

# THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



## Mississippi Quality Step System

**QRS Profile**

**April 2010**



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Policy Research, Inc.



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## QRS Profile

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### Prepared for:

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## **Child Care Quality Rating System (QRS) Assessment Study**

### **PROFILE**

<b>Site:</b>	<b>State of Mississippi</b>
<b>Program Name:</b>	<b>Quality Step System</b>
<b>Respondents:</b>	<b>Jill Dent, Ph.D.</b> <b>Mississippi Department of Human Services</b>
<b>Information Reviewed and Finalized:</b>	<b>March 18, 2010</b>

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## Mississippi – Quality Step System

### Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, funding amounts, funding sources and goals.

<b>Site name:</b>	State of Mississippi
<b>Program name:</b>	Quality Step System
<b>Service area:</b>	Statewide
<b>Pilot:</b>	Completed
<b>Pilot time frame:</b>	2006-2009
<b>Date full program launched:</b>	July 1, 2009
<b>Voluntary:</b>	Yes
<b>Website:</b>	<a href="http://www.qualitystep.msstate.edu/">http://www.qualitystep.msstate.edu/</a>
<b>Eligible programs:</b>	Center-based programs, Head Start/Early Head Start
<b>Total numbers of programs participating:</b>	340
<b>Number of participating child care centers:</b>	340
<b>Percent of total programs enrolled in QRS:</b>	19%
<b>Percent of programs at each rating level:</b>	Information not available

**Goals:**

To access, improve and communicate the level of quality in licensed child care and educational settings across the state.

<b>Language from statute:</b>	TO REENACT SECTION 43-1-65, MISSISSIPPI CODE OF 1972, WHICH REQUIRES THE DEPARTMENT OF HUMAN SERVICES TO ESTABLISH THE MISSISSIPPI CHILD CARE QUALITY STEP SYSTEM BY DEVELOPING AND IMPLEMENTING A PILOT VOLUNTARY QUALITY RATING SYSTEM (QRS) FOR THE PURPOSE OF IMPROVING THE QUALITY OF LICENSED EARLY CARE AND EDUCATION AND AFTER SCHOOL PROGRAMS; TO REENACT SECTION 43-1-67, MISSISSIPPI CODE OF 1972, WHICH REQUIRES THE OFFICE FOR CHILDREN AND YOUTH OF THE DEPARTMENT OF HUMAN SERVICES TO CONDUCT A NEEDS ASSESSMENT TO DETERMINE THE NEED FOR INCENTIVES FOR CERTAIN TEACHERS AND DIRECTORS WHO MAKE EDUCATIONAL ADVANCEMENTS LISTED IN THE QRS CRITERIA; AND FOR RELATED PURPOSES.
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## Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

<b>Rating structure:</b>	Building Blocks
<b>Number of levels:</b>	5
<b>Length of time rating is valid:</b>	2 years
<b>Rating process:</b>	When programs apply to the Quality Step System, there is an enrollment meeting, a step-by-step training, and consultation after enrollment. Following, facilities decide what rating (1-Star through 5-Star) to try to earn. After this initial process, there is a formal observation and review process to determine the rating.
<b>Method of combining points:</b>	All criteria must be met at each step before moving on to the next step.
<b>Method used to assess programs for infants/toddlers:</b>	Yes. The Infant Toddler Environment Rating Scale-Revised is used.
<b>Method used to assess programs for school-aged children:</b>	N/A
<b>Different process used to assess family child care:</b>	N/A
<b>Different process used to assess Head Start/Early Head Start:</b>	No
<b>Different process used to assess accredited programs:</b>	No
<b>Events that trigger re-rating:</b>	Licensing violation
<b>Description of re-rating trigger:</b>	The program may be re-rated after every 6 month observation/evaluation if the score has changed significantly.
<b>Appeal process:</b>	Yes
<b>Availability of technical assistance for rating process:</b>	Yes
<b>Description of technical assistance for rating process:</b>	Information not available
<b>Availability of technical assistance for preparatory process:</b>	Yes
<b>Description of technical assistance for preparatory process:</b>	Information not available

## Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these

categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

<b>Number of site-specific indicator categories:</b>	5
<b>Site-specific names of categories used in the QRS:</b>	Administrative Policy Professional Development Learning Environments Parent Involvement Evaluation

## Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Licensing compliance included:</b>	Yes
<b>Licensing required for enrollment:</b>	Yes
<b>Licensing equivalent to the first level:</b>	Yes
<b>Licensing compliance referred to within:</b>	N/A
<b>Source of evidence:</b>	Documentation submitted
<b>Comments:</b>	The child care facility must be licensed as outlined in the Mississippi Department of Health's Regulations Governing Licensure of Child Care Facilities.

## Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Ratio and group size indicators included:</b>	No
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## Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Health and safety indicators included:</b>	No
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## Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Curriculum indicators included:</b>	Yes
<b>Description:</b>	<b>Step 2:</b> There must be weekly lesson plans.  <b>Step 5:</b> The Learning Environment standards examine how Mississippi Early Learning Guidelines are incorporated into the program's curriculum.
<b>Curriculum review process:</b>	No
<b>Description of curriculum review process:</b>	Mississippi Early Learning Guidelines must be incorporated, but there is no curriculum review process.
<b>Approved curricula identified:</b>	No
<b>Curriculum referred to within:</b>	Learning Environments and Evaluation
<b>Curriculum source of evidence:</b>	Documentation submitted, Observation

## Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Environment indicators included:</b>	Yes
<b>Environment Rating Scales (ERS) included:</b>	Yes
<b>Range of recognized ERS Scores:</b>	3.0-7.0
<b>Description:</b>	<b>Step 2:</b> 3.0-3.5 <b>Step 3:</b> 3.6-4.0 <b>Step 4:</b> 4.1-5.0 <b>Step 5:</b> 5.1-7.0
<b>Additional indicators related to the environment (e.g., activities, interactions, specific features):</b>	Learning Centers must be utilized in the classrooms for all children at Step 2.
<b>Environment referred to within:</b>	Evaluations and Learning Environments
<b>Environment source of evidence:</b>	Documentation submitted; observation.

## Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at:

<http://nrckids.org/STATES/states.htm>.

<b>Child assessment indicators included:</b>	Yes
<b>Description:</b>	<p><b>Step 4:</b></p> <p>All teaching staff of three and four year old children must be trained to use on-going child assessment as described in the Mississippi Early Learning Guidelines.</p> <p><b>Step 5:</b></p> <p>Programs are required to use an on-going child assessment.</p>
<b>Child assessment review process:</b>	No
<b>Approved child assessments identified:</b>	Yes
<b>List of approved child assessments:</b>	Approved assessments are described in the Mississippi Early Learning Guidelines.
<b>Child assessment referred to within:</b>	Learning Environments
<b>Child assessment source of evidence:</b>	Documentation submitted

## Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Staff qualification indicators included:</b>	Yes
<b>Indicators for teachers include:</b>	Education, training
<b>Indicators for directors include:</b>	Education, training
<b>Directors qualifications related to administration and management</b>	Yes
<b>Administrative and management qualifications included in the indicators:</b>	Directors must complete a course in the management of a child care facility as a business offered by the Mississippi State Extension Service.
<b>Bachelors degree indicator for director:</b>	Yes
<b>Bachelors degree indicator for director at level:</b>	5
<b>Bachelors degree indicator for teacher:</b>	No
<b>Bachelors degree indicator for assistant teacher:</b>	No
<b>Description:</b>	<p><b>Step 2:</b></p> <p>-Director: Additional Staff Development by 5 hours annually</p>



-Staff: 15 hours Staff Development for fulltime teaching staff (no in-house)

**Step 3:**

-Director / child care staff member holds a current OCY Director's Credential, or a credential approved by MDHS/OCY, or an associate or higher degree in child development, early childhood education, or a related field  
 -Staff: 1 current CDA or higher on-site, GED or High School for all staff  
 -18 hours Staff Development for fulltime teaching staff (no in-house)  
 -Monthly Staff Meeting

**Step 4:**

-Director: AA or higher  
 -Staff: 15% of fulltime teaching staff have current CDA or higher  
 -20 hours Staff Development w/10 hours in are teaching for fulltime teaching staff

**Step 5:**

-Director: BA/BS or higher  
 -Staff: 25% of fulltime teaching staff w/current CDA or higher  
 -25 hours Staff Development w/10 hours in area teaching for fulltime teaching staff

**Staff qualifications referred to within:**

Professional Development

**Staff qualifications source of evidence**

Documentation submitted

## Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Family partnership indicators included:**

Yes

**Description:**

**Step 2:**

The following are required:  
 -Bulletin Board (for parent communication)  
 -Quarterly Newsletter Calendar  
 -Annual Parent/Teacher Conference

**Step 3:**

The following are required:  
 -Weekly Notes to Parents

- Parent Education Training (offered annually)
- Parental Lending Library
- Monthly Staff Meeting (embedded in Professional Development)

**Step 4:**

The following are required:

- Parent Involvement Program
- Parent Resource Center

**Step 5:**

The following are required:

- Parent/Teacher conference (twice a year)
- Monthly Newsletter

**Family partnership referred to within:**

Parent Involvement

**Family partnership source of evidence:**

Documentation submitted

## Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

**Administration and management indicators included:**

Yes

**Description:**

**Step 2:**

A staff handbook is required.

**Step 3:**

- Staff must complete a course in the management of a child care facility as a business offered by the Mississippi State Extension Service.
- Staff must complete a Memorandum of Understanding (MOU) with Mental Health (Local Education Agency, Public Health System)

**Step 4:**

- Annual staff evaluation
- Professional development plan

**Step 5:**

- Developmental checklist for each child
- Transition plan for children entering kindergarten
- Director to peer mentoring for a minimum of 2 hours/month.

<b>Administration and management referred to within:</b>	Administrative Policy
<b>Administration and management source of evidence:</b>	Documentation submitted

## Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Cultural/linguistic diversity indicators included:</b>	No
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## Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

<b>Accreditation included:</b>	No
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## Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

<b>Community involvement indicators included:</b>	No
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## Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

<b>Indicators that specify provisions for children with special needs included:</b>	No
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## Application Process

Information in this section describes specific features of the application process in the QRS.

<b>Requires self-assessment tool:</b>	Yes
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<b>Describe self-assessment tool:</b>	The director must complete a self-assessment tool included in the “Earn Your Stars! The Step-by-Step Workbook for Child Care Providers” (received at enrollment). This workbook self-assessment includes items of self-ranking (Marking “Strong” to “Below Average” on each indicator) and fill-in the blank questions. This self-assessment is required at Step 2.
<b>Availability of preparatory process:</b>	Yes
<b>Describe preparatory process:</b>	There is an enrollment meeting, a step-by-step training, and consultation after enrollment.
<b>Requires orientation:</b>	Yes
<b>Describe orientation :</b>	An enrollment meeting is required. (If not attended, providers are required to have phone meeting). The “Earn Your Stars! The Step-by-Step Workbook for Child Care Providers” provides orientation to the program.
<b>Time from application to rating:</b>	9 months - 1 year
<b>Can apply for particular rating:</b>	Yes
<b>Describe apply for particular rating:</b>	When a facility enrolls, they must decide what rating (1-Star through 5-Star) to try to earn.

## Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

<b>Outreach to parents:</b>	Yes
<b>Method of outreach to parents:</b>	Website
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Website, written materials disseminated through partners, and written materials mailed.
<b>Outreach to public:</b>	Yes
<b>Method of outreach to public:</b>	Print advertising, radio, television, and website.
<b>Percent of budget dedicated to marketing:</b>	No marketing through administrative agency.
	Mississippi Building Blocks (privately funded) has contributed to TV, Radio, Newspaper advertising. Budget information not available.

## Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

<b>Observational tools used:</b>	ECERS-R, ITES-R
<b>Describe how scores are used in the rating:</b>	Step 2: ERS 3.0-3.5 Step 3: ERS 3.6-4.0 Step 4: ERS 4.1-5.0 Step 5: ERS 5.1-7.0
<b>Frequency of observational assessment:</b>	6 months
<b>Method for choosing classrooms to observe:</b>	Classrooms are chosen for assessment by random selection.
<b>Percent of classrooms observed in child care centers:</b>	2 classrooms per center are observed.
<b>Training for observers:</b>	Yes. Observers are trained by a Master Trainer until considered reliable. (85%)
<b>Initial reliability required:</b>	Yes. Observers are considered reliable when they participate in an assessment with a reliable user of the Environment Rating Scales. The observer and reliable user must agree on the scoring of the child care provider at least 85% of the time.
<b>Ongoing reliability required:</b>	Yes. Every 6 <sup>th</sup> visit, a Master Trainer comes and reviews the observer's scoring.

## Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

<b>Training available that is linked to QRS:</b>	Yes
<b>Content of linked training:</b>	Specific Curriculum, Language and Literacy, Business Practices, Child Assessment (through ELG training), Social and Emotional Development (through ELG training), Safety, Environmental Assessment, Mississippi Early Learning Guidelines Training
<b>Total duration of training:</b>	20 - 50 hours
<b>Trainer approval process:</b>	Yes
<b>Target population for training:</b>	All providers
<b>Onsite assistance available that is linked to QRS:</b>	Yes
<b>Content of linked onsite assistance:</b>	Specific Curriculum, Language and Literacy, Business Practices, Child Assessment, Social and Emotional Development, Safety, Environmental Assessment, Support in Navigating QRS
<b>Onsite assistance frequency</b>	Varies

<b>Length of onsite sessions</b>	>4 hours
<b>Total duration of onsite assistance:</b>	< One month
<b>Formal approval for onsite assistance provider:</b>	Information not available
<b>Target population for onsite assistance:</b>	All providers

## Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

<b>Tiered reimbursement:</b>	Yes. Centers that participate in the Mississippi Child Care Assistance Program, a subsidy program for low-income working parents, can receive tuition subsidy bonuses for earning quality ratings. The bonuses are staggered: 2-Star 7%; 3-Star 17%; 4-Star 22%; 5-Star 25%
<b>Quality award/bonus:</b>	Yes. Centers that participate in the Mississippi Child Care Assistance Program can receive tuition subsidy bonuses for earning quality ratings (See Tiered Reimbursement).
<b>Startup award:</b>	No
<b>Scholarship (T.E.A.C.H)</b>	No
<b>Wage enhancement</b>	No
<b>Retention bonus:</b>	No
<b>Improvement grants:</b>	No

## Administration Details

This section provides details about the QRS administration and funding.

<b>QRS lead :</b>	Office for Children and Youth (OCY) of the Mississippi Department of Human Services
<b>QRS lead type:</b>	State government agency
<b>Overall funding amount for most recent fiscal year:</b>	\$1.5 Million
<b>Overall funding sources:</b>	State
<b>Administration funding for most recent fiscal year:</b>	\$1.5 Million (for Resource & Referral and Early Learning Guidelines)
<b>Administration funding source:</b>	State
<b>Quality improvement funding for most recent fiscal year:</b>	Information not available
<b>Evaluation funding for most recent fiscal year:</b>	N/A

## Partners

This section provides information about the roles and responsibilities of partners in the QRS.

<b>Partner 1 type :</b>	University
<b>Partner 1 name:</b>	The Early Childhood Institute at Mississippi State University
<b>Partner 1 function:</b>	Collect/validate documentation to assign rating, conduct observations, evaluation, manage communication/information dissemination, technical assistance and quality improvement services, data collection of the Early Childhood Environment Rating Scale scores and Caregiver Interaction Scale-Arnett scores.
<b>Work plan in place:</b>	Yes
<b>Partner 2:</b>	State Agency
<b>Partner 2 name:</b>	Mississippi State Health Department
<b>Partner 2 function:</b>	Manage the licensure component, conduct observations and issue licenses.
<b>Work plan in place:</b>	No
<b>Partner 3 type :</b>	Resource and Referral
<b>Partner 3 name:</b>	Mississippi Child Care Resource and Referral Network
<b>Partner 3 function:</b>	Manage communication/information dissemination, provide financial incentives, system navigation support
<b>Work plan in place:</b>	Yes
<b>Partner 4 type :</b>	University
<b>Partner 4 name:</b>	Jackson State University
<b>Partner 4 function:</b>	Provide trainings
<b>Work plan in place:</b>	Yes
<b>Partner 5 type :</b>	Non-profit agency
<b>Partner 5 name:</b>	Mississippi Building Blocks (privately funded)
<b>Partner 5 function:</b>	Collect/validate to assign rating, conduct observation, evaluation, manage communication/information dissemination, provide financial incentives, system navigation support, technical assistance and quality improvement services
<b>Work plan in place:</b>	Yes

## Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

<b>Child care subsidies :</b>	Yes
<b>Description:</b>	Centers that participate in the Mississippi Child Care Assistance Program, a subsidy program for low-income working parents, can receive tuition subsidy bonuses for earning quality ratings.
<b>Professional development:</b>	No
<b>Incorporation of other standards:</b>	Yes
<b>Description:</b>	The Mississippi Early Learning Guidelines are incorporated into the quality standards.

## Evaluation

<b>Status of evaluation :</b>	No evaluation to date.
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## Key Contacts

<b>Category :</b>	<b>Overall management</b>
<b>Contact name:.</b>	Jill Dent, Ph.D.
<b>Title:</b>	Director
<b>Organization:</b>	Mississippi Department of Human Services
<b>Email:</b>	Jill.Dent@mdhs.ms.gov
<b>Phone:</b>	1-800-877-7882
<b>Category :</b>	<b>Quality improvements and support</b>
<b>Contact name:</b>	Connie Clay
<b>Title:</b>	Director
<b>Organization:</b>	MS Child Care Quality Step Program
<b>Email:</b>	
<b>Phone:</b>	601-853-3972

## References

Mississippi Department of Human Services Office for Children and Youth (OCY) (ND). Mississippi State Child Care Quality Step System Criteria. <http://www.qualitystep.msstate.edu/criteria-overview.htm>.

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<http://www.qualitystep.msstate.edu/faq.htm>.

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(ND). Glossary. <http://www.qualitystep.msstate.edu/criteria-overview.htm>.

# The Mississippi Child Care Quality Step System



## Section 100.04 - Mississippi Child Care Quality Step System (MCCQSS) Overview of Criteria

	<b>Administrative Policy</b>	<b>Professional Development</b>	<b>Learning Environments</b>	<b>Parent Involvement</b>	<b>Evaluation</b>
<b>Step 5</b>	Developmental check list for each child  Implement Transition Plan for Kindergarten  Mentoring-Director	Director: BA/BS or higher  Staff: 25% of fulltime teaching staff w/current CDA or higher  25 hours Staff Development w/10 hours in area teaching for fulltime teaching staff	MS ELG (fully implemented)  On-going Child Assessment  ERS 5.1-7.0	Parent/Teacher conference (twice a year)  Monthly Newsletter	CIS-Arnett 3.3-4.0  ERS 5.1-7.0
<b>Step 4</b>	Annual supervisor and staff evaluation w/implementation of a Professional Development Plan	Director: AA or higher  Staff: 15% of fulltime teaching staff have current CDA or higher  20 hours Staff Development w/10 hours in are teaching for fulltime teaching staff	MS ELG (all staff trained)  Trained in on-going Child Assessment  ERS 4.1-5.0	Parent Involvement Program  Parent Resource Center	CIS-Arnett 3.0-3.3  ERS 4.1-5.0  Parent Staff Survey
<b>Step 3</b>	Director/Management in child care training  MOU with Mental Health (LEA,PHS)	Director / child care staff member holds a current OCY Director's Credential, or a credential approved by MDHS/OCY, or an associate or higher degree in child development, early	MS ELG (Director Trained)  ERS 3.6-4.0	Weekly Notes to Parents  Parent Education Training (offered annually)	CIS-Arnett 2.5-3.0  ERS 3.6-4.0

		<p>childhood education, or a related field</p> <p>Staff: 1 current CDA or higher on-site, GED or High School for all staff</p> <p>18 hours Staff Development for fulltime teaching staff (no in-house)</p> <p>Monthly Staff Meeting</p>		Parental Lending Library	
<b>Step 2</b>	Staff Handbook	<p>Director: Additional Staff Development by 5 hours annually</p> <p>Staff: 15 hours Staff Development for fulltime teaching staff (no in-house)</p>	<p>Weekly Lesson Plans</p> <p>Learning Centers</p> <p>ERS 3.0-3.5</p>	<p>Bulletin Board (for parent communication)</p> <p>Quarterly Newsletter Calendar</p> <p>Annual Parent/Teacher Conference</p>	<p>Self-Assessment</p> <p>Annual Staff Evaluation</p> <p>ERS 3.0-3.5</p>
<b>Step 1 Licensing</b>	Licensing				

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