the county.

MVCAA works with Prosperity teams in Chariton and Ray counties to examine the needs in those areas. Much of the work involves looking at existing community assets and building on this foundation whenever and wherever possible. MVCAA continues to collaborate with the TEDDY Care group in Pettis County. The Mental Health Association in Saline County hosts a reading program in each of the preschools/kindergartens in the county. This activity has a person going in and reading monthly to the children, and then the center gets to keep the book. By the end of the program in May, the initiative is expanding so that each child will get a book.

AREAS SERVED						
Counties	**Major Cities/Towns**		**School Districts**			
Carroll	Carrollton	Marceline	Bosworth R-V	Johnson Co. R-VII	Miami R-1	Santa Fe R-X
Chariton	Concordia	Marshall	Brunswick R-II	Keytesville R-III	Norborne R-VIII	Sedalia 200
Johnson	Excelsior Springs	Odessa	Carrollton R-VII	Kingsville R-I	Northwestern R-I	Slater
Lafayette	Higginsville	Richmond	Chilhowee R-IV	Knob Noster R-VIII	Odessa R-VII	Smithton R-VI
Pettis	Holden	Salisbury	Concordia R-II	La Monte R-IV	Orearville R-IV	Sweet Springs R-VII
Ray	Lawson	Sedalia	Gilliam C-4	Lafayette Co. C-1	Orrick R-XI	Tina-Avalon R-II
Saline	Lexington	Warrensburg	Green Ridge R-VIII	Lawson R-XIV	Pettis Co. R-V	Warrensburg R-VI
			Hale R-I	Leeton R-X	Pettis Co. R-XII	Wellington-Napoleon R-IX
			Hardeman R-X	Lexington R-V	Richmond R-XVI	
			Hardin-Central C-2	Malta Bend R-V	Salisbury R-IV	
			Holden R-III	Marshall		

Number of Child Care Programs (Source: Child Care Aware 2/23/2012)	
Licensed Centers	58
Licensed Group Homes	4
Licensed Preschools	4
Licensed Family Child Care Programs	43
Licensed School Age Programs	14
Total Licensed Child Care and Early Learning Programs	**123**
License Exempt Centers	13
License Exempt Preschools	13
License Exempt School Age Programs	0
Total License Exempt/Inspected Child Care and Early Learning Programs	**26**
Exempt Centers	6
Exempt Preschools	5
Exempt Family Child Care Programs	71
Exempt School Age Programs	3
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**85**

ECCS STAKEHOLDER TEAM REPRESENTED ORGANIZATIONS
Department of Health and Senior Services/SCCR
The Family Conservancy
Missouri Head Start-State Collaboration Office
Missouri Valley Community Action Agency Head Start

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	University of Central Missouri State Fair Community College Missouri Valley College
P-20 Council	Northwest P-20 Council
Community Action Agencies	Missouri Valley Community Action Agency Includes Head Start/Early Head Start
Child Care Training Agencies	Child Care Aware® – Eastern Region Child Care Aware® – Western Region, The Family Conservancy
Family Support Organizations	Pettis County Community Partnership
First Steps Interagency Coordinating Councils	Region 4 – Northwest Region VI – Central Region V – Kansas City
Department of Mental Health Systems of Care Teams	Evolving System of Care Team
Early Childhood Mental Health Providers	
Early Childhood Home Visitation Programs	Parents as Teachers Children's Therapy Center Truman Care Home Health – Building Blocks program
Child Abuse/Neglect Prevention	

MARYVILLE

Revised 11/1/11

Convening Organization: Community Services, Inc.

Contact: Deloris Shipley, Head Start Director
1212B South Main, P.O. Box 328, Maryville, MO 64468
(660) 582-3113
Deloris@asde.net

Head Start Grantee: Community Services Inc. of Northwest Missouri
Serving Atchison, Gentry, Holt, Nodaway, and Worth Counties

Activities: The Early Childhood Comprehensive System Stakeholder Team (ECCS) in Maryville began in August 2009 under the leadership of Deloris Shipley, Head Start Director. Meetings are held monthly at Community Services Inc. with an open forum where members contribute updates and information pertinent to the mission of the group. The formation of the ECCS has created a more collaborative effort within the early childhood community for this region.

Participants in the group include representation from Child Care Resource and Referral, YWCA, Educare/Youth Alliance, St. Francis Hospital, First Steps, DHHS Child Care Licensing Youth Alliance SUE Grant Coordination, Inspired Horizon Inc., and Head Start.

The ECCS team in Maryville identified oral health and obesity in young children as the areas of focus for the committee. The team plans to apply for a Heartland Foundation Grant to fund their work toward their goals.

The process of assessing needs for this committee is ongoing. The greatest accomplishment of the Maryville ECCS Stakeholder Team includes the development of the committee itself and a purpose driven agenda.

AREAS SERVED					
Counties	**Major Cities/Towns**			**School Districts**	
Atchison	Albany	Grant City	Oregon	Albany R-III	Northeast Nodaway Co. R-V
Gentry	Allendale	Guilford	Pickering	Craig R-III	Rock Port R-II
Holt	Big Lake	Hopkins	Quitman	Fairfax R-III	South Holt Co. R-I
Nodaway	Clyde	Fairfax	Rock Port	Jefferson C-123	South Nodaway Co. R-IV
Worth	Craig	King City	Skidmore	King City R-I	Stanberry R-II
	Elmo	Maryville	Stanberry	Maryville R-II	Tarkio R-I
	Gentry	McFall	Tarkio	Mound City R-II	West Nodaway Co. R-I
	Graham	Mound City	Westboro	Nodaway-Holt R-VII	Worth Co. R-III
				North Nodaway Co. R-VI	

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/29/2012)	
Licensed Centers	14
Licensed Group Homes	3
Licensed Preschools	6
Licensed Family Child Care Programs	13
Licensed School Age Programs	1
Total Licensed Child Care and Early Learning Programs	**37**
License Exempt Centers	1
License Exempt Preschools	2
License Exempt School Age Programs	1
Total License Exempt/Inspected Child Care and Early Learning Programs	**4**
Exempt Centers	0
Exempt Preschools	1
Exempt Family Child Care Programs	4
Exempt School Age Programs	0
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**5**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Deloris Shipley, Head Start Director, Chair
Linda Midyett, Educare Director/ St Joseph Youth Alliance
Rita Miller, St. Francis Hospital and Health Services
Carol Harkrider, MSW Inspired Horizons
Neva Carrel, Start-up/Expansion Grant Coordinator
Lynette Auffert, Head Start Education Specialist
Carla Wetzel, Head Start Family and Community Partnership Specialist
Linda Stump, Head Start Health and Social Service Specialist
Roberta Kimble, Head Start Nutrition Specialist
Janet Root – YWCA
Julie Schmitz – Head Start Disabilities Specialist
Roxanne Coffelt – Head Start Transportation & Facilities Specialist
Peggy Hastings – Child Care Licensing DHSS
Aspen Meade – First Steps SPOE Director

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Northwest Missouri State University
P-20 Council	Northwest P-20 Council
Community Action Agencies	Community Services, Inc. , Includes Head Start
Child Care Training Agencies	Child Care Aware® - Western Region – The Family Conservancy
Family Support Organizations	
First Steps Interagency Coordinating Councils	Region 4 – Northwest SPOE
Department of Mental Health Systems of Care Teams	Evolving System of Care Team
Early Childhood Mental Health Providers	
Early Childhood Home Visitation Programs	
Child Abuse/Neglect Prevention	Northwest Missouri Children's Advocacy Center

NORTHWEST MISSOURI

E^2 EARLY LEARNING ACTION TEAM .....

Revised 7/11/12

The Mission of education emPowers

education emPowers (e^2) inspires and builds collaborative, innovative strategies

Convening Organizations: Heartland Foundation, Managing Collaborator

Contacts: Judith K. Sabbert, Chief Operating Officer
Heartland Foundation, Managing Collaborator
518 S. 6th Street, St. Joseph, MO 64501
(816) 271-7200
judith.k.sabbert@heartland-health.com

Bobbie Cronk, Director of Children's Initiatives
United Way of St. Joseph – Success by Six
bobbie.cronk@stjosephunitedway.org

Deloris Shipley, Director, Head Start
Community Services, Inc., of NWMO
Deloris@asde.net

Head Start Grantees: Community Action Partnership of Greater St. Joseph, Community Services Head Start, and Green Hills Head Start.

Serving Andrew, Atchison, Buchanan, Caldwell, Carroll, Clay, Clinton, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Livingston, Mercer, Nodaway, Platte, Ray and Worth Counties

The e^2 Early Learning Action Team: Educational attainment is the most important determinant of a person's life chances in terms of employment, income, health status, housing, and other amenities. In northwest Missouri, individuals from various sectors are joining together to promote education and workforce development ***beginning with our youngest citizens*** and continuing throughout life.

Through the years, the Healthy Communities movement has promoted region-wide initiatives to ***empower children and adults to build healthier, more livable communities.*** ***"***education empowers" realizes the importance of educational attainment and life-long learning (beginning at birth) in achieving this vision. e^2 acknowledges it is imperative that northwest Missouri remains viable in attracting and retaining jobs in a fiercely competitive global market. A cross-section of individuals representing a number of organizations are working together to find new, collaborative solutions that lead to better jobs, better wages, healthier people, and thriving communities. A number of diverse teams have formed and are ready for action including the "**education empowers" (e^2) Early Learning Action Team.**

The e^2 Early Learning Action Team works to advocate to parents, child care providers, elected officials, and business leaders about the importance of quality early childhood education, to increase the number of accredited child care programs, and promote ongoing professional development of child care providers. Three groups with a shared service delivery area – Heartland Foundation; United Way of St. Joseph; and Community Services, Inc., of Northwest Missouri, work in tangent with each other along with a number of early childhood advocates and educators from throughout the region to ***ensure quality educational opportunities are available to early learners, their families and caregivers.***

Beyond early learning initiatives, other e^2 collaborative groups work toward building a seamless transition throughout life: **K-12 Action Team**, **Higher Ed Action Team**, **Workforce Development Action Team**, **Communications Action Team**, and a **Performance Excellence Team**.

AREAS SERVED					
Counties	**Major Cities/Towns**		**School Districts**		
Andrew	Albany	North Kansas City	Albany	Lathrop	Polo
Atchison	Bethany	Parkville	Avenue City	Lawson	Princeton
Buchanan	Cameron	Platte City	Bosworth	Lexington	Richmond
Caldwell	Carrollton	Plattsburg	Braymer	Liberty	Ridgeway
Carroll	Chillicothe	Pleasant Valley	Breckenridge	Livingston Co.	Rock Port
Clay	Claycomo	Princeton	Buchanan Co.	Maryville	Santa Fe
Clinton	Excelsior Springs	Richmond	Cainsville	Maysville	Savannah
Daviess	Gladstone	Riverside	Cameron	Mid-Buchanan	Smithville
DeKalb	Gallatin	Rock Port	Carrollton	Mirabile	South Harrison Co.
Gentry	Gower	Saint Joseph	Chillicothe	Missouri City	South Holt
Grundy	Kearney	Savannah	Clinton	Mound City	South Nodaway Co.
Harrison	Lathrop	Smithville	Concordia	New York	Southwest Livingston Co
Holt	Lawson	Stanberry	Cowgill	Nodaway-Holt	Spickard
Livingston	Liberty	Sugar Creek	Craig	Norborne	Stanberry
Mercer	Hamilton	Tarkio	East Buchanan	North Andrew	Stet
Nodaway	King City	Trenton	Excelsior Springs	North Daviess	Stewartsville
Platte	Maryville	Weatherby Lake	Fairfax	North Harrison	Tarkio
Ray	Maysville	Weston	Gallatin	North Kansas City	Tina-Avalon
Worth	Mound City		Gilman City	North Mercer	Trenton
			Grundy Co.	North Nodaway	Tri-County
			Hale	North Platte Co.	Union Star
			Hamilton	Northeast Nodaway Co.	Wellington-Napoleon
			Hardin-Central	Odessa	West Nodaway Co.
			Jefferson	Orrick	West Platte Co.
			Kearney	Osborn	Winston
			King City	Park Hill	Worth Co.
			Kingston	Plattonsburg	
			Lafayette Co.	Platte Co.	
			Laredo	Pleasant View	

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	128
Licensed Group Homes	7
Licensed Preschools	13
Licensed Family Child Care Programs	112
Licensed School Age Programs	16
Total Licensed Child Care and Early Learning Programs	**276**
License Exempt Centers	43
License Exempt Preschools	33
License Exempt School Age Programs	7
Total License Exempt/Inspected Child Care and Early Learning Programs	**83**
Exempt Centers	17
Exempt Preschools	25
Exempt Family Child Care Programs	204
Exempt School Age Programs	29
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**275**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Bobbie Cronk, United Way of Greater St. Joseph, Chair
Mike Abel, University of Missouri-Kansas City Institute for Human Development
Traci Bowman, Community Action Partnership Head Start
Denise Buersmeyer, St. Joseph School District
Rebecca Evans, Northwest Missouri State University
Tammy Flowers, St. Joseph School District
Dr. Debbie Fravel, Northwest Missouri State University
Beverly Hooker, Green Hills Head Start
Barbara Martin, Northwest Missouri State University
Carol Mathes, Heartland Foundation
Linda Midyett, St. Joseph Youth Alliance
Rita Miller, St. Francis Hospital & Health Services
Dean Olson, The Family Conservancy
Cheri Patterson, St. Joseph School District
Judith Sabbert, Heartland Foundation
Deloris Shipley, Community Services, Inc.
Lynda Snuffer, North Central Missouri College

POPLAR BLUFF

Revised 2/29/12

Convening Organization: Butler County Community Resource Council
A Caring Communities Initiative
644 Charles Street, Poplar Bluff, MO 63901
(573) 776-7830
www.thecrc.org

Contact: Karen Cook, Executive Director
caring@semo.net

Head Start Grantee: South Central Missouri Community Action Agency (SCMCAA)
Serving Butler, Carter, Dent, Reynolds, Ripley, Shannon and Wayne Counties

Activities: South Central Missouri Community Action Agency initially expressed interest in convening an ECCS stakeholder team in the region. The agency completed a focus group process to assess community needs in June 2007, which could be used to help with the process of developing local infrastructure. The ECCS Plan was presented to the Children Ready to Enter School Committee of the Community Resource Council, in cooperation with the South Central Missouri Community Action Agency (SCMCAA). The Children Ready to Enter School Committee agreed to serve as the designated local ECCS stakeholder team.

The Committee meets on a regular basis with broad representation from several agencies serving the early childhood system. Informal communication continues with the Butler County Community Resource Council, SCMCAA Head Start, and the State ECCS Steering Committee. The committee balances their work between addressing issues affecting children and families and providing direct support through a number of collaborative initiatives.

The Committee sponsors educational opportunities for early childhood and other professionals serving families with young children. It also hosts a bi-annual Early Educators' Brunch to recognize the accomplishments of child care providers. The Committee sponsors $100 scholarships to childcare educators who have successfully completed their course work and observation for a CDA (Child Development Credential). Five annual scholarships are awarded on a first come, first served basis.

A free resource fair for children and families, called "Silly Saturday" is held annually. Child care providers are encouraged to participate by setting up booths with fun activities. Various agencies and vendors set up informational booths and products which are of interest to families of young children. An area specifically designed for infants and toddlers with floor mats and age appropriate items is popular with families. On February 12, 2011, Jason Lindsey from Paducah, Kentucky was a featured guest. He did science activities with children such as demonstrating static electricity and making smoke rings out of steam. Children from child care programs participated in singing and read aloud activities. Over 600 individuals attended the event. A training workshop on child literacy and the importance of writing for young children was held for 50 parents and child care providers.

Data are collected at the resource fair to measure the effectiveness of local initiatives including the Read First grant with funding from the Missouri Humanities Council. Of 207 respondents, 50% of families read to their children 7 times per week and nearly all of them had more than 5 children's books in the home. Four hundred children's books were distributed at the fair. The next "Silly Saturday" is scheduled for April 14, 2012. Following the fair, a workshop on music and children's books will be presented to 50 parents and child care providers.

The Children Ready to Enter School Committee also provides a forum for community collaboration on direct service initiatives. SCMCAA received two grants in 2009 to expand their existing Head Start program and begin a new Early Head Start program, both programs being full year center-base options. The Early Head Start program serves 64 infants and toddlers and 8 pregnant women. The Head Start expansion provided an additional 20 preschool age slots. The Committee assisted the agency by providing technical assistance and holding a planning

meeting of broad representation from mental health, social services, local government, child care providers, and other organizations. In 2011 SCMCAA Head Start was awarded funds to implement a new Early Head Start Home Visitor Program in Butler and Ripley Counties. This program will serve 115 families with pregnant women, infants, and/or toddlers up to the age of 36 months through a home base program. It is funded through the Health Services and Resources Administration, Affordable Care Act, Maternal Infant Early Childhood Home Visiting Program, through a contract with the Missouri Department of Health and Senior Services. The Committee continues to help the early childhood community as it adjusts to the impact of this project.

AREAS SERVED			
Counties	**Major Cities/Towns**		**School Districts**
Butler	Broseley Fisk Neelyville	Poplar Bluff Qulin	Neelyville R-IV Poplar Bluff R-I Twin Rivers R-X

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	12
Licensed Group Homes	2
Licensed Preschools	0
Licensed Family Child Care Programs	6
Licensed School Age Programs	1
Total Licensed Child Care and Early Learning Programs	**21**
License Exempt Centers	1
License Exempt Preschools	1
License Exempt School Age Programs	0
Total License Exempt/Inspected Child Care and Early Learning Programs	**2**
Exempt Centers	0
Exempt Preschools	1
Exempt Family Child Care Programs	29
Exempt School Age Programs	1
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**31**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Karen Crook, Butler County Community Resource Council, Chair
Beverly Hargrove, Butler County Health Department
Judy Cox, Butler County Community Resource Council
Rebeca Pacheco, Butler County Community Resource Council
Ann Smith, South Central Missouri Community Action, Head Start
Terri Tipton, Head Start - Poplar Bluff
Barbara Norman, Head Start-Neelyville
Dalene Chilton, Missouri Mentoring Partnership
Cindy Howell, Council of the Churches of the Ozarks
Debbie Law, Southern Charm Day Care
Debbie Parrish, Neelyville School District
Monica Morgan, Head Start-Broseley
Amy Ethridge, Foundations Child Development
Ashley Robertson, Poplar Bluff Public Library
Dee Warren, Butler County Health Department
Heather Cornman, Three Rivers Community College
Holly Bagby, Three Rivers Community College
JoAnne Westbrook, Early Childhood, Poplar Bluff School District
Karen Marsh, Kids Kuntry Childcare
Sherry Vance, Kids Korral Childcare
Julie Ferguson, Parents as Teachers
Barb Norman, Neelyville Head Start
Jodi Rice, Early Head Start Program

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Three Rivers Community College
P-20 Council	Southeast Missouri P-20 Council
Community Action Agencies	South Central Community Action Agency Includes Head Start/Early Head Start
Child Care Training Agencies	Butler County Community Resource Council Child Care Aware® an operating agency of the Council of Churches of the Ozarks
Family Support Organizations	Butler County Community Resource Council
First Steps Interagency Coordinating Councils	Region 10 – Southeast
Department of Mental Health Systems of Care Teams	Butler/Ripley System of Care Team
Early Childhood Mental Health Providers	
Early Childhood Home Visitation Programs	Parents as Teachers
Child Abuse/Neglect Prevention	Butler County Community Resource Council-Teen Parent Mentoring Program

SPRINGFIELD METRO AREA
EARLY CARE AND EDUCATION COLLABORATIVE

Revised 2/29/12

Convening Organizations: Child Care Aware® of Southern Missouri – an operating agency of Council of Churches of the Ozarks and Community Partnership of the Ozarks

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Head Start Grantee: Ozark Area Community Action Agency (OACAA)
Serving Barry, Christian, Dade, Dallas, Greene, Lawrence, Polk, Stone, Taney, and Webster Counties

Activities: In October 2009, the Early Care and Education Collaborative (ECEC) of Community Partnership was approached to consider assuming responsibility for implementation of the ECCS Plan in collaboration with the Mayor's Commission on Children. The ECEC goal is to unite child advocates in the work of identifying priorities and developing strategies that address early care and education needs. This committee brings together early childhood educators, families, community organizations, policy makers, and others to support the following mission: improving the quality, affordability, and availability of early care and education.

Accomplishments in 2011 include:

- Hosted DECA Infant-Toddler training in collaboration with Center for Family Policy and Research.
- Hosted a Book Club on Ellen Gallinsky's *Mind in The Making: The Seven Essential Life Skills Every Child Needs*.
- Assisted with hosting AEYC-MO conference in Springfield.
- Collaborated to serve 1,280 children and their families at the 13th annual Community Wide Play Day.
- Recognized 118 early childhood professionals at the 13th annual Child Care Provider Appreciation Banquet.
- Ensured that preventative health services were provided to 182 early childhood professionals at the 8th annual SW MO Child Care Provider Health Conference.

Areas of focus in 2012 include:

- Pursuing universal access to early childhood education experiences in Springfield/Greene County.
- Developing Training Consortium to optimize training and empower local programs within our community.
- Evaluating our region's efforts to meet Missouri's comprehensive plan for early childhood.
- Preventing child abuse and neglect.
- Continuing to acknowledge and support those that educate and care for our youngest citizens.

AREAS SERVED				
Counties	**Major Cities/Towns**		**School Districts**	
Greene	Ash Grove Battlefield Fair Grove Republic Rogersville	Springfield Strafford Walnut Grove Willard	Ash Grove R-IV Fair Grove R-X Logan-Rogersville R-VIII Republic R-III	Springfield R-XII Strafford R-VI Walnut Grove R-V Willard R-II

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	62
Licensed Group Homes	4
Licensed Preschools	3
Licensed Family Child Care Programs	54
Licensed School Age Programs	45
Total Licensed Child Care and Early Learning Programs	**168**
License Exempt Centers	14
License Exempt Preschools	4
License Exempt School Age Programs	1
Total License Exempt/Inspected Child Care and Early Learning Programs	**19**
Exempt Centers	6
Exempt Preschools	4
Exempt Family Child Care Programs	112
Exempt School Age Programs	13
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**135**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Burrell Behavioral Health
Child Advocacy Center
Child Care Aware® of Southern Missouri-Council of Churches of the Ozarks
Community Partnership of the Ozarks
Greene County Children's Division
Discovery Center
Educare
Isabel's House
OACAC Head Start and Early Head Start
Lighthouse Child and Family Development Center
Mayor's Commission for Children
Missouri Department of Health and Senior Services
Missouri State University
Ozarks Technical College
SIDS Resources, Inc.
Springfield Public Schools-Early Childhood Special Ed, Early Childhood Services and Parents as Teachers
Springfield -Greene County Health Department
Springfield-Greene County Library
TouchPoint Autism Services
University Child Care Center

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Missouri State University Evangel University Drury University Ozark Technical Community College
P-20 Council	Ozarks P-20 Council
Community Action Agencies	Ozark Area Community Action Corporation (OACAC) Includes Head Start/Early Head Start
Child Care Training Agencies	Child Care Aware® of Southern Missouri – Council of Churches of the Ozarks Educare - Community Partnership of the Ozarks Springfield-Greene County Library Missouri State University Ozarks Technical Community College Missouri Extension Red Cross
Family Support Organizations	Missouri PIRC – Southwest Community Partnership of the Ozarks Child Care Aware® of Southern Missouri – Council of Churches of the Ozarks Parents as Teachers Burrell Behavioral Health Lighthouse Child and Family Development Center Springfield-Greene County Library Ozarks Area Community Action Corporation Ozarks Marriage Matters SIDS Hand In Hand Multicultural Center Doula Foundation of Mid-America Local Churches
First Steps Interagency Coordinating Councils	Region 8 – South Central
Department of Mental Health Systems of Care Teams	Family Bridges
Early Childhood Mental Health Providers	Burrell Behavioral Health Springfield Public Schools - Special Education Jordan Valley Community Health Center Ozarks Counseling Center Forest Institute TouchPoint Autism Services
Early Childhood Home Visitation Programs	Springfield-Greene County Health Department Community Partnership of the Ozarks – Baby and Me Burrell Behavioral Health – Building Incredible Brains Parents as Teachers
Child Abuse/Neglect Prevention	Violence Free Families Isabel's House Parenting Life Skills Child Advocacy Center CASA Big Brothers/Big Sisters Family Violence Center

ST. JOSEPH

Revised 11/1/11

Convening Organizations: United Way of St. Joseph Success by 6® Partnership

Contact: Bobbie Cronk, Director of Children's Initiatives
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Head Start Grantee: Community Action Partnership of Greater St. Joseph (CAP ST JOE)
Serving Andrew, Buchanan, Clinton, and DeKalb Counties

Activities: Following initial discussions with the Community Action Partnership of Greater St. Joseph, it was determined that an existing community collaborative, the Success by 6® Partnership of the United Way of Greater St. Joseph, would be the most appropriate entity to consider implementing the ECCS Plan in St. Joseph. Staff from UMKC-IHD presented the Plan to the Partnership in May 2007. Alignment with the initiatives of the Partnership and the ECCS Plan were noted and the Partnership agreed to consider the ECCS Plan in their work. An informal communication protocol was established between the St. Joseph Success by 6® Partnership and the ECCS State Steering Committee. Members from the Success By 6® Partnership are also represented on the ECCS State Steering Committee and the Coordinating Board for Early Childhood.

The stakeholder team recently decided to meet on a quarterly basis rather than three times a year. The Circle of Hope organization which focuses on childhood mental health has joined the Partners Team. In addition, a representative of local judiciary system was added to the Success By 6® Partners Team.

Success By 6® is an initiative of the United Way and functions as a partnership between education, parents, business, healthcare, the arts, social service providers and civic leaders. Their goal is to ensure that all children are healthy, nurtured and ready to succeed by the time they reach kindergarten. They focus on three broad areas. The first is the child's environment. Through partnerships with Parents as Teachers, child care providers, pediatricians, and others we work to provide parents with the resources and information they need to effectively facilitate their children's early development. In addition to the child's environment at home, Success By 6® is working to improve child care environments by implementing a comprehensive quality rating system project and providing additional training and supports that address such areas as social emotional development, math and science instruction, and language acquisition. The second area of focus is the child's health. In partnership with the St. Joseph School District, Buchanan County Health Department and Heartland Health, Success By 6® works to ensure that all young children receive the necessary well-child checkups and immunizations. Through our Parent Education efforts, Success By 6® works to ensure that parents are educated about proper nutrition, dental care, and fitness. The third area of focus is general community awareness and advocacy. We understand that we need to change the systems that impact young children in order to make our positive outcomes sustainable.

The Success by 6® Partnership is engaged in a number of initiatives regarding parent education, early childhood program quality and accreditation, school readiness, and growing its endowment fund. The Partnership distributes Parent Resource kits, "Destination Kindergarten" kits, and Baby Bags to new mothers as part of their parent education efforts. Heartstrings, a CD filled with music performed by local musicians will be given to families through the Baby Bag project. The Success By 6® Social Emotional Support Project trains child care providers to support the social/emotional development of children and to conference effectively with parents.

Local early childhood experts also collaborated in the development of a 6-hour teacher training series to promote effective math and science teaching in their preschool classrooms. An annual Quality Celebration is held to recognize the quality improvement milestones of local child care providers.

Two parent education programs to assist parents in preparing their children for kindergarten are ongoing. These are Kindergarten Jumpstart and KinderClub.

AREAS SERVED			
Counties	**Major Cities/Towns**	**School Districts**	
Buchanan	Easton St. Joseph	Buchanan County R-IV East Buchanan Co. C-1	Mid-Buchanan Co. R-V St. Joseph

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/23/2012)	
Licensed Centers	26
Licensed Group Homes	0
Licensed Preschools	2
Licensed Family Child Care Programs	15
Licensed School Age Programs	12
Total Licensed Child Care and Early Learning Programs	**55**
License Exempt Centers	4
License Exempt Preschools	4
License Exempt School Age Programs	1
Total License Exempt/Inspected Child Care and Early Learning Programs	**9**
Exempt Centers	2
Exempt Preschools	6
Exempt Family Child Care Programs	73
Exempt School Age Programs	3
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**84**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Bobbie Cronk, United Way of Greater St. Joseph, Chair
Karen Acord, Heartland Foundation
Tracy Bowman, Community Action Partnership
Debra Bradley, Health Department
Robert Chabon, Community Health Plan
Joseph Bragin, Missouri Western State University
Ben Ernst, Northwest Health Services
Mark Hampton, Hillyard Companies
Sherry Hausman, retired early educator
Gretchen Herndon, retired early educator
John Jarrett, Breadaux Pizza
Cheryl Jarrett, 36th Street/La Dolca Vita
Steve Johnston, St. Joseph Chamber of Commerce
Lowell Kruse, Heartland Health
Dave Leyland Community Action Partnership
Stephanie Malita, Health Department
Corky Marquart, Commerce Bank
Michael Meierhoffer, Meierhoffer Family Funeral Service
Linda Midyett, St. Joseph Youth Alliance
Timothy Murphy, Lakeside Pediatrics
Cheri Patterson, St. Joseph School District
Mary Beth Revels, St. Joseph Public Library
Barbara Read, Rolling Hills Library
Cindy Richardson, Junior League of St. Joseph
Janet Root, YWCA
Heather Shearin, KQTV
Ken Shearin, Saint Joseph City
Brian Shindorf, St. Joseph School District
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ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
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R.T. Turner, Presiding Commissioner, Buchanan County
Narayan Veligati, Lakeside Pediatrics
Tama Wagner, Heartland Health
Thomas Watkins, Watkins Law Office
Steve Wenger, Heartland Health
Donna Wilson, Heartland Health

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Missouri Western State University
P-20 Council	Northwest P-20 Council
Community Action Agencies	Community Action Partnership of Greater St. Joseph (CAP St. Joe) – Includes Head Start/Early Head Start
Child Care Training Agencies	Child Care Aware®- Western Region – The Family Conservancy
Family Support Organizations	St. Joseph Youth Alliance
First Steps Interagency Coordinating Councils	Region 4 – Northwest
Department of Mental Health Systems of Care Teams	St. Joseph Circle of Hope System of Care (SAMHSA Grant)
Early Childhood Mental Health Providers	
Early Childhood Home Visitation Programs	Parents as Teachers
Child Abuse/Neglect Prevention	St. Joseph Child Abuse Prevention Coalition

ST. LOUIS REGION

Revised 11/1/11

Convening Organizations: Vision for Children at Risk

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Head Start Grantees: Grace Hill Neighborhood Services
Serving Metro St. Louis
YWCA of Metro St. Louis (YWCA)
Serving St. Louis County
Youth In Need (YIN)
Serving Lincoln, Montgomery, St. Charles, St. Louis City, and Warren Counties

Activities: DHSS and UMKC-IHD met with members of the CBEC from the St. Louis Region, in September 2007, to discuss the stakeholders in St. Louis City and St. Louis County and strategies for ECCS implementation in the region. Thereafter, Vision for Children at Risk (VCR) expressed an interest in ECCS and through the structure of the St. Louis Children's Agenda worked with DHSS and UMKC-IHD to consider how an ECCS initiative could be incorporated into the existing collaborative work in the St. Louis region (St. Louis City and surrounding Missouri counties that make up the St. Louis MSA).

Over 20 early childhood community leaders attended an initial ECCS stakeholder meeting in March 2008 hosted by VCR. Following a presentation of the ECCS State Plan, participants discussed local initiatives related to the ECCS Plan, data and information that would be needed for implementation, and possible strategies for coordinating this regional work. The stakeholders expressed enthusiasm and commitment to continuing this regional effort.

A second meeting of the ECCS stakeholders was held at the VCR offices in April. Team members reviewed a document comparing St. Louis area early childhood programs and initiatives to the Missouri ECCS Plan. The team requested establishing a BlackBoard work group and UMKC-IHD provided an orientation and navigation instructions to the State ECCS site. The team discussed structural options for organizing their work and decided to draft a document identifying priorities for implementation of a regional strategic ECCS plan.

The St. Louis Regional ECCS Team continued to meet monthly with a focus of developing a regional plan with strategies and indicators that mirrors the ECCS State Plan that was coordinated with the state plan. As a result of that work, two ECCS priorities were identified for the St. Louis region: (1) promoting children's social-emotional development; and (2) working to ensure that every child has a medical home.

The St. Louis ECCS partners continued to meet monthly through Fall 2008, with Karen Bartz, then chair of the Missouri Coordinating Board for Early Childhood, meeting with the group in this time frame. With the above priorities set for the St. Louis region, the group identified the next necessary step for implementing the local priority provisions of the Missouri ECCS plan in St. Louis as securing the financial resources required to support plan implementation.

Under the aegis of the St. Louis Metropolitan Children's Agenda, a broad-based regional council on early childhood development was recently formed in the St. Louis region. More than two dozen local organizations have come together to establish the St. Louis Regional Early Childhood Council. Work on formation of the Council was carried out over the past 10 months.

The purpose of the Council is to develop a shared community vision for a comprehensive, coordinated system that addresses the full range of early childhood needs for all St. Louis area children. The Early Childhood Council will establish a data system to track early childhood indicators, assess service gaps and policy needs,

and identify and work to implement evidenced-based strategies to promote early childhood development across all domains.

A major focus of the Council's work will be on engaging business and civic leaders to advance early childhood strategies that promote regional economic development and improve the quality of community life. Doug Rasmussen of the St. Louis County Economic Council currently chairs the Early Childhood Council. The PNC Foundation has provided funding to support the establishment and operations of the St. Louis Regional Early Childhood Council and PNC will participate in the Council's initiatives. Vision for Children at Risk will provide core staff support for operation of the Council. The St. Louis ECCS initiative is represented on that council.

AREAS SERVED					
Counties	**Major Cities/Towns**	**School Districts**		**Charter or State-Operated Schools**	
St. Louis St. Charles St. Louis City	Ballwin Bridgeton Chesterfield Clayton Jennings Kirkwood Lake St. Louis O'Fallon St. Charles St. Louis University City Webster Groves Wentzville	Affton 101 Bayless Brentwood Clayton Ferguson-Florissant Francis Howell R-III Ft. Zumwalt R-II Hancock Place Hazelwood Jennings Kirkwood R-VII Ladue Lindbergh Schools Maplewood-Richmond Heights	Mehlville R-IX Normandy Orchard Farm R-V Parkway C-2 Pattonville R-III Ritenour Riverview Gardens Rockwood R-VI St. Charles R-VI St. Louis City Special School District St. Louis Co. University City Valley Park Webster Groves Wentzville R-IV	Better Learning Comm. Acad. Carondelet Leadership Acad. City Garden Montessori Confluence Academies Construction Careers Center Gateway Science Acad./S. Louis Grand Center Arts Acad.	Jamaa Learning Center Kipp St. Louis Lift for Life Acad. MO Sch. For The Blind North Side Community Sch. Preclarus Mastery Acad. St. Louis Charter Sch. St. Louis Lang. Immersion Sch. Shearwater Education Fdtn. South City Preparatory Acad.

NUMBER OF CHILD CARE PROGRAMS (SOURCE: CHILD CARE AWARE® OF MISSOURI - 2/29/2012)	
Licensed Centers	503
Licensed Group Homes	15
Licensed Preschools	2
Licensed Family Child Care Programs	253
Licensed School Age Programs	166
Total Licensed Child Care and Early Learning Programs	**939**
License Exempt Centers	87
License Exempt Preschools	79
License Exempt School Age Programs	8
Total License Exempt/Inspected Child Care and Early Learning Programs	**174**
Exempt Centers	16
Exempt Preschools	25
Exempt Family Child Care Programs	2,175
Exempt School Age Programs	35
Total Known Exempt/Not Subject to Regulation Child Care and Early Learning Programs	**2,251**

ECCS STAKEHOLDER TEAM MEMBERS AND ORGANIZATIONS
Richard Patton, Chair, Vision for Children at Risk
Linda Armstrong, Youth in Need
Jan Ashbrook, St. Louis Mental Health Board
Steve Brawley, Area Resources for Community & Human Services
Susan Catapano, School of Education, University of Missouri – St. Louis
Kendra Copanas, Maternal, Child & Family Health Coalition
Al Eason, Department of Mental Health
Nahid Hashemi, Early Childhood Division, St. Louis Public Schools
Juli Hillyer, First Steps, Special School District of St. Louis County
Betty Marver, Grace Hill Settlement House
Riisa Rawlings, Vision for Children at Risk
Betty Robinson, YWCA Metro St. Louis
Andi Schleicher, Child Day Care Association
Robbyn Wahby, Office of the Mayor
Dahna Willis, Kids Hope United
Stephen Zwolak, University City Children's Center

SERVICE ORGANIZATIONS	
Higher Education Institutions with Early Childhood Programs	Harris-Stowe University Fontbonne University Lindenwood University Maryville University St. Louis University University of Missouri-St. Louis St. Charles Community College St. Louis Community College-Florissant Valley St. Louis Community College-Meramec
P-20 Council	St. Louis P-20 Regional Council (St. Louis Community College and the St. Louis Regional Education Roundtable) (STRER)
Community Action Agencies	Community Action Agency of St. Louis County (CAASTLC) Human Development Corporation of Metropolitan St. Louis (HDC)
Child Care Training Agencies	Child Care Aware® – Eastern Region Child Day Care Association
Family Support Organizations	Area Resources for Community & Human Services (ARCHS) Vision for Children at Risk
First Steps Interagency Coordinating Councils	Greater St. Louis St. Louis County St. Louis City
Department of Mental Health Systems of Care Teams	St. Louis City/County Youth in Transitions System of Care Team
Early Childhood Mental Health Providers	St. Louis Mental Health Board
Early Childhood Home Visitation Programs	St. Louis County Department of Health Parents as Teachers Nurses for Newborns
Head Start Grantees and Delegates	Grantees • Grace Hill Settlement House • CDI • Youth in Need, Inc.-St. Charles • YMCA of Metropolitan St. Louis Delegates • Urban League of Metropolitan St. Louis • Youth in Need, Inc.

Appendix H: Environmental Scan for the Family Leadership Network Conducted by UMKC Institute for Human Development (Archival Document December 2010, Updated December 2011)

This document provides a summary of an environmental scan conducted to identify the types of existing organizations that support parents and families in their role raising children across Missouri. The scan served two purposes: (1) begin mapping organizations that could serve as means for recruiting parent and family members that might be interested in participating in Early Childhood Leadership training and opportunities, and (2) to identify existing family leadership training opportunities. This scan will serve as the basis for the direction of the Family Leadership Network as it builds a cadre of family leaders across the state that serve in roles that build the capacity within the early childhood system to meet the needs of the children and the families they serve.

Process for Environmental Scan

During the months of November and December, 2010, an environmental scan was conducted to identify different types of organizations or groups that support parents and/or family members of young children. Groups and organizations were identified by searching websites, conducting key word searches, and consulting with key leaders in Early Childhood.

A total of 250 groups were identified and then categorized into different headings to better understand the different types of groups, target focus of the organization and the main type of service offered by the organization. The following table highlights the organizations that serve families in Missouri.

Category		Purpose	
Early Childhood	35	Service/Assistance	115
Justice	3	Education/Awareness	23
Mental Health	3	Family Support	112
Domestic Violence	8		
Education	5		
Health	129		
Disability	26		
Foster Care/Adoption	24		
Welfare	16		
Families	06		

The majority of the groups identified were sponsored by non-profit organizations or groups. Many times, the supporting organization was specific to a particular health issue or special interest. Some were hospital based, and a few were sponsored by government agencies. Decisions on which groups were a good fit for the database was based primarily on the description provided of the parent or family group, with the organization's mission statement also taken into consideration.

There were 65 cities or towns that had at least one parent/family group identified; 2 organizations that supported groups regionally; as well as 7 statewide organizations that had groups in more than one location. The following table highlights the cities or counties that had at least 3 groups identified.

Cities and Counties	Number
St. Louis	39
St. Louis County	8
Jefferson County	3
St. Charles County	4
Kansas City	43
Lee's Summit (Jackson County)	9
Blue Springs (Jackson County)	3
Independence (Jackson County)	6
Columbia	18
Jefferson City	12
Springfield	10
Joplin	4
Rolla	6
Kansas City area – in Kansas	12
Cape Girardeau	11
St. Joseph	6

Results

The environmental scan resulted in the development of a database housed in the Family Leadership Clearinghouse for organizations to search for leaders based on different fields, such as city, specific focus, and type of group – service/assistance; family support; or education/awareness. Information is available in a database and is searchable by organization based on name, location, address, website, phone numbers and email information. An information brief for each group was also added.

Training

In addition, research was conducted to identify the training opportunities for potential family leaders in the state. Results were obtained using the search terms "family leadership" and "parent training," as well as searching for general leadership training. Results were scrutinized by analyzing the description of the training, the goals or objectives if listed, and the organization providing the training.

Each training opportunity was categorized by the particular competency it covered – cultural proficiency/family dynamics; navigation; communication; decision making/problem solving; or partnerships/relationships. Information on the method of training (online, in person, webinar, etc.), location, and contact information was added to become the Training and Resource List for the Family Leadership Clearinghouse.

Of the 33 training opportunities identified, 18 were online or webinar based, and 15 were in-person, with ongoing opportunities that can be accessed by checking the schedules posted on the specific organization's website.

Types of Training	Number
Cultural Competency/Family Dynamics	3
Navigation	11
Communication	9
Decision Making/Problem Solving	5
Partnerships/Relationships	1
General	4

Conclusion

Missouri has a plethora of existing family organizations and training opportunities for families across the state however there is a not an organized infrastructure for families to access this information or become connected to different leadership opportunities. In addition, there is not currently a comprehensive system designed for accessing the different training materials that may exist. The training workshops that are available are scattered across different social service organizations and counties across Missouri. This environmental scan provides the foundation for understanding what is currently available and what is essential to support a statewide clearinghouse across different social service sectors and across the state building on the existing resources and organizations available.

Appendix I: Family Leadership within Local Stakeholder Teams

	Location	Convening Agency	Status of Family Leader Recruitment	Potential or Recruited Family Leaders	Recruited from Family Leadership Network	Family Leaders at 2011 Summit	Family Leaders at 2012 Summit
1	Boone County	Boone County Coordinating Board for Early Childhood Education		2	3	3	2
2	Bootheel Region	Bootheel Early Childhood Alliance (BECA)	Family leader on Pemiscot/Dunklin E.C. Alliance No family leader on BECA Regional Alliance	1			1
3	Cape Girardeau	United Way of Cape Girardeau Success by 6® Partnership	Partnership members in process of recruiting 2 family leaders				
4	Hannibal				1		1
5	Jefferson County (Barnhart)	Jefferson County Community Partnership	Family leader serving on Partnership	1	2	3	1
6	Joplin	Alliance of Southwest Missouri	Clients serving on Family Advisory Board of Team	4			4
7	Kansas City Metro Area	Greater Kansas City United Way	No family leader serving on team		2		2
8	Kirksville				1		1
9	Maryville	Community Services, Inc.	No family leader serving on team				
10	Poplar Bluff	Butler County Community Resource Council	Enlisted a teen mother to serve on Council to represent Teen Parent Mentoring	1			1
11	Sedalia	Pettis County Community Partnership – TEDDY-CARE Committee[1]	No family leader serving on team Team leader considering adding family leaders		2	1	2

[1] Targeting Early Development and Discovery Years – Creating Access to Resources and Education

	Location	Convening Agency	Status of Family Leader Recruitment	Potential or Recruited Family Leaders	Recruited from Family Leadership Network	Family Leaders at 2011 Summit	Family Leaders at 2012 Summit
12	Springfield Metro Area	Council of Churches and Community Partnership	Team currently attempting to recruit 2 family leaders		1	1	2
13	St. Joseph	United Way of St. Joseph Success by 6® Partnership	No family leader serving on team	2	2	1	2
14	St. Louis Metro Area	St. Louis Regional Early Childhood Council	No family leaders serving on Council, but some parents participating on some committees		4	2	2
15	Trenton	Northwest P-20 Council	No family leader on team Leaders to identify potential family leaders at team meeting, 1/30/12		2		1

Appendix J: Core Competencies for Family Leaders

Core Competencies of Family Leaders:

A Guide for Families and Organizations

UMKC
Institute for Human Development
A University Center for Excellence in Developmental Disabilities (UCEDD)

partnerships for effective social change

Core Competencies of Family Leaders:

A Guide for Families and Organizations

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The development of the core competencies and the guide required the contributions of many people. The Early Childhood Comprehensive Systems (ECCS) Steering Committee and the Missouri Family to Family (MoF2F) Stakeholders Group provided valuable input throughout the process. A special extension of gratitude is extended to the ECCS Family Leadership Subcommittee for their many contributions, including sharing their expertise and advice on the direction and content of the product, and their continuous feedback on the various drafts, specifically Lori Williams, Cindy Reese, Becky Hutchings, Luann Reese, Stacey Owsley, and Patsy Carter. Parents, family members, family organizations, service providers, and state agencies were represented in these groups of contributors.

Grantees undertaking projects under government sponsorship and their evaluators are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official positions of the Health Resources and Services Administration, the Missouri Department of Health and Senior Services, or the University of Missouri-Kansas City.

Core Competencies of Family Leaders: A Guide for Families and Organizations

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What are core competencies?

Core competencies are what you need to know to be successsful as a family leader partnering to make change.

A core competency is fundamental knowledge, ability or expertise in a specific subject area or skill set.

Introduction

The family unit is at the heart of raising healthy, happy, and successful children. The family is central to the child's social, emotional, cognitive, and psychological development. The family loves, guides, supports, and nurtures its members unconditionally. Families possess unique knowledge and understanding of the needs of its members and how these needs should be met. Families are resilient and resourceful– growing, changing, adapting, and evolving as circumstances and conditions change.

The acknowledgement of the importance of the family unit has led to supports and services for children that are family-centered and family-driven. Each family's strengths are valued and accepted. Families must be involved in the identification of supports and services that are important to them, and are centered around the family's everyday routines and activities. Priorities, concerns, and cultural diversity of the family must be acknowledged and respected, and supports should be responsive and help build the family's capacity to meet their needs. Organizations and service systems that are family-centered recognize the importance of strong family-professional partnerships as well as the value of the experiences and expertise of the family in the development and delivery of their own supports and those of other families.

The past decade has seen a growing recognition of the need to involve families as partners in policy development and in the planning and delivery of services for children and special populations by national, state, and local programs and organizations. Current policies in health and education promote, and at times mandate, collaboration and partnership between professionals and family members. Federal and state policy makers and systems recognize the critical role of parent and family leaders in transforming and sustaining services and supports that better serve everyone.

Families must be prepared to serve in these roles, as a voice for their own family, but also as a collective voice that advocates for organizational and policy changes that benefit all families. As we move into systems that are family-centered and family-driven, strong, well-prepared family leaders are key, both philosophically and in practice. Families are vital contributors at all levels of policy development. Families provide a perspective critical to the successful development of effective policies and practices. Families can identify gaps while suggesting possible solutions. Communities are strengthened when the voice of the family is heard and valued.

Even though each family's experience and perspective is unique, there are core skills or competencies that better enable the family member to be a strong leader and a collective voice for all families. Families serving in leadership roles are enhanced by the development of specific skill sets, knowledge, values, and personal qualities.

Family-centered care ensures the health and well-being of children and their families though a respectful family-professional partnership that includes shared decision making. It honors the strengths, cultures, traditions, and expertise that everyone brings to this relationship.

Maternal Child Health Bureau, 2011

What Can This Guide Do for You?

Core Competencies of Family Leaders: A Guide for Families and Organizations can help family leaders identify areas in which they would like to receive training or build new skills. Similarly, organizations and systems can explore different ways they might want to include a family leader and identify possible training and skill development needs. It is not designed to provide "all the right answers" about family leadership, but rather to begin conversations to address issues and identify promising approaches.

This guide:

- Defines family leadership
- Identifies core family leadership competencies across several levels
- Identifies specific desired skill sets within each competency and level
- Describes how family leadership competencies might be used by a variety of audiences

For Family Leaders

This framework will help parents explore different types of family leadership and identify where to pursue training or self-growth activities. It is not to be construed as a list of prerequisites that parents must accomplish before engaging in family leadership activities, but rather it provides general guidelines and identifies helpful skills in becoming an effective family leader in each of the identified areas.

Current family leaders can use the guide to identify areas in which they would like to receive continuing education or leadership development. They can think about skills they would like to develop or enhance, and strengths to build upon to make them more effective leaders. Potential and current family leaders can use the framework to explore all the different opportunities to volunteer and make a difference in the lives of families.

For Organizations

This guide provides a framework with basic competencies that can assist organizations and systems in identifying family leaders that will share their experiences and assist in improving services. As mentioned earlier, these competencies are not to be construed as a list of prerequisites that parents must accomplish before engaging in family leadership activities, but rather provides general guidelines and identifies helpful skills in becoming an effective family leader in each of the identified areas.

Organizations can use the family leadership competencies as a guide to orient new family leaders, or to identify ongoing training for existing family leaders. The guide can also serve as a framework to help organizations think about the types of activities or functions they want a family leader to participate in, that best utilize their particular skills and strengths.

A Family Leader
is someone who has personal experience in using resources/services to strengthen his or her family and speaks and acts from their perspective as a family member. This person might serve as a role model or advocate for other families, sit on an advisory board, belong to a peer review team, testify at public hearings, or lead in other ways.

Parents Anonymous Inc., 2003

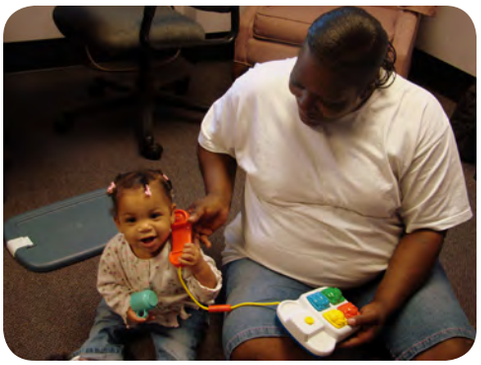
How it Started

The purpose of the Early Childhood Comprehensive Systems (ECCS) Project is to foster collaborative partnerships that support families and communities in developing children that are healthy and ready to enter school. State and local systems address this challenge through critical components of statewide systems that include access to health insurance and medical homes, mental health and social-emotional development, early care and education, parenting education, and family support. The ECCS Project includes an intentional focus to develop infrastructure for advancing parent leadership to support training, inform policy, advocate for children and families, and create mentoring opportunities.

ECCS recognizes the critical role of family engagement and leadership. To assist in ensuring that meaningful engagement both from the perspective of organizations/systems and the family leaders, it is important that family leaders understand the types of competencies that would assist them in different roles. It is also important that systems/organizations understand the types of skill sets that they are expecting from a family leader in order to fulfill the expectations of that role.

To develop this framework, ECCS partnered with the Missouri Family to Family Resource Center (MoF2F), housed within the UMKC-Institute for Human Development (UMKC-IHD), based on their extensive experience in supporting a cadre of family leaders in Missouri.

MoF2F serves as a statewide resource center that supports a statewide Family Volunteer and Leadership network, with over 500 family leaders across Missouri representing individuals with disabilities and family members. Family leaders are connected to such opportunities as serving on boards and committees, providing peer support to other family leaders, reviewing products and materials, or serving as trainers or presenters for such organizations as the Missouri Developmental Disabilities Council, Missouri Bureau of Special Health Care Needs, Missouri Community Service Commission, and the Department of Mental Health, Division of Developmental Disabilities.



What is ECCS?

The Missouri Early Childhood Comprehensive System (ECCS) Project seeks to improve early childhood outcomes throughout the state by promoting interagency collaboration and strengthening a sustainable statewide system infrastructure.

The Early Childhood Comprehensive System Project seeks to foster collaborative partnerships that support families and communities in developing children that are healthy and ready to enter school. Local stakeholder teams were identified or established in 12 communities to build capacity through increased community awareness and expanded and diversified funding. The ECCS Stakeholders team works closely with the Missouri Coordinating Board for Early Childhood to implement Missouri's Early Childhood State Plan.

For more information, visit health.mo.gov/atoz/eccs

How it All Came Together

The Family Leadership Framework (Guide) was developed through an inclusive process over a one year period, during which various constituency groups reviewed and provided input into the design and content. The intent was to provide a theoretical framework to guide organizations and policy makers as they search for family leaders. It is intended to support organizations in their efforts to become more "family driven" and improve how children and families are served. It is designed to assist parents as they explore what kind of family leadership roles they would like to pursue, and what kinds of skills and knowledge would be needed to fulfill them.

Literature Review

To facilitate the development of the framework, the next step was to create definitions of leadership roles and the domains in which those roles exist. A review of the literature was conducted to identify promising practices, research, and practical experiences in leadership.

The family leadership framework is based on models that existed for leadership in general and models specifically for family leadership across many disciplines and fields. Dividing the concept of leadership into levels is consistent with other organizations, such as the United States Coast Guard, San Diego City Schools Parent Involvement and Support Unity, and The Right Question Project (RQP). Each of these models identified leadership levels such as 1) leading self, 2) leading change at the organizational level, and 3) leading policy change.

A further review of the literature was conducted to identify the competencies and skills needed for each family leadership level. The Maternal and Child Health (MCH) Leadership Competencies and Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Family Discipline Competencies provided a comprehensive list of skill sets which were further broken down into different training objectives. A number of competencies were adopted from MCH, including cultural competency, communication, negotiation, and conflict resolution. The Indiana Sunny Start Family Leadership Initiative and The Missing Piece of the Proficiency Puzzle (Kentucky Dept. of Education June 2007) also identified specific competencies for family leaders. In addition, the competencies were based on practices identified and endorsed by the National Federation of Families for Children's Mental Health and the National Association of Peer Specialists.

For a complete list of sources, see page 15.

What is the Missouri Family Leadership Network?

The Family Leadership Network is an initiative of the Missouri Family to Family Resource Center at UMKC-IHD, that establishes a clearinghouse of parents and family members that want to make change at all levels by providing information and resources on leadership to families; linking family leaders to tools and training they need to develop and enhance their leadership skills; and connecting family leaders to opportunities to put their skills and experiences into action.

The Family Leadership network also provides resources and technical assistance for building the capacity of organizations and systems to include family leaders in all levels of programming.

For more information, contact 800-773-8652 or visit www.mofamilyleadership.org

Who Helped Create the Guide?

Stakeholders

After reviewing the literature, UMKC-IHD staff worked closely with the Early Childhood Comprehensive Systems Steering Committee and the MoF2F Stakeholders group. These two statewide groups represented many disciplines, as well as family leaders throughout every phase of development. The MoF2F Stakeholders group, with membership representing over 35 different organizations and with 75% of the members identifying as a family leader, was engaged at every stage of the process. Using the world café process in December 2010, input was gathered on the specific competencies essential for being successful as a family leader at the different levels. Based on this discussion, additional competencies and skills were developed and included. At a subsequent meeting in March, the group reviewed and provided feedback for further refinement of the framework. The stakeholders provided both verbal and written recommendations to facilitate the development of the Family Leadership Guide. In addition, the Family Leadership Sub-Committee of the ECCS Steering Committee reviewed and provided input into the development and refinement of the Guide.

The MoF2F Stakeholders group, pictured here, meets quarterly. The group is comprised of individuals with disabilities, their parents, and professionals who support their families in Missouri.

For a complete list of ECCS and MoF2F stakeholders, see page 14.

What is the Missouri Family to Family Resource Center?

For more than fifteen years, the Missouri Family to Family Resource Center (MOF2F), housed at UMKC-IHD, has been connecting individuals and families with developmental disabilities and special healthcare needs with family-friendly, evidence-based information that can assist them throughout their child's lifetime.

Today, MOF2F assists families, caregivers, and other supporters to become more informed and empowered by not only providing information but also peer support, and volunteer and leadership opportunities.

For more information, contact 800-444-0821 or visit www.mofamilytofamily.org

How the Guide is Organized

This guide is divided into three sections.

Fundamental Skills for All Leaders are the basic competencies, values, and skill sets that may be helpful to all family leaders in their efforts to make positive change for children and families. Families might use this section to engage in self-reflection and decide if they are ready and willing to move beyond leadership within their own family unit, and to think about what kind of training or skill building they might want to pursue to strengthen their leadership abilities.

Partnering to Support Others discusses skills for family leaders who want to support other families who might be experiencing circumstances or events that are similar to what they have experienced in the past. This might include activities such as one-on-one mentoring to another parent or family or starting or facilitating a support group. Current or potential family leaders will find this section useful to decide if they are interested in activities that support other families or parents.

Partnering for Quality Improvement includes skills and knowledge for family leaders who want to help organizations, service systems, or policy makers improve services to better meet the needs of families. This might include activities such as serving on a board or council, focus group, or sharing their family story with legislators or other decision makers. By reviewing the competencies and skill sets in this section, existing and potential family leaders can identify leadership activities in the wider community that build upon their current strengths, and discover new ways in which they can use their skills to help make organizations, service systems and policy makers better able to serve and strengthen families.

There are five competency areas with specific desired skill sets identified in each.

CULTURAL PROFICIENCY AND FAMILY DYNAMICS
recognizing and respecting diversity

NAVIGATION
knowing programs and organizations and how to access them

COMMUNICATION
expressing oneself and listening/responding to others

DECISION MAKING & PROBLEM SOLVING
recognizing and working through a problem

PARTNERSHIPS & RELATIONSHIPS
collaborating for change

FUNDAMENTAL SKILLS FOR ALL LEADERS

Parents and family members become natural leaders within their own families. They advocate for their own child in many different aspects of life – medical care, education, childcare, and much more. Eventually, many parents feel the desire to "reach back" and help other families and try to change services and systems to better serve all children.

The list below highlights some of the key competencies, values and skill sets that provide a foundation for all family leaders, whether they are advocating for their own family's needs, supporting other families, or trying to change policies and systems, to make positive change for children and families.

- Views all people as valuable regardless of their abilities
- Accepts that each person has strengths and weaknesses
- Believes anyone can learn and improve
- Shows concern for others
- Identifies the needs and feelings of others
- Listens to others and asks for their perspective
- Respects others and doesn't judge
- Expresses self clearly to others
- Shares personal experiences openly
- Embraces own strengths and weaknesses
- Makes decisions and solves problems for family unit
- Accepts risks and outcomes of decisions made
- Works with minimal praise or recognition
- Advocates for what the family needs
- Participates in and monitors the services provided for own family
- Maintains a positive attitude about professionals encountered while accessing services

The list of values and skills above and on the following pages of competencies and skill sets should not be considered "prerequisites" but rather a guide for family leaders, organizations, and policymakers as they strive to become more family driven. This is to say that family leaders develop and enhance skills as they participate in opportunities at all levels. Organizations and systems should not hesitate to recruit and utilize family leaders who may not have all the competencies and characteristics reflected in this guide but recognize that they must provide opportunities for family leaders to continue to develop new skills.

PARTNERING TO SUPPORT OTHER FAMILIES

Families want to help others in similar circumstances.

CULTURAL PROFICIENCY AND FAMILY DYNAMICS

- Remains mindful of the needs of others
- Respects the attitudes, choices, practices, and beliefs of others
- Responds appropriately to the needs, feelings, and capabilities of people with sensitivity to their cultural, ethnic, and socioeconomic backgrounds

NAVIGATION

- Helps others find and use resources and navigate systems of support
- Assists families and community members in identifying formal and informal supports, resources, and systems available to them
- Engages in grassroots level organizing

COMMUNICATION

- Uses own experiences as a guide to help families in similar situations
- Tells personal story effectively
- Uses active listening techniques
- Describes barriers/roadblocks to supportive communication
- Identifies and supports advocacy skills in other families

DECISION-MAKING & PROBLEM SOLVING

- Uses problem solving and decision-making processes to help others work through issues
- Utilizes personal experience to help other families learn to solve problems and make decisions

PARTNERSHIPS & RELATIONSHIPS

- Develops and maintains relationships beyond the family unit
- Networks with peers and associates to build constructive and supportive relationships
- Distinguishes internal values from collective values and sees the big picture

PARTNERING TO SUPPORT OTHERS is providing one-on-one peer mentoring to another parent or family member with a similar life situation, exchanging information with other parents in person, hosting an online group or chat room, or facilitating a support group meeting.

PARTNERING FOR QUAL

Partnering within Organizations

Families want to improve how direct services are provided

CULTURAL PROFICIENCY & FAMILY DYNAMICS

- Recognizes how attitudes and values related to culture, ethnicity, and family affect partnerships and provision of services
- Promotes the use of resources that meet families' cultural needs

NAVIGATION

- Demonstrates knowledge of resources (formal and informal supports, resources, and systems available to families)
- Is able to describe how to run meetings, including Roberts' Rules of Order and parliamentary procedure
- Reads and interprets financial reports and the budgetary process of an organization

COMMUNICATION

- Shares expertise and specialized knowledge in a way that helps others
- Effective storytelling (able to shape/frame/tell family story in a way that is relevant to the needs of the organization)
- Recognizes the communication styles of others and how that interacts with their own style
- Uses information and documentation to provide information to help organizations understand the needs of families
- Advocates for evidence based practices within an organization

DECISION-MAKING & PROBLEM SOLVING

- Participates in making decisions when serving on boards, councils, etc.
- Demonstrates basic knowledge of decision-making process and techniques
- Balances the interests of the organization with those that they serve

PARTNERSHIPS & RELATIONSHIPS

- Develops and maintains positive relationships with stakeholders
- Distinguishes between effective and ineffective partnerships
- Supports organizations in their understanding of the family perspective and its importance to effectively serving families
- Distinguishes internal values from external values and sees the big picture
- Cultivates an environment where advocacy is accepted and embraced

PARTNERING WITHIN ORGANIZATIONS is participating in focus groups, completing satisfaction surveys, reviewing products for an organization, serving on advisory boards or councils, providing professional development on issues from the family perspective, or serving in a staff role in an organization.

UALITY IMPROVEMENT

Partnering for Systems Change

Families want to improve the policies and systems that provide services

CULTURAL PROFICIENCY & FAMILY DYNAMICS

- Considers cultural preferences as they relate to the development of policies, procedures, and services
- Supports the development of services and delivery systems that meet the needs of varying family dynamics

NAVIGATION

- Identifies entities that serve families at the local, state, and national level
- Demonstrates understanding of the public policy process at the local, state, and national level
- Identifies legislation, programs, agencies, and initiatives that influence current systems and services
- Distinguishes between relevant and irrelevant information

COMMUNICATION

- Shares experiences, provides testimony to influence/shape the way systems serve families
- Able to meet a public official and discuss issues/concerns
- Drafts and delivers testimony at legislative hearings
- Confronts others skillfully and works towards win-win situations
- Uses advocacy skills to influence systems change
- Demonstrates knowledge of and applies Adult Learning Styles

DECISION-MAKING & PROBLEM SOLVING

- Manages conflic using conflict management/mediation techniques
- Frames problems and proposes policy change based on data, trends, and other evaluative criteria
- Formulates strategies to balance the interests of stakeholders

PARTNERSHIPS & RELATIONSHIPS

- Works together with multiple entities to influence policies that benefit families
- Engages in positive family-provider relationships
- Demonstrates understanding of the roles and relationships of groups involved in public policy process

PARTNERING FOR SYSTEMS CHANGE means sharing personal experiences with decision makers by providing testimony at hearings, meeting in person with legislators, or writing newspaper editorials or letters to the editor on systems or policy issues. A family leader might also run for public office, participate in a public awareness campaign, serve in advisory roles on statewide systems, or serve in professional leadership or management roles for systems.

Contributors

The Early Childhood Comprehensive Systems Steering Committee and the Missouri Family to Family Stakeholders group were instrumental in providing guidance and feedback throughout the development and refinement process. The following is a list of organizations that are represented on these advisory boards.

ECCS Steering Committee

- Child Care Aware of Missouri
- The Children's Trust Fund
- Missouri's Coordinating Board for Early Childhood
- Missouri Department of Elementary & Secondary Education
  - School Improvement Division
  - First Steps
- Missouri Department of Mental Health
- Missouri Department of Social Services – Children's Division
- Missouri Department of Health & Senior Services
  - Division of Community & Public Health
  - MoHealthNet
  - Section for Child Care Regulation
- Missouri Head Start – State Collaboration Office
- United Way Success by 6 State Association
- University of Missouri Extension – Parent Link

MoF2F Stakeholders Group

- Brain Injury Association of Missouri
- Cardinal Glennon Children's Medical Center
- Children's Mercy Hospital and Clinics
- Children's Therapeutic Learning Center (TLC)
- Down Syndrome Guild of Kansas City
- EITAS Developmental Disabilities Services of Jackson County
- Epilepsy Foundation
- Family Bridges
- Head Start
- Mattie Rhodes Center
- Miller County Health Department
- Missouri Autism Report
- Missouri Department of Elementary and Secondary Education
- Missouri Department of Health and Senior Services
- Missouri Department of Health and Senior Services Partnership for Children and Youth with Special Healthcare Needs
- Missouri Department of Health and Senior Services: Bureau of Emergency Medical Services
- Missouri Department of Health and Senior Services: Bureau of Special Healthcare Needs
- Missouri Department of Mental Health
- Missouri Families for Effective Autism Treatment (MOFEAT)
- Missouri Family Voices
- Missouri Governor's Council on Disability
- Missouri LEND
- Missouri Parents Act (MPACT)
- Missouri Planning Council for Developmental Disabilities
- Missouri Protection and Advocacy
- Neonatal Intensive Care Unit Family Network
- Parenting with Special Needs
- People First of Missouri
- Priority Care Pediatrics, LLC
- Services for Independent Living
- Sickle Cell Anemia Association
- Spectrum Magazine
- The Arc of the United States-Missouri Chapter
- The Rehabilitation Institute
- United Way 211
- UMKC School of Nursing

Sources

We relied on many valuable resource documents, and reviewed a number of very useful leadership handbooks, training materials, and other documents in an effort to identify promising practices, research, and practical experiences in family and general leadership.

The following documents or sources were reviewed or used in the creation of this guide:

National:

- *Coast Guard Leadership Competencies.* United States Coast Guard. http://uscg.mil/leadership/resources/competencies.asp
- *Epstein's six types of parent involvement* by Joyce Epstein, PhD. http://isd742.org/pbis/Epstein6.pdf
- *Family Discipline Competencies*. LEND: Leadership Education in Neurodevelopmental and Related Disabilities. http://aucd.org
- *Family-Driven Care: Are we there yet?* The Louis de la Parte Florida Mental Health Institute, Department of Child & Family Studies, University of South Florida. http://cfs.cbcs.usf.edu/publications/
- *Family leadership initiative: Leadership competency model*. LEND. Riley Child Development Center. http://child-dev.com
- *Foundation in research*. Parent Net. http://parentinvolvementmatters.org
- *Leadership Competency Model*. Early Childhood Learning & Knowledge Center, Office of Head Start. http://eclkc.ohs.acf.hhs.gov
- *MCH Leadership Competencies*. Department of Health & Human Services, Health Resources and Service Administration, Maternal and Child Health. http://leadership.mchtraining.net
- Michigan Parent Leadership Training Programs. Bridges 4 Kids. http://bridges4kids.org/
- *Parent Involvement and Student Achievement*. San Diego City Schools. http://sdcoe.net/lret2/family/
- *Recovery to Practice Curriculum Outline*. National Association of Peer Specialists. http://naops.org
- *Starting Strong Institute.* Commonwealth Institute for Parent Leadership. http://cipl.org.
- *The competencies for civic leadership: An introduction to the core curricular underpinning of the KLC* by Ed O'Malley. The Kansas Leadership Center Journal. http://kansasleadershipcenter.org
- *The Core Competencies of Parent Support Providers.* National Federation of Families for Children's Mental Health. http://ffcmh.org
- *The missing piece of the proficiency puzzle: Recommendations for involving families and community in improving student achievement.* Commissioner's Parents Advisory Council, Kentucky Department of Education. http://www.education.ky.gov
- The Right Question Institute, Inc. http://rightquestion.org

State:

- *Missouri Parental Involvement Laws*. Missouri PIRC http://missouri-pirc.org
- *Peer specialist certification basic training core competencies*. Missouri Department of Mental Health. http://www.peerspecialist.org/
- *Step up to leadership: A Curriculum for Developing Community Leaders (Participants' Manual).* University of Missouri Extension. http://extension.missouri.edu/p/M172

For more information

University of Missouri-Kansas City
Institute for Human Development, UCEDD
www.ihd.umkc.edu

Missouri Family to Family Resource Center
www.mofamilytofamily.org

Missouri Family Leadership Network
www.mofamilyleadership.org

Missouri Early Childhood Comprehensive Systems (MO ECCS)
health.mo.gov/atoz/eccs

Missouri Family Leadership Network
UMKC-Institute for Human Development, UCEDD
215 W Pershing, 6th Floor
Kansas City, Missouri 64108
800-773-8652
www.mofamilyleadership.org

Appendix K: Missouri Family to Family Resource Center Volunteer Recruitment Form and Volunteer Intake Form

Missouri Family to Family Resource Center
UMKC Institute for Human Development | UCEDD

Sign up to be a
Missouri Family to Family Volunteer!

Fill out the form below to indicate your interest in becoming a volunteer with the Missouri Family to Family Resource Center.

Name _____ **Date** _____

Address _____ **Home Phone** _____

_____ **Work Phone** _____

City _____ **Cell phone** _____

State _____ **Zip Code** _____ **County** _____

Email _____

How do you prefer to be contacted about potential opportunities?

☐ **Phone (Circle one: Home Work Cell)**

☐ **Email**

☐ **Other** _____

Preferred time(s) to be contacted: _____

Can you accept calls at work?

☐ **Yes** ☐ **No**

Scan and email this form to
Mofamilytofamily@gmail.com

Fax this form to
888-503-3107

Mail this form to
Missouri Family to Family, UMKC-IHD
215 W. Pershing, 6th Floor
Kansas City, MO 64108

Volunteer Intake Form

We are glad you are interested in becoming a volunteer with the Missouri Family to Family Resource Center. In order to match you with the most meaningful volunteer opportunity, we need to collect some information. If there are any questions you feel uncomfortable answering or do not wish to answer, you are not required to do so. If you would like assistance providing this information, please contact us at 800-444-0821.

Demographics

Relationship Status

- ☐ Single
- ☐ Married
- ☐ Divorced
- ☐ Widowed
- ☐ Domestic Partner
- ☐ Prefer Not to Say

Ethnicity (Select ONE answer)

- ☐ Hispanic/Latino
- ☐ Not Hispanic/Latino
- ☐ Unknown
- ☐ Prefer not to say

Race (Select ALL that apply)

- ☐ White/Caucasian
- ☐ Black/African American
- ☐ Am. Indian/Alaska Native
- ☐ Asian
- ☐ Native Hawaiian/Other Pacific Islander
- ☐ Other: _____
- ☐ Unknown
- ☐ Prefer not to say

Preferred Language: _____

Other language(s) spoken: _____

Please continue to the next page to tell us about your family!

About your family

What is your family relationship?

- ☐ Mother
- ☐ Father
- ☐ Grandmother
- ☐ Grandfather
- ☐ Self (person with disability or special healthcare need)
- ☐ Sibling
- ☐ Other Family Member
- ☐ Friend

Children

If you have children, please tell us about them to help us understand your family's background.

Birth Year_____ Gender_____
Comments: _____
_____

Birth Year_____ Gender_____
Comments: _____
_____

Birth Year_____ Gender_____
Comments: _____
_____

Birth Year_____ Gender_____
Comments: _____
_____

Birth Year_____ Gender_____
Comments: _____
_____

Birth Year_____ Gender_____
Comments: _____
_____

Do you or anyone in your family have experience with using any of the following services?

Please select all that apply.

- ☐ Missouri Department of Health & Senior Services
  - ☐ Bureau of Special Healthcare Needs
  - ☐ WIC (Women, Infants, & Children)
- ☐ Missouri Head Start
- ☐ Social Security (SSI, SSDI)
- ☐ Missouri Department of Mental Health
  - ☐ Division of Developmental Disabilities
  - ☐ Division of Comprehensive Psychiatric Services (CPS)
  - ☐ Division of Alcohol & Drug Abuse
- ☐ Missouri Department of Social Services
  - ☐ Food Stamps
  - ☐ MO HealthNet (Medicaid/Medicare)
  - ☐ TANF (Temporary Assistance for Needy Families)
- ☐ Missouri Department of Elementary & Secondary Education
  - ☐ First Steps
  - ☐ Early Childhood Special Education
  - ☐ Special Education Services
  - ☐ Parents as Teachers

Do you, your child or an immediate family member have a disability or special healthcare need?

- ☐ Yes
- ☐ No

Do you, your child or an immediate family member have a diagnosis on the Autism spectrum?

- ☐ Yes
- ☐ No

If you answered YES to disability/SHCN/Autism, would you like to learn more about becoming an SOS peer mentor or other volunteer activities specific to disability or special healthcare needs?

- ☐ Yes (If yes, please fill out the sections on page 4 and 5)
- ☐ No

Volunteer Experience

What kind of volunteer experiences or activities have you participated in?

Please select all that apply.

- ☐ Served on a board/council
- ☐ Testified at a legislative/policy hearing
- ☐ Head Start Policy Council
- ☐ Led a support group
- ☐ Mentored another parent/family
- ☐ Other:_____

_____

Special Skills Training

Please provide information about any training or certification you have received.

Leadership

Head Start

_____

Other

_____

Advocacy

Partners in Policymaking

_____

Other

_____

Peer Support

Sharing Our Strengths

_____

MPACT Mentor Training

_____

Other

_____

Becoming a MOF2F Volunteer

How would you like to be involved?

Please select all that apply.

Helping other parents or families

- ☐ Peer Mentoring
- ☐ Starting or facilitating a support group
- ☐ Advocating for others

Helping to improve policies and systems

- ☐ Serving on an advisory council or board
- ☐ Participating on a local or statewide team
- ☐ Contacting legislators/decision makers
- ☐ Providing testimony

Helping to improve how services are provided

- ☐ Needs assessments/Satisfaction activities/Focus groups
- ☐ Talking about your family experiences
- ☐ Becoming a trainer or training assistant
- ☐ Reviewing products or information
- ☐ Presentations at conferences or other events
- ☐ Helping with displays at events

Becoming an SOS Peer Mentor

Please help us understand the experience you've had with disability and/or special healthcare needs so we can match you to the person who needs your support!

Name: _____ **Birth Year** _____ **Gender** _____

Primary Diagnosis: _____

Secondary Diagnosis: _____

Other disabilities, special healthcare needs, or concerns: _____

School District/Homeschool: _____

Lives at home: ☐ Yes ☐ No

Name: _____ **Birth Year** _____ **Gender** _____

Primary Diagnosis: _____

Secondary Diagnosis: _____

Other disabilities, special healthcare needs, or concerns: _____

School District/Homeschool: _____

Lives at home: ☐ Yes ☐ No

Name: _____ **Birth Year** _____ **Gender** _____

Primary Diagnosis: _____

Secondary Diagnosis: _____

Other disabilities, special healthcare needs, or concerns: _____

School District/Homeschool: _____

Lives at home: ☐ Yes ☐ No

Please check all of the following that you or your family member has had experience with and you feel comfortable discussing with another person:

Medical
- ☐ Botox injections
- ☐ Dorsal rhizotomy
- ☐ Gavage feeding
- ☐ G-tube feeding
- ☐ Home nursing care
- ☐ NICU/PICU
- ☐ Premature birth
- ☐ Pre-natal diagnosis
- ☐ Seizures
- ☐ Shunting
- ☐ Sleep issues
- ☐ Tracheostomy
- ☐ Surgeries/Procedures _____

_____

_____

- ☐ Special Diets _____

_____

Therapy
- ☐ Applied Behavior Analysis (ABA)
- ☐ Behavior therapy
- ☐ HBO therapy
- ☐ Hippotherapy (horseback riding)
- ☐ Manual therapy
- ☐ Music therapy
- ☐ Occupational therapy
- ☐ Orientation and Mobility
- ☐ Physical therapy
- ☐ Sensory Integration therapy
- ☐ Speech & language therapy

Mobility
- ☐ Ambulatory
- ☐ Non Ambulatory
- ☐ Uses wheelchair
- ☐ Uses walker, cane, assistive device
- ☐ Other _____

Communication
- ☐ Typical language development
- ☐ Speaks, but difficult to understand
- ☐ Does not use spoken language
- ☐ Uses sign language
- ☐ Uses facilitated communication
- ☐ Uses assistive technology
- ☐ No formal communication
- ☐ Uses communication device _____

_____

_____

School
- ☐ Accommodations/adaptations
- ☐ Classroom inclusion
- ☐ Daycare
- ☐ Early childhood special education
- ☐ Home-schooling
- ☐ IEP issues
- ☐ Self-contained education setting
- ☐ Transition to school age services
- ☐ Transition from school to adult life

Living Arrangements
- ☐ Family home
- ☐ Foster home
- ☐ Own home or apartment
- ☐ ISL
- ☐ Group home
- ☐ ICF DD
- ☐ Habilitation Center
- ☐ Nursing home

How long_____

Behavior
- ☐ Challenging behaviors
- ☐ Positive behavior support
- ☐ Self-injurious behavior

Legal
- ☐ Legal rights
- ☐ Guardianship, options and alternatives
- ☐ Conservatorship
- ☐ Living will
- ☐ Special needs trust
- ☐ Estate planning

Sensory
- ☐ Wears glasses
- ☐ Moderate visual impairment
- ☐ Severe visual impairment
- ☐ Functionally blind

Other
- ☐ Adaptive equipment/assistive technology
- ☐ Advocacy
- ☐ Community Inclusion
- ☐ Grandparent relations
- ☐ Medicaid waiver (Lopez, home/community, etc.)
- ☐ Recreation
- ☐ Relationships
- ☐ Respite care
- ☐ Sibling relationships
- ☐ Transition to Community Living

Appendix L: Missouri Family Leadership Network Flyer

MISSOURI FAMILY LEADERSHIP NETWORK

UMKC INSTITUTE FOR HUMAN DEVELOPMENT | UCEDD

Why is Family Leadership Necessary?

- *Family Leaders bring needed perspectives*
- *Families can identify gaps while suggesting possible solutions*
- *Families are vital contributors at all levels of policy development*
- *Communities are strengthened when the voice of the family is valued*

What is the Family Leadership Network?

For Families

The Family Leadership Network is a clearinghouse of parents/families that want to make change at all levels by:

- Providing information and resources on leadership to families
- Linking parents/families to tools and training they need to develop and enhance their leadership skills
- Connecting family leaders to opportunities to put their skills/experiences into action

For Organizations and Systems:

The Family Leadership Network provides resources for building the capacity of organizations/systems to include family leaders in all levels of programming by:

- Providing information, tools and best practices for organizations on inclusion of family leaders.
- Assisting organizations/systems to recruit and sustain family leaders.
- Providing technical assistance that enhances the capacity of organization/system to include family leaders in meaningful ways.

How to get involved:

1. Give us feedback as we develop the Network by serving on the Family Leadership Advisory Committee and/or reviewing products that are developed.
2. If you are a parent, sign-up to be a Family Leader member in the Network.
3. If you are an organization, contact us for information or technical assistance.

Contact:

Missouri Family to Family at 800-444-0821 or Mofamilytofamily@gmail.com

The Family Leadership Network is a collaboration between the UMKC Institute for Human Development and the Missouri Department of Health and Senior Services, with funding support from the HRSA Maternal and Child Health Bureau Early Childhood Comprehensive Systems Grant Program (#H25MC01327).

Appendix M: Early Childhood Comprehensive System Interview Protocol

Leaders in Missouri have worked toward this vision: *"All young children in Missouri are safe, healthy and capable of reaching their full potential." Missouri's Early Childhood State Plan* promotes this mission: *"To ensure that Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded and of the highest quality to meet the needs and to promote the well-being of all young children and their families. This can be accomplished by (a) developing key partnerships, (b) building collaborative strategies and (c) ensuring equal access to necessary resources, resulting in the implementation of an effective and sustainable early childhood system."*

You have been invited to participate in this interview because of your leadership and your interest in young children in Missouri. We would like to learn from your insights about three primary objectives of Missouri's approach to implementing an Early Childhood Comprehensive System: [1]

- **Objective #1** – "Oversee and coordinate Missouri's statewide Early Childhood System through the Coordinating Board for Early Childhood and its operational arm, the Early Childhood Comprehensive System Steering Committee."
- **Objective #2 –** Establish a local infrastructure to inform and support Missouri's Early Childhood Comprehensive System and to assist with the implementation of the State Early Childhood Plan.
- **Objective #3 –** Develop a Parent Leadership Resource and Referral Clearinghouse as an infrastructure for advancing parent leadership to support training, inform policy, advocate for children and families, and create mentoring opportunities.

[1] NOTE TO INTERVIEWER: Determine beforehand which of the three objectives will be discussed with the given interviewee. **Edit the sections in blue to omit the topics that will not be discussed:**

- If Objective 1 is not a content area to be discussed, omit p. 3 and p. 7 regarding work at the State level.
- If Objective 2 is not a content area to be discussed, omit p. 4 and p. 8 regarding work at the local or regional level.
- If Objective 3 is not a content area to be discussed, omit p. 5 and p. 9 regarding work in family leadership development.

Before we begin the interview, we would like to note some information about how you are involved in the lives of young children *(check all that apply)*:

- ☐ I am the parent of a child from birth through 5 years of age.
- ☐ I have a young child in my family.
- ☐ My employment is related to young children and their families.
  If *checked,* please check all that apply to your work:
  - ☐ I interact directly with young children in my work.
  - ☐ I work directly with families of young children.
  - ☐ My work involves developing programs and services for young children and their families.
  - ☐ My work involves developing policies that affect young children and families.
  - ☐ I teach, train, or develop curriculum for people who work with young children and families.
  - ☐ I have another role in my work that affects young children and families.
    Please describe: _____
- ☐ My volunteer work is related to young children and their families.
  If *checked,* please check all that apply to your volunteerism:
  - ☐ I volunteer directly with young children.
  - ☐ I volunteer directly with families of young children.
  - ☐ I volunteer in other ways that benefit young children and families.
    Please describe: _____

Please describe the levels and components of the early childhood system in which you are involved *(check all that apply for each question)*:

My early childhood involvement is…

- ☐ …primarily at the family level.
- ☐ …primarily at the local community level.
- ☐ …primarily at the regional level within Missouri.
- ☐ …primarily at the state level within Missouri.
- ☐ …primarily at the regional level beyond Missouri.
- ☐ …primarily at the national level.

The component(s) of the early childhood system that I know the best are…

- ☐ …family support.
- ☐ …parent education.
- ☐ …early childhood programs.
- ☐ …health.
- ☐ …mental health and well-being.

What is your ZIP code? _____ ☐ This is my home ZIP code. ☐ This is my work ZIP code.

State Early Childhood Comprehensive System Development

The Governor-appointed Coordinating Board for Early Childhood (CBEC) oversees and coordinates Missouri's statewide Early Childhood System the work. The Early Childhood Comprehensive System (ECCS) Steering Committee under the leadership of the Missouri Department of Health and Senior Services has assisted the Coordinating Board with achieving the objectives of *Missouri's Early Childhood State Plan*. The University of Missouri-Kansas City (UMKC) Institute for Human Development has provided technical support in developing the Early Childhood State Plan and indicators, social networking communication, hosting Summits, meeting facilitation, and process evaluation.

Objective #1 – "Oversee and coordinate Missouri's statewide Early Childhood System through the Coordinating Board for Early Childhood and its operational arm, the Early Childhood Comprehensive System Steering Committee."

- What strategies have worked best to oversee and coordinate the early childhood system?

- What do you see as the main accomplishments in building an early childhood comprehensive system over the past 3 years?

- What changes have occurred in state activities related to the early childhood system, and why?

- What lessons have been learned while implementing an early childhood comprehensive system?

- What comments or recommendations do you have regarding future work at the state level?

Local and Regional Early Childhood Comprehensive System (ECCS) Development

One focus of the ECCS Initiative was the development of early childhood infrastructure in local communities and regions across Missouri. The University of Missouri-Kansas City (UMKC) Institute for Human Development has provided technical support to assist in building the capacity of local or regional early childhood stakeholder teams, which included on-site visits, distance communication, hosting Summits, and publication of *Team Profiles* and a *Stakeholder Team Manual and Toolkit*.

Objective #2 – Establish a local infrastructure to inform and support Missouri's Early Childhood Comprehensive System and to assist with the implementation of the State Early Childhood Plan.

1. What strategies have worked best to coordinate local and/or regional work of the early childhood comprehensive system?

2. What do you see as the main accomplishments in early childhood in your local community or region over the past 3 years?

3. What changes have occurred in the local or regional infrastructure for early childhood, and why?

4. What lessons have been learned during the local or regional activities associated with building an early childhood comprehensive system?

5. What comments or recommendations do you have regarding future local and regional work?

Family Leadership within the Early Childhood Comprehensive System (ECCS)

One priority of the ECCS Initiative was to develop a Parent Leadership Resource and Referral Clearinghouse (now referred to as the Family Leadership Network). The Family Leadership Network is to serve as a foundation for advancing family leadership to support training, inform policy, advocate for children and families, and create mentoring opportunities. The University of Missouri-Kansas City (UMKC) Institute for Human Development has provided support to develop and host the Family Leadership Network, which included website development, publication of *Core Competencies of Family Leaders*, and recruitment of family members to local teams, the Summits, and the Family Leadership Network.

Objective #3 – Develop a Family Leadership Network as a foundation for advancing family leadership to support training, inform policy, advocate for children and families, and create mentoring opportunities.

1. What changes occurred during the design and development of the Family Leadership Network, and why?

2. What lessons were learned as it was being developed?

3. After forming the Family Leadership Network, what strategies will work best to continue these efforts?

4. How are family leaders being integrated into local teams and other early childhood initiatives?

5. How are family leaders being integrated into state advisory groups and early childhood initiatives?

6. What comments or recommendations do you have regarding future work in engaging family leaders?

May we contact you for additional information?

☐ Yes ☐ No

If *yes,* please provide your name and contact information:

_____

_____

_____

Thank you for your ideas and the time you spent completing this interview. We would appreciate your completion of the attached survey, as well. This will enhance the numerical data we can report from our most informed participants.

We hope to use this information to strengthen the early childhood comprehensive system and achieve the vision that *"all young children in Missouri are safe, healthy and capable of reaching their full potential."*

Objective #1: The next questions address the state level of leadership in Missouri's early childhood comprehensive system. Please select one best response for each question. If you do not know or do not have an opinion about the item, please select *"No Comment."*

To what degree are coordination and partnership occurring among early childhood organizations at the state level?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree is Missouri's Early Childhood State Plan being implemented?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has coordinated oversight contributed to implementing the State Plan?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree do you believe that state level early childhood activities are achieving the desired results?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has reciprocal communication been established between early childhood leaders at state and local levels?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the early childhood decision-makers represent all sectors of the comprehensive early childhood system (family support, parent education, early childhood programs, health, and mental health and well-being)?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the early childhood decision-makers represent the diversity of Missouri?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful has technical support from UMKC Institute for Human Development been to the ECCS Steering Committee?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful have evaluation findings been to the ECCS Steering Committee?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How much progress has been made in statewide early childhood systems development over the past 3 years?					
☐ *None at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How sustainable is any progress that has been made in statewide systems development?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*

Objective #2: The next questions address the local and regional level of leadership in Missouri's early childhood comprehensive system. Please select one best response for each question. If you do not know or do not have an opinion about the item, please select *"No Comment."*

To what degree are coordination and partnership occurring among early childhood organizations at the state level?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree is Missouri's Early Childhood State Plan being implemented?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has coordinated oversight contributed to implementing the State Plan?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree do you believe that state level early childhood activities are achieving the desired results?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has reciprocal communication been established between early childhood leaders at state and local levels?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the early childhood decision-makers represent all sectors of the comprehensive early childhood system (family support, parent education, early childhood programs, health, and mental health and well-being)?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the early childhood decision-makers represent the diversity of Missouri?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful has technical support from UMKC Institute for Human Development been to the ECCS Steering Committee?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful have evaluation findings been to the ECCS Steering Committee?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How much progress has been made in statewide early childhood systems development over the past 3 years?					
☐ *None at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How sustainable is any progress that has been made in statewide systems development?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*

Objective #3: The next questions address the development of family leadership in Missouri's early childhood comprehensive system. Please select one best response for each question. If you do not know or do not have an opinion about the item, please select *"No Comment."*

To what degree has partnership among family leaders, parent organizations, and the Family to Family Resource Center at UMKC Institute for Human Development occurred in the design and development of the Family Leadership Network?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well have the perspectives of diverse parent groups and families been represented in the design and development of the Family Leadership Network?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How successful is the Family Leadership Network in matching parent leaders and entities needing their leadership?					
☐ *Not at All Successful*	☐ *Not Very Successful*	☐ *Somewhat Successful*	☐ *Quite Successful*	☐ *Very Successful*	☐ *No Comment*
How well is the Family Leadership Network marketed and managed?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree are family leaders actively informing local early childhood work (e.g., serving on local stakeholder teams or agency councils, informing local decisions for early childhood programming, serving as trainers, advocating for young children and families)?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree are family leaders actively informing State early childhood work (e.g., serving on the Coordinating Board for Early Childhood, the ECCS Steering Committee or other state advisory groups; providing consultation to inform state policies and programs; advocating for young children and families)?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful has technical support from UMKC Institute for Human Development been for building family leadership?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How much progress has been made in building family leadership in early childhood over the past 3 years?					
☐ *None at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How sustainable is the Family Leadership Network?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
Are family leaders actively serving on your local stakeholder team?					
☐ *Yes*	☐ *No*	☐ *No Comment*	If *yes,* how many? ____		

Citation for interview protocol:

Fuger, K. L., Abel, M. A., Reynolds, M. C., & St John, J. (2012). *Early childhood comprehensive system interview.* Kansas City, MO: University of Missouri-Kansas City Institute for Human Development.

Appendix N: Early Childhood Comprehensive System Survey

Leaders in Missouri have worked toward this vision: *"All young children in Missouri are safe, healthy and capable of reaching their full potential." Missouri's Early Childhood State Plan* promotes this mission: *"To ensure that Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded and of the highest quality to meet the needs and to promote the well-being of all young children and their families. This can be accomplished by (a) developing key partnerships, (b) building collaborative strategies and (c) ensuring equal access to necessary resources, resulting in the implementation of an effective and sustainable early childhood system."*

You have been invited to complete this survey because of your interest in young children in Missouri. Please provide some information about how you are involved in the lives of young children *(check all that apply)*:

- ☐ I am the parent of a child from birth through 5 years of age.
- ☐ I have a young child in my family.
- ☐ My employment is related to young children and their families.
  If *checked,* please check all that apply to your work:
  - ☐ I interact directly with young children in my work.
  - ☐ I work directly with families of young children.
  - ☐ My work involves developing programs and services for young children and their families.
  - ☐ My work involves developing policies that affect young children and families.
  - ☐ I teach, train, or develop curriculum for people who work with young children and families.
  - ☐ I have another role in my work that affects young children and families.
    Please describe: _____
- ☐ My volunteer work is related to young children and their families.
  If *checked,* please check all that apply to your volunteerism:
  - ☐ I volunteer directly with young children.
  - ☐ I volunteer directly with families of young children.
  - ☐ I volunteer in other ways that benefit young children and families.
    Please describe: _____

Please describe the levels and components of the early childhood system in which you are involved *(check all that apply for each question)*:

My early childhood involvement is…

- ☐ …primarily at the family level.
- ☐ …primarily at the local community level.
- ☐ …primarily at the regional level within Missouri.
- ☐ …primarily at the state level within Missouri.
- ☐ …primarily at the regional level beyond Missouri.
- ☐ …primarily at the national level.

The component(s) of the early childhood system that I know the best are…

- ☐ …family support.
- ☐ …parent education.
- ☐ …early childhood programs.
- ☐ …health.
- ☐ …mental health and well-being.

What is your ZIP code? _____ ☐ This is my home ZIP code. ☐ This is my work ZIP code.

State Early Childhood Comprehensive System Development

The Governor-appointed Coordinating Board for Early Childhood (CBEC) oversees and coordinates Missouri's statewide Early Childhood System the work. The Early Childhood Comprehensive System (ECCS) Steering Committee under the leadership of the Missouri Department of Health and Senior Services has assisted the Coordinating Board with achieving the objectives of Missouri's Early Childhood State Plan. The University of Missouri-Kansas City (UMKC) Institute for Human Development has provided technical support in developing the Early Childhood State Plan and indicators, social networking communication, hosting Summits, meeting facilitation, and process evaluation.

The next questions address the state level of leadership in Missouri's early childhood comprehensive system. Please select one best response for each question. If you do not know or do not have an opinion about the item, please select *"No Comment."*

To what degree are coordination and partnership occurring among early childhood organizations at the state level?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree is Missouri's Early Childhood State Plan being implemented?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has coordinated oversight contributed to implementing the State Plan?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree do you believe that state level early childhood activities are achieving the desired results?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has reciprocal communication been established between early childhood leaders at state and local levels?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the early childhood decision-makers represent all sectors of the comprehensive early childhood system (family support, parent education, early childhood programs, health, and mental health and well-being)?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the early childhood decision-makers represent the diversity of Missouri?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful has technical support from UMKC Institute for Human Development been to the ECCS Steering Committee?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful have evaluation findings been to the ECCS Steering Committee?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How much progress has been made in statewide early childhood systems development over the past 3 years?					
☐ *None at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How sustainable is any progress that has been made in statewide systems development?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
What comments would you like to add about the state level of early childhood work in Missouri?					

Local and Regional Early Childhood Comprehensive System (ECCS) Development

One focus of the ECCS Initiative was the development of early childhood infrastructure in local communities and regions across Missouri. The University of Missouri-Kansas City (UMKC) Institute for Human Development has provided technical support to assist in building the capacity of local or regional early childhood stakeholder teams, which included on-site visits, distance communication, hosting Summits, and publication of *Team Profiles* and a *Stakeholder Team Manual and Toolkit*.

The next questions address the local and regional level of leadership in Missouri's early childhood comprehensive system. Please select one best response for each question. If you do not know or do not have an opinion about the item, please select *"No Comment."*

To what degree is coordination occurring in your community or region among organizations serving young children?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree are partnerships occurring in your community or region among organizations serving young children?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree do local stakeholders believe that ECCS project activities are achieving the desired results?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has reciprocal communication been established between the state and local level?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree has local or regional planning occurred to achieve Missouri's vision for young children?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree have local or regional plans been implemented to achieve Missouri's vision for young children?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How is your community or region progressing according to indicators based on local or regional needs?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How is your community or region progressing according to the state indicators?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the early childhood partners represent all sectors of the system in your local community or region?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well do the partners represent the diversity of your local community or region?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful has technical support from UMKC Institute for Human Development been to local or regional ECCS teams?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How much progress has been made in local or regional early childhood systems development over the past 3 years?					
☐ *None at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How sustainable are local or regional initiatives associated with *Missouri's Early Childhood State Plan*?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
What comments would you like to add about the local or regional early childhood work in Missouri?					

Early Childhood Comprehensive System (ECCS) Development regarding Family Leadership

One priority of the ECCS Initiative was to develop a Parent Leadership Resource and Referral Clearinghouse (now referred to as the Family Leadership Network). The Family Leadership Network is to serve as a foundation for advancing family leadership to support training, inform policy, advocate for children and families, and create mentoring opportunities. The University of Missouri-Kansas City (UMKC) Institute for Human Development has provided support to develop and host the Family Leadership Network, which included website development, publication of *Core Competencies of Family Leaders*, and recruitment of family members to local teams, the Summits, and the Family Leadership Network.

The next questions address the development of family leadership in Missouri's early childhood comprehensive system. Please select one best response for each question. If you do not know or do not have an opinion about the item, please select *"No Comment."*

To what degree has partnership among family leaders, parent organizations, and the Family to Family Resource Center at UMKC Institute for Human Development occurred in the design and development of the Family Leadership Network?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How well have the perspectives of diverse parent groups and families been represented in the design and development of the Family Leadership Network?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How successful is the Family Leadership Network in matching parent leaders and entities needing their leadership?					
☐ *Not at All Successful*	☐ *Not Very Successful*	☐ *Somewhat Successful*	☐ *Quite Successful*	☐ *Very Successful*	☐ *No Comment*
How well is the Family Leadership Network marketed and managed?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree are family leaders actively informing local early childhood work (e.g., serving on local stakeholder teams or agency councils, informing local decisions for early childhood programming, serving as trainers, advocating for young children and families)?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
To what degree are family leaders actively informing state early childhood work (e.g., serving on the Coordinating Board for Early Childhood, the ECCS Steering Committee or other state advisory groups; providing consultation to inform state policies and programs; advocating for young children and families)?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How useful has technical support from UMKC Institute for Human Development been for building family leadership?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How much progress has been made in building family leadership in early childhood over the past 3 years?					
☐ *None at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
How sustainable is the Family Leadership Network?					
☐ *Not at All*	☐ *Not Very Much*	☐ *Somewhat*	☐ *Quite a Bit*	☐ *A Lot*	☐ *No Comment*
Are family leaders actively serving on your local stakeholder team?					
☐ *Yes*	☐ *No*	☐ *No Comment*	If *yes,* how many? ____		
What comments would you like to add about the development of family leadership in Missouri?					

May we contact you for additional information?

☐ Yes ☐ No

If *yes,* please provide your name and contact information:

_____

_____

_____

Thank you for your ideas and the time you spent completing this survey. We hope to use this information to strengthen the early childhood comprehensive system and achieve the vision that *"all young children in Missouri are safe, healthy and capable of reaching their full potential."*

Citation for survey:

Fuger, K. L., Abel, M. A., Reynolds, M. C., & St John, J. (2012). *Early childhood comprehensive system survey.* Kansas City, MO: University of Missouri-Kansas City Institute for Human Development.