

QUALITY MATTERS.

Most Missouri parents lack basic and objective information about the safety and quality of the care and education their young children receive.

Why Missouri should implement an Early Education Quality Improvement Program.

ONLY 10% OF PROGRAMS IN MISSOURI ARE CONSIDERED HIGH-QUALITY¹

AND

ONLY 49% OF THE DEMAND FOR EARLY CHILDHOOD PROGRAMS CAN BE MET BY LICENSED CHILD CARE.²

(This means that the MAJORITY of children in Missouri receive sub-quality early childhood education in an unlicensed environment.)

WE CAN—AND MUST—CHANGE THIS.

How? Implement an Early Education Quality Improvement Program to:

1. Standardize and measure quality.
2. Use quality metrics to target investments to improve quality of education.
3. Incent child care providers through state and federal funding opportunities.

By doing this, we can:

1. Give parents and providers the tools and resources they need to prepare children for success in school and life.
2. Measure the staggering return on investment of early childhood education.
3. Secure federal funding that can't be accessed without EEQIP implementation.

IN 2014, MISSOURI MISSED OUT ON \$64 MILLION IN FEDERAL FUNDING DUE TO A LACK OF A QUALITY IMPROVEMENT PROGRAM.



HIGH QUALITY
BIRTH-TO-FIVE PROGRAMS
FOR DISADVANTAGED CHILDREN
CAN DELIVER A

13%
RETURN ON
INVESTMENT³

STARTING EARLIER PROVIDES
GREATER RETURNS.

EEQIP WILL HELP
MISSOURI CREATE A

**CULTURE OF
CONTINUOUS
IMPROVEMENT**

FOR EARLY CARE AND
EDUCATION PROVIDERS.

ABOUT EEQIP:

Approved by the Missouri legislature in 2016, the Early Education Quality Improvement Program (EEQIP) is a *voluntary* pilot initiative that will help Missouri early care and education programs improve the quality of services they provide to children and parents.

WHAT DOES QUALITY EARLY CHILDHOOD EDUCATION LOOK LIKE? ⁴

- Early learning standards and curricula that address the whole child, are developmentally appropriate and are effectively implemented.
- Assessments that consider children's academic, social-emotional and physical progress and contribute to instructional and program planning.
- Well-prepared teachers who provide engaging interactions and classroom environments that support learning.
- Ongoing support for teachers, including coaching and mentoring.
- Support for English learners and students with special needs.
- Meaningful family engagement.
- Sufficient learning time.
- Small class sizes with low student-teacher ratios.
- Program assessments that measure structural quality and classroom interactions.
- A well-implemented state quality rating and improvement system.



kidswinmissouri.org



southside-ecc.org

Supported by the Kansas City Early Education Funders Collaborative

¹ <http://mo.childcareaware.org/wp-content/uploads/2016/02/CCAMO-Supply-Demand-Report-2015.pdf>

² <http://mo.childcareaware.org>

³ https://heckmanequation.org/assets/2017/02/F_Heckman_ECETotiff_Sharegraphic_2016-3-copy.jpg

⁴ <https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs>