

COLLABORATION IS KEY.

**PRE-K COLLABORATION
WORKS FOR
MISSOURI CHILDREN,
FAMILIES, SCHOOLS
AND COMMUNITIES.**

WHAT IS PRE-K COLLABORATION?

Pre-K collaboration lets public schools work with their families and community members to design the type of program that best meets their needs. School districts and community partners work together to increase access to quality pre-kindergarten education for all families in the district. Together, schools and communities can determine what features their collaboration should include. Pre-K collaboration is a great way to ensure school readiness. It increases early education choices available to families and lets communities determine what strategies work best for them.

“By partnering with our local Youth in Need facilities and staff we are able to provide free preschool in our schools to over 50 students of low income families who would otherwise likely not be able to benefit from preschool. Most students continue to attend the elementary school in kindergarten, so they are already familiar with the layout of the building and the activities within their school. Also, when having school-wide events and inviting the preschool children and staff to the events there is an opportunity for staff and student integration. This is a win-win for us!”

Warren County R-III School District



emdconsulting

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HOW SCHOOLS AND PRE-K PROVIDERS COLLABORATE

PROVIDE COMPREHENSIVE SERVICES

Collaborations can include comprehensive programs with health and mental health screening and services or parent engagement activities.

MAXIMIZE RESOURCES

Others use collaboration to share teacher training, curriculum development and assessments. Another approach is to combine or share facilities, with pre-K classrooms in schools, private programs and Head Start centers.

FLEXIBILITY

Communities can decide for themselves where to operate their pre-K programs by asking parents, looking at demographic and transportation trends, and surveying quality private providers.

QUALITY, VISION & ACCOUNTABILITY

Although pre-K education can take place in a variety of locations, good collaboration is not about location – it's about increasing quality, aligning vision and sharing accountability.

THE NEED

CURRENT LAW

In 2014, Missouri General Assembly passed a law that funded Pre-K education for at-risk children ages three and four through the state's education funding formula. The amount of funding a district can receive is limited by the number of Pre-K slots equal to four percent of the district's free-and-reduced lunch population. Unaccredited districts were eligible for funding in the 2015-2016 school year and provisionally accredited school districts qualified for funding in the 2016-2017 school year. All other districts receive funding when the legislature appropriates an amount sufficient to fully fund the education formula. Based on appropriations made for the state's 2018 fiscal year, school districts and charter schools are scheduled to draw down state funds for Pre-K in the 2018-2019 school year.

SHORTCOMINGS OF CURRENT LAW

The 2014 law does not give school districts the flexibility to collaborate with local childcare providers in ways that provide the best outcomes for taxpayers, schools, young learners and their families.

IMPROVEMENT THROUGH COLLABORATION

Missouri children and communities will benefit from a change to the 2014 law that will allow school districts to use formula funds to collaborate with local childcare providers. Improvements will result from shared staff development, better use of community resources and early introduction of elementary school curriculum. Collaboration also promotes fiscal responsibility by saving local taxpayer dollars in districts that do not have enough space to add pre-K classrooms.

CHILDREN WIN



Comprehensive services that address health and social-emotional needs as early as possible – so they are ready to learn in Kindergarten.

CHILDREN BENEFIT FROM

A shared commitment by all programs to use developmentally appropriate practices (DAP), which recognize that pre-K children are not just mini versions of Kindergarten students.

Easier transitions from pre-K to Kindergarten. Teachers work as a team and children get to know their Kindergarten teachers during pre-K. This is even better when pre-K is in the school building or nearby in a neighborhood center.

Higher quality programs, as high standards are required of all providers.

FAMILIES WIN



**FAMILIES
BENEFIT
FROM**

Options for full-day pre-K programs.

Greater variety and increased access
to quality pre-K.



SCHOOLS WIN

SCHOOLS BENEFIT FROM

Expectations for school readiness and curriculum shared by partner pre-K providers, so all children are prepared for Kindergarten learning.

Shared costs and resources in teacher training, facilities, transportation and services.

Increased enrollment as families see public elementary school as an extension of pre-K.

Learning from experienced community partners.



COMMUNITIES WIN

COMMUNITIES BENEFIT FROM

Better student outcomes including higher graduation rates and increases in college enrollment.

More education options that attract families and employers.

Savings from reduced government spending on special education and grade repetition.

Greater economic benefits from investing in early education.

Local control to meet unique community needs.

“Collaborating with providers on teacher professional development helps prepare the thousands of children in their care to be ready to succeed in Kansas City Public Schools. We have included community child care providers in our teacher training – for example, training teachers to address needs of children with challenging behavior and traumatic experiences. We have seen the impact of this collaboration as children enter Kindergarten ready to learn. We anticipate huge savings to taxpayers because these kids are ready – they don’t need special education services and they are less likely to repeat grades.”

*Jerry Kitzi, Director of Early Learning
Kansas City Public Schools*