

# THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



## Missouri Quality Rating System

**QRS Profile**

**April 2010**



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# Missouri Quality Rating System

## QRS Profile

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**Prepared for:**

**Office of Planning, Research and Evaluation**

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**MATHEMATICA**  
Policy Research, Inc.



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

### PROFILE

<b>Site:</b>	<b>Missouri</b>
<b>Program Name:</b>	<b>Missouri Quality Rating System</b>
<b>Respondents:</b>	<b>Denise Mauzy, Director OPEN Initiative</b>
<b>Information Reviewed and Finalized:</b>	<b>March 25, 2010</b>

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## Missouri – Missouri Quality Rating 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>	Missouri
<b>Program name:</b>	Missouri Quality Rating System
<b>Service area:</b>	Other geographic area
<b>Details about other geographic area:</b>	Any community (e.g. city, county) with funding can purchase Missouri's QRS.
<b>Pilot:</b>	Yes, pilot completed.
<b>Pilot time frame:</b>	Pilot projects and demonstrations are complete. Missouri QRS is not currently operating.
<b>Date full program launched:</b>	N/A
<b>Voluntary:</b>	Yes
<b>Website:</b>	www.openinitiative.org
<b>Eligible programs:</b>	Licensed Center-based or group-home programs, licensed family child care, licensed school-age programs.
<b>Total numbers of programs participating:</b>	N/A (QRS not currently in operation)
<b>Goals:</b>	<p><i>Improve quality of early childhood and school-age programs for Missouri's youngest children and youth.</i></p> <p><i>Raise Public understanding about high quality programs.</i></p> <p><i>Allow children receiving child care assistance access to higher quality programs by linking the amount of assistance to various QRS levels.</i></p> <p><i>Target limited resources and monitor outcomes of early childhood and school/age/after-school program investments.</i></p> <p>Early Childhood Center and Group Home Model, July 2009</p>
<b>Language from statute:</b>	N/A

### 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>	Combination
<b>Number of levels:</b>	5
<b>Length of time rating is valid:</b>	18 months
<b>Rating process:</b>	Providers attend orientation and complete an application. There is a data collection window, followed by an observation visit. The rating is

<b>Method of combining points:</b>	<p>assigned and a feedback report is given.</p> <p>The eight components assessed in the Missouri Quality Rating System encompass three broad categories. The component requirements are progressive, building upon the previous tier. The tiers range from 1-5. In order to meet the requirements for a given tier, the requirements for the previous tier(s) must also be met.</p> <p><b>Points awarded are as follows:</b></p> <ul style="list-style-type: none"> <li>-Director Education and Training (10 points – 5 points each for Education Matrix designation and other professional requirements)</li> <li>-Staff Education (10 points – 5 points each for lead staff and assistant staff)*</li> <li>-Education Specialization (5 points)</li> <li>-Annual Training (5 points)</li> <li>-Learning Environment (10 points)</li> <li>-Intentional Teaching (5 points)</li> <li>-Family Involvement (5 points)</li> <li>-Business and Administrative Practices (5 points)</li> </ul>
<b>Method used to assess programs for infants/toddlers:</b>	Yes. Infant/Toddler Environment Rating Scale-Revised and Missouri Infant/Toddler Responsive Caregiving Checklist.
<b>Method used to assess programs for school-aged children:</b>	Yes. School-Age Care Environment Rating Scale and Missouri School-Age Intentional Teaching Checklist.
<b>Different process used to assess family child care:</b>	A separate model is used for family child care with the appropriate environment rating scale (Family Child Care Environment Rating Scale-Revised).
<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>	Serious Risk Rule Violations
<b>Appeal process:</b>	Yes. The program has a maximum of 30 days after the receipt of the MO QRS Feedback Report to file an appeal with the OPEN Initiative.
<b>Availability of technical assistance for rating process:</b>	N/A (pending funding)
<b>Availability of technical assistance for preparatory process:</b>	N/A (pending funding)

## 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>	3 categories (with a total of 8 components)
<b>Site-specific names of categories used in the QRS:</b>	<p><b>Program Personnel</b></p> <ul style="list-style-type: none"> <li>Director Education and Training</li> <li>Staff Education</li> <li>Education Specialization</li> <li>Annual Training</li> </ul> <p><b>Program Content</b></p> <ul style="list-style-type: none"> <li>Learning Environment</li> <li>Intentional Teaching</li> </ul> <p><b>Program Management</b></p> <ul style="list-style-type: none"> <li>Family Involvement</li> <li>Business and Administrative Practices</li> </ul>

### 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>	Tier 1 (The first level of the QRS is licensing.)
<b>Source of evidence:</b>	Other source of evidence includes notification from Department of Health and Senior Services.
<b>Comments:</b>	A program must be licensed by the Missouri Department of Health and Senior Services without rule violations designated as "serious risk".

### 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
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<b>Description:</b>	<p>Missouri’s QRS has an intentional teaching observation that is tied to curriculum (IT/SA Checklist). They have curriculum training as an alternate to the ECE formal education in the Education Specialization quality category.</p> <p><b>Tier 2:</b>          Infant-Toddler (IT) Checklist and School-Age (SA) Checklist 6.0 or above</p> <p><b>Tier 3:</b>          IT Checklist and SA Checklist 7.0 or above</p> <p><b>Tier 4:</b>          IT Checklist and SA Checklist 8.0 or above</p> <p><b>Tier 5:</b>          IT Checklist and SA Checklist 9.0 or above</p>
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<b>Curriculum review process:</b>	N/A
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<b>Approved curricula identified:</b>	N/A
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<b>Curriculum referred to within:</b>	Intentional Teaching, Education Specialization
<b>Curriculum source of evidence:</b>	Observation, documentation submitted to state registry

## 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>	3.5-5.5
<b>Description:</b>	<p><b>Tier 2:</b> Average of 3.5 with no classroom score below 3.0. Also requires a minimum score of 3.0 on ECERS-E (if applicable based on ages of children observed).</p> <p><b>Tier 3:</b> Average of 4.0 with no classroom score below 3.5. Also requires a minimum score of 3.5 on ECERS-E.</p> <p><b>Tier 4:</b> Average of 5.0 with no classroom score below 4.5. Also requires a minimum score of 4.5 on ECERS-E.</p> <p><b>Tier 5:</b> Average of 5.5 or above, with no classroom with a score below 4.5. Also requires a minimum score of 5.0 on ECERS-E.</p>
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b>	None
<b>Environment referred to within:</b>	Learning Environment and Intentional Teaching
<b>Environment source of evidence:</b>	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>	No
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## 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>	For some center sizes, Levels 2-4 include business-related coursework.
<b>Bachelors degree indicator for director:</b>	Yes
<b>Bachelors degree indicator for director at level:</b>	Option in Missouri Education Matrix
<b>Bachelors degree indicator for teacher:</b>	Yes
<b>Bachelors degree indicator for teacher at level:</b>	Option in Missouri Education Matrix
<b>Bachelors degree indicator for assistant teacher:</b>	No
<b>Description:</b>	<p><b><u>Director Education and Training (10 points):</u></b></p> <p><b>Tier 2:</b></p> <p>-The director is listed as the director approved by the Missouri Department of Health and Senior Services-Section for Child Care Regulation</p> <p>-3 clock hours of training in Families and Communities (IV-FAC), Program Planning and Development (VII-PPD), or Professional Development and Leadership (VIII-PDL) for the previous calendar year (6 hours required for centers with 61-100+ children).</p> <p><b>Tier 3:</b></p> <p><u>1-20 children</u></p> <p>-Level 2 or above on Missouri's Education Matrix (depending on number of children, this includes a CDA or 1 year certificate with college credits)</p> <p><u>21-60 children</u></p> <p>-Options of level 3b, 3c (Associate's degree or college credits), 4b, 4c (Bachelor's degree with college credits), 5b, or 5c (Master's degree with college credits)</p> <p><u>61-99 children</u></p> <p>-Level 3c (Associate's degree or 60 college credits/24 approved), 4c (Bachelor's degree with 24 approved credits), 5c (Master's degree with 24 approved credits)</p> <p>-3 business-related college credits</p>

100+ children

-Level 4c (Bachelor's degree with 24 approved credits), or 5c (Master's degree with 24 approved credits)

**Tier 4:**

1-20 children

-Options of level 3b, 3c (Associate's degree or college credits), 4b, 4c (Bachelor's degree with college credits), 5b, or 5c (Master's degree with college credits)

-6 clock hours of training in Families and Communities (IV-FAC), Program Planning and Development (VII-PPD), or Professional Development and Leadership (VIII-PDL) for the previous calendar year

-Member of an approved professional association

21-60 children

-Level 3c (Associate's degree or 60 college credits/24 approved), 4c (Bachelor's degree with 24 approved credits), or 5c (Master's degree with 24 approved credits)

-3 business-related college credits

-Member of an approved professional association

61-100+children

-Level 4c (Bachelor's degree with 24 approved credits), or 5c (Master's degree with 24 approved credits)

-Member of an approved professional association

**Staff Education: Lead Staff (5 points):**

**Tier 2:**

1 lead staff

- Level 2 or above on Missouri's Education Matrix or 3 approved college credits or 45 clock hours of training (clock hours completed in previous calendar year)

2-4 lead staff

-50% of lead staff at Level 2 or above on Missouri's Education Matrix

**Tier 3:**

-Level 2 or above on Missouri's Education Matrix

-50% of lead staff at Level 3 or above on Missouri's Education Matrix (if program has 4+Lead Staff)

**Tier 4:**

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-Level 3 or above on Missouri's Education Matrix  
-25% of lead staff at Level 4 or above on Missouri's Education Matrix (if program has 4+Lead Staff)

**Staff Education: Assistant Staff (5 points):**

**Tier 2:**

1 assistant staff

- Level 2 or above on Missouri's Education Matrix or 14 clock hours of training for the previous calendar year

2-3 assistant staff

-50% at Level 2 or above on Missouri's Education Matrix or 14 clock hours of training for the previous calendar year

4+ assistant staff

-25% at Level 2 or above on Missouri's Education Matrix or 18 clock hours of training for the previous calendar year

**Tier 3:**

1 assistant staff

-Level 2 or above on Missouri's Education Matrix or 16 clock hours of training for the previous calendar year

2-3 assistant staff

-50% at Level 2 or above on Missouri's Education Matrix or 16 clock hours of training for the previous calendar year

4+ assistant staff

-50% Level 2 or above on Missouri's Education Matrix or 18 clock hours of training for the previous calendar year

**Tier 4:**

1 assistant staff

-Level 2 or above on Missouri's Education Matrix or 18 clock hours of training for the previous calendar year

2-3 assistant staff

-50% at Level 2 or above on Missouri's Education Matrix or 18 clock hours of training for the previous calendar year

4+ assistant staff

-75% Level 2 or above on Missouri's Education Matrix or 18 clock hours of training for the previous calendar year

**Education Specialization (5 points):**

**Tier 2:**

-1 staff: At least 6 approved college credits or 14 clock hours of approved curriculum training

-2 staff: 50% have at least 9 approved college credits or 14 clock hours of approved curriculum training

-3 staff: 33% have at least 12 approved college credits or 14 clock hours of approved curriculum training

-4 staff: 25% have at least 15 approved college credits or 14 clock hours of approved curriculum training

**Tier 3:**

-1 staff: At least 9 approved college credits or 14 clock hours of approved curriculum training

-2 staff: 50% have at least 12 approved college credits or 14 clock hours of approved curriculum training

-3 staff: 33% have at least 15 approved college credits or 14 clock hours of approved curriculum training

-4 staff: 50% have at least 15 approved college credits or 14 clock hours of approved curriculum training

**Tier 4:**

-1 staff: At least 6 approved college credits or 14 clock hours of approved curriculum training

-2 staff: 50% have at least 15 approved college credits or 14 clock hours of approved curriculum training

-Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training

-3 staff: 66% have at least 15 approved college credits or 14 clock hours of approved curriculum training

-Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training

4 staff: 75% have at least 15 approved college credits or 14 clock hours of approved curriculum training

-Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training

**Annual Training (5 points):**

**Tier 2:**

-100% of staff members counted in ratio have 12 clock hours of training for the previous calendar year

**Tier 3:**

-1 admin/lead staff: Director/lead staff member has 14 clock hours of training for the previous calendar year

-2+ admin/lead staff: 50% of director and lead staff members have 18 clock hours of training for the previous calendar year

**Tier 4:**

-1 admin/lead staff: Director/lead staff member has 16 clock hours of training for the previous calendar year

-2+ admin/lead staff: 75% of director and lead staff members have 18 clock hours of training for the previous calendar year

**Tier 5:**

-1 admin/lead staff: Director/lead staff member has 18 clock hours of training for the previous calendar year

-2+ admin/lead: 100% of director and lead staff members have 18 clock hours of training for the previous calendar year

<b>Staff qualifications referred to within:</b>	Program Personnel
<b>Staff qualifications source of evidence</b>	Documentation submitted to state registry
<b>Comments:</b>	For more information, see center standards and Missouri’s Education Matrix.

**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>.

<b>Family partnership indicators include:</b>	Yes
<b>Description:</b>	<p><b>Tier 2:</b></p> <p>-Offers at least 1 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>-Offers at least 1 family educational workshop</p>

- per year
- Offers at least 1 social event per year
- Offers family volunteer opportunities
  
- Tier 3:**
- Monthly child-specific written communication for infant/toddlers and preschoolers (if applicable)
- Communication center (notebook, mailboxes, suggestion box, etc.) for school-agers (if applicable)
- Offers at least 2 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters
- Offers at least 2 family educational workshops per year
- Offers at least 2 social events per year
- Offers at least 1 family-teacher conference per year
- Offers at least 1 of the following: home visits, family needs assessments, family advisory board, or family support groups
- Family resource center with at least 2 of the required items
  
- Tier 4:**
- Weekly child-specific written communication for infant/toddlers and preschoolers (if applicable)
- Offers at least 3 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters
- Offers at least 3 family educational workshops per year
- Offers at least 3 social events per year
- Offers at least 2 family-teacher conferences per year
- Offers at least 1 of the following: home visits, family needs assessment, or family support groups
- Family advisory board
- Family resource center with at least 3 of the required items

**Family partnership referred to within:**

Family Involvement

**Family partnership source of evidence:**

Onsite verification review

## 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>.

<b>Administration and management indicators included:</b>	Yes
<b>Description:</b>	<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>-Family Handbook</li> <li>-Basic Financial Documentation</li> <li>-Job descriptions</li> <li>-Staff evaluations</li> <li>-Individualized Professional Development Plans</li> <li>-Orientation for new staff, volunteers, substitutes, and new families</li> <li>-One Copy of Missouri’s Core Competencies for each age group represented in the facility</li> <li>-At least one copy of Missouri’s Standards for each age group available to staff</li> </ul> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>-Written procedures for identifying, documenting, and reporting child abuse</li> <li>-Detailed budget</li> <li>-Family survey or focus groups</li> <li>-Annual staff training in family confidentiality, core competencies, Missouri’s Standards for each age group</li> </ul> <p><b>Tier 4:</b></p> <ul style="list-style-type: none"> <li>-Staff Handbook</li> <li>-Budget reviewed by outside professional</li> <li>- Program provides financial support for outside training for staff</li> <li>-Missouri’s core competencies included in professional development plans for staff</li> <li>-Missouri’s standards included in lesson plans or individualized goals for each age group</li> <li>-Written transition plans for children.</li> </ul>
<b>Administration and management referred to within:</b>	Business and Administrative Practices
<b>Administration and management source of evidence:</b>	Onsite verification review

## 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>	Yes
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<b>If yes, accreditation is:</b>	One criterion in highest rating
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<b>Comments:</b>	Only accredited programs are eligible to earn enough points for a 5-star rating.
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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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## Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care 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 these category labels may not be used in their QRS.

<b>Number of site-specific indicator categories:</b>	3
<b>Site-specific names of categories used in the QRS:</b>	<p>Missouri QRS has 3 categories with 8 components.</p> <p><b>Program Personnel</b></p> <ul style="list-style-type: none"> <li>Director Education and Training</li> <li>Staff Education</li> <li>Education Specialization</li> <li>Annual Training</li> </ul> <p><b>Program Content</b></p> <ul style="list-style-type: none"> <li>Learning Environment</li> <li>Intentional Teaching</li> </ul> <p><b>Program Management</b></p> <ul style="list-style-type: none"> <li>Family Involvement</li> <li>Business and Administrative Practices</li> </ul>

### Licensing Compliance (family child care)

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>	Tier 1 (The first level of the QRS is licensing.)
<b>Source of evidence:</b>	Other source of evidence includes a report from Department of Health and Senior Services.
<b>Comments:</b>	A program must be licensed by the Missouri Department of Health and Senior Services without rule violations designated as "serious risk".

### Ratio (family child care)

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 (family child care)

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 (family child care)

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
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<b>Description:</b>	<p>Missouri's QRS has an intentional teaching observation that is tied to curriculum (IT/SA Checklist). They have curriculum training as an alternate to the ECE formal education in the Education Specialization quality category.</p> <p><b>Tier 2:</b> Infant-Toddler (IT) Checklist and/or School-Age (SA) Checklist 6.0 or above</p> <p><b>Tier 3:</b> IT Checklist and/or SA Checklist 7.0 or above</p> <p><b>Tier 4:</b> IT Checklist and/or SA Checklist 8.0 or above</p> <p><b>Tier 5:</b> IT Checklist and/or SA Checklist 9.0 or above</p>
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<b>Curriculum review process:</b>	N/A
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<b>Approved curricula identified:</b>	N/A
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<b>Curriculum referred to within:</b>	Intentional Teaching, Education Specialization
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<b>Curriculum source of evidence:</b>	Observation, documentation submitted to state registry
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## Environment (family child care)

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 (Family Child Care Environment Rating Scale-Revised)
<b>Range of recognized ERS scores:</b>	3.5-5.5
<b>Description:</b>	<p><b>Tier 2:</b> 3.5 or above and minimum score of 3.0 on ECERS-E (if applicable).</p> <p><b>Tier 3:</b> 4.0 or above and minimum score of 3.0 on ECERS-E (if applicable).</p> <p><b>Tier 4:</b> 4.5 or above and minimum score of 3.0 on ECERS-E (if applicable).</p> <p><b>Tier 5:</b> 5.0 or above and minimum score of 3.0 on ECERS-E (if applicable).</p>
<b>Additional indicators related to the environment (e.g. activities, interactions, specific features):</b>	None
<b>Environment referred to within:</b>	Learning Environment and Intentional Teaching
<b>Environment source of evidence:</b>	Observation

## Child Assessment (family child care)

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>	No
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## Staff qualifications (family child care)

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 family child care providers include:</b>	Education, training
<b>Family child care qualifications related to</b>	Yes

**administration and management**

**Administrative and management qualifications included in the indicators:**

Training required is specific to competencies that cover management training.

**Bachelors degree indicator for family child care provider:**

No

**Description:**

**Director Education and Training (10 points):**

**Tier 2:**

- The director is listed as the licensee approved by the Missouri Department of Health and Senior Services-Section for Child Care Regulation
- Level 2 or above on Missouri’s Education Matrix or 3 approved college credits or 45 clock hours of training (clock hours completed in previous calendar year)

**Tier 3:**

- Level 2 or above on Missouri’s Career Lattice
- 3 clock hours of training in Families and Communities (IV- FAC), Program Planning and Development (VII-PPD), or Professional Development and Leadership (VIII-PDL) for the previous calendar year

**Tier 4:**

- Level 3 or above on Missouri’s Career Lattice
- 6 clock hours of training in IV- FAC, VII-PPD, VIII-PDL for the previous calendar year
- Member of an approved professional association

**Staff Education: Lead Staff (5 points):**

**Tier 2:**

- Level 2 or above on Missouri’s Education Matrix or 3 approved college credits or 45 clock hours of training (clock hours completed in previous calendar year)

**Tier 3:**

- Level 2 or above on Missouri’s Career Lattice

**Tier 4:**

- Level 3 or above on Missouri’s Career Lattice

**Staff Education: Assistant Staff (5 points):**

**Tier 2:**

- 1 assistant staff: Level 2 or above on Missouri’s Education Matrix or 14 clock hours of training for the previous calendar year
- 2+ assistant staff: 50% at Level 2 or above on Missouri’s Career Lattice or 14 clock hours of training

for the previous calendar year

**Tier 3:**

-1 assistant staff: Level 2 or above on Missouri's Education Matrix or 16 clock hours of training for the previous calendar year

-2+ assistant staff: 50% at Level 2 or above on Missouri's Career Lattice or 16 clock hours of training for the previous calendar year

**Tier 4:**

-1 assistant staff: Level 2 or above on Missouri's Career Lattice or 18 clock hours of training for the previous calendar year

-2+ assistant staff: 50% at Level 2 or above on Missouri's Career Lattice or 18 clock hours of training for the previous calendar year

**Education Specialization (5 points):**

**Tier 2:**

-Director or other lead staff has 6 approved college credits or 14 clock hours of approved curriculum training

**Tier 3:**

-Director or other lead staff has 9 approved college credits or 14 clock hours of approved curriculum training

**Tier 4:**

-Director or other lead staff has 15 approved college credits or 14 clock hours of approved curriculum training

**Annual Training (5 points):**

**Tier 2:**

-100% of staff members counted in ratio have 12 clock hours of training for the previous calendar year

**Tier 3:**

-1 admin/lead staff: Director/lead staff member has 14 clock hours of training for the previous calendar year

-2+ admin/lead staff: 50% of director and lead staff members have 18 clock hours of training for the previous calendar year

**Tier 4:**

	<p>-1 admin/lead staff: Director/lead staff member has 16 clock hours of training for the previous calendar year</p> <p>-2+ admin/lead staff: 75% of director and lead staff members have 18 clock hours of training for the previous calendar year</p> <p><b>Tier 5:</b></p> <p>-1 admin/lead staff: Director/lead staff member has 18 clock hours of training for the previous calendar year</p> <p>-2 admin/lead staff: 100% of director and lead staff members have 18 clock hours of training for the previous calendar year</p>
<b>Staff qualifications referred to within:</b>	Program Personnel
<b>Staff qualifications source of evidence</b>	Documentation submitted to state registry
<b>Comments:</b>	For more information, see center standards and Missouri’s Education Matrix.

## Family Partnership (family child care)

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>.

<b>Family partnership indicators included:</b>	Yes
<b>Description:</b>	<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>-Offers at least 1 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</li> <li>-Offers at least 1 social event per year</li> <li>-Offers family volunteer opportunities</li> </ul> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>-Monthly child-specific written communication for infant/toddlers and preschoolers (if applicable)</li> <li>-Communication center (notebook, mailboxes, suggestion box, etc.) for school-agers (if applicable)</li> <li>-Offers at least 2 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</li> <li>-Offers at least 2 social events per year</li> <li>-Offers at least 1 family educational workshop per year</li> <li>-Offers at least 1 family-teacher conference per year</li> </ul>

-Family resource center with at least 2 of the required items

**Tier 4:**

- Weekly child-specific written communication for infant/toddlers and preschoolers (if applicable)
- Offers at least 3 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters
- Offers at least 2 family educational workshops per year
- Offers at least 1 of the following: home visits, family needs assessments, family advisory board, or family support groups
- Family resource center with at least 3 of the required items

**Family partnership referred to within:**

Family Involvement

**Family partnership source of evidence:**

Documentation verified on site

## Administration and Management (family child care)

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:**

**Tier 2:**

- Family handbook
- Basic financial documentation
- Orientation for volunteers, substitutes, new families
- 1 copy of Missouri’s Core Competencies for each age group
- 1 copy of Missouri’s Standards for each age group
- For home-based programs with additional staff: Orientation for new staff

**Tier 3:**

- Written procedures for identifying, documenting, and reporting child abuse and neglect
- Detailed budget with at least 6 categories of income and expenses
- Self-evaluation for director
- Family surveys or focus groups
- For home-based programs with additional staff: Job descriptions, staff evaluations, individualized

professional development plans for staff, annual staff training in staff/family confidentiality, annual staff training in Missouri's Core Competencies, annual staff training in Missouri's Standards for each age group.

**Tier 4:**

- Budget and/or business plan reviewed by outside professional
- Program improvement plan
- 1 approved benefit for director built into fee structure
- Missouri's Core Competencies built into directors professional development plan
- Missouri's Standards included in the lesson plans for individualized goals for children
- Written individual transition plans for children
- For home-based programs with additional staff: Staff handbook, financial support for training staff, Missouri's Core Competencies included in individual professional development plans of staff.

**Administration and management referred to within:** Business and Administrative Practices

**Administration and management source of evidence:** Documentation verified on site

## Cultural/Linguistic Diversity (family child care)

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.

**Cultural/linguistic diversity indicators included:** No

## Accreditation (family child care)

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. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

**Accreditation included:** Yes

**If yes, accreditation is:** One criterion in highest rating.

**Comments:** Only accredited programs are eligible to earn enough points for a 5-star rating.



## Community Involvement (family child care)

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 (family child care)

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>	No
<b>Availability of preparatory process:</b>	Yes
<b>Describe preparatory process:</b>	QRS Directors Manuals are available.
<b>Requires orientation:</b>	No
<b>Describe orientation required:</b>	Orientation sessions are planned to be available.
<b>Time from application to rating:</b>	Approximately 3 months.
<b>Can apply for particular rating:</b>	No

## 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>	No (website is planned)
<b>Method of outreach to parents:</b>	N/A
<b>Outreach to providers:</b>	Yes
<b>Method of outreach to providers:</b>	Written materials disseminated at community meetings and presentations.
<b>Outreach to public:</b>	No (website planned)
<b>Method of outreach to public:</b>	N/A
<b>Percent of budget dedicated to marketing:</b>	N/A

## Use of Observational Tools

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

<p><b>Observational tools used:</b></p>	<p>ECERS-E, ECERS-R, FCCERS-R, ITERS-R, SACERS, Missouri Infant/Toddler Responsive Caregiving Checklist/Missouri School-Age Intentional Teaching Checklist</p>
<p><b>Describe how scores are used in the rating:</b></p>	<p>A total of 15 points are possible. A maximum of 10 points for ERS score and 5 points for intentional teaching assessments (checklists and ECERS-E).</p> <p><b><u>For Centers:</u></b></p> <p><b>Tier 2:</b>  Learning Environment: Average ERS score of 3.5 with no classroom score below 3.0.  Intentional Teaching: A minimum score of 3.0 on ECERS-E and 6.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.</p> <p><b>Tier 3:</b>  Learning Environment: Average ERS score of 4.0 with no classroom score below 3.5.  Intentional Teaching: A minimum score of 3.5 on ECERS-E and 7.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.</p> <p><b>Tier 4:</b>  Learning Environment: Average ERS score of 5.0 with no classroom score below 4.5.  Intentional Teaching: A minimum score of 4.5 on ECERS-E and 8.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.</p> <p><b>Tier 5:</b>  Learning Environment: Average ERS score of 5.5 with no classroom score below 4.5.  Intentional Teaching: A minimum score of 5.0 on ECERS-E and 9.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.</p> <p><b><u>For Family Child Care:</u></b></p> <p><b>Tier 2:</b>  Learning Environment: Minimum ERS score of 3.5.  Intentional Teaching: A minimum score of 3.0 on ECERS-E and/or 6.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.</p> <p><b>Tier 3:</b></p>

Learning Environment: Minimum ERS score of 4.0.  
Intentional Teaching: A minimum score of 3.5 on ECERS-E and/or 7.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.

**Tier 4:**

Learning Environment: Minimum ERS score of 4.5.  
Intentional Teaching: A minimum score of 4.5 on ECERS-E and/or 8.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.

**Tier 5:**

Learning Environment: Minimum ERS score of 5.5.  
Intentional Teaching: A minimum score of 5.0 on ECERS-E and/or 9.0 on Infant-Toddler (IT) Checklist and School-Age (SA) Checklist.

<b>Frequency of observational assessment:</b>	18 months
<b>Method for choosing classrooms to observe:</b>	Classrooms are chosen by random selection.
<b>Percent of classrooms observed in child care centers:</b>	At least 50% of classrooms in each age group are selected with a minimum of one classroom per age group for Environment Rating Scales and intentional teaching assessment.
<b>Training for observers:</b>	There is intensive training and inter rater reliability processes for assessors.
<b>Initial reliability required:</b>	Observers must achieve reliability twice on assessments before going out alone. Then, every 10th assessment there is an inter rater reliability check that requires 80/90 reliability.
<b>Ongoing reliability required:</b>	Ongoing reliability is based on a combination of time in out in the field and frequency of assessment completed. The minimum for new assessors 1/10. Missouri QRS is in process of refining time for master assessors.
<b>Observational tool comments:</b>	Other observation tools include the Missouri Infant/Toddler Responsive Caregiving Checklist (IT) and Missouri School Age Intentional Teaching Checklist (SA) and ECERS-E (Revised).

## 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>	No (pending state-wide implementation)
<b>Content of linked training:</b>	Introduction to observation tools, Specific curriculum

<b>Total duration of training:</b>	11-20 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>Comments about improvement process:</b>	The professional development and on-site assistance for improvement processes are still in development by the Missouri QRS and therefore, specific information was not available.

## 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>Comments on financial incentives:</b>	Financial incentives have not been put into place since Missouri's statewide QRS is pending funding.
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## Administration Details

This section provides details about the QRS administration and funding.

<b>QRS lead :</b>	OPEN Initiative at the Center For Family Policy & Research, University of Missouri
<b>QRS lead type:</b>	Non-profit agency
<b>Overall funding amount for most recent fiscal year:</b>	N/A Pending funding for state implementation
<b>Overall funding sources:</b>	N/A

## Partners

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

<b>Partner 1 type :</b>	No current partners.
<b>Partner 1 name:</b>	
<b>Partner 1 function:</b>	
<b>Work plan in place:</b>	

## 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>	No
<b>Professional development:</b>	Yes
<b>Description</b>	Missouri's QRS is linked to a Professional Development Registry.
<b>Incorporation of other standards:</b>	Yes

<b>Description:</b>	The Early Childhood Standards (known as the Prek Standards) are a series of booklets published by the Missouri Department of Elementary and Secondary Education that outline curriculum standards for preschool children. They also use the Kansas/Missouri Core Competencies for Early Childhood Education and Youth Development and the Missouri Afterschool Program Standards.
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## Evaluation

<b>Status of evaluation :</b>	Periodic
<b>List research questions for periodic evaluation:</b>	Do preschool children who attend higher quality early childhood programs—as measured by Missouri QRS—show greater gains in school readiness than their peers who attend lower quality programs?
<b>Evaluator type:</b>	Internal
<b>Evaluator name (if external)</b>	University of Missouri Center for Family Policy & Research
<b>If external, was RFP issued:</b>	N/A
<b>Published reports to date :</b>	Thornburg, K.R., Mayfield, W.A., Hawks, J.S., Fuger, K. (2009) "The Missouri Quality Rating System School Readiness Study" Center for Family Policy 7 Research, University of Missouri. <a href="http://cfpr.missouri.edu/MOQRSreport.pdf">http://cfpr.missouri.edu/MOQRSreport.pdf</a>

## Key Contacts

<b>Category :</b>	<b>Overall management</b>
<b>Contact name:</b>	Denise Mauzy
<b>Organization:</b>	Director, OPEN Initiative
<b>Email:</b>	<a href="mailto:mauzyd@missouri.edu">mauzyd@missouri.edu</a>
<b>Phone:</b>	(573) 884-3373
<b>Category :</b>	<b>Data systems, monitoring and evaluation</b>
<b>Contact name:</b>	Kathy Thornburg (evaluation)
<b>Organization:</b>	Director, Center for Family Policy & Research
<b>Email:</b>	<a href="mailto:thornburgk@missouri.edu">thornburgk@missouri.edu</a>
<b>Phone:</b>	

## References

Missouri Quality Rating System Early Childhood Center and Group Home Model. (2006).  
<https://www.openinitiative.org/content/pdfs/QRS/PrinterFriendlyEarlyChildCenter.pdf>.

Missouri Quality Rating System Home-Based Program Model. (2006).  
<https://www.openinitiative.org/content/pdfs/QRS/PrinterFriendlyHome.pdf>.

Missouri's Education Matrix for Early Childhood professionals. (2008).  
<https://www.openinitiative.org/content/pdfs/CareerLattice/Missouri's%20Education%20Matrix%209-08.pdf>.

## Determining a Program's QRS Star Rating

A program's overall star rating is determined by the total number of points earned across the eight components. Points are awarded for meeting all of the requirements in each tier. Five components have a maximum of 5 points available (1 point per tier), while the other three components have a maximum of 10 points available (2 points per tier).

Programs rated on the Missouri Quality Rating System Early Childhood Center and Group Home Model have a maximum of either 50 or 55 points available, depending on the program's staffing pattern. Staff Education is worth up to 10 points based on whether or not the program has both lead staff (5 points) and assistant staff (5 points). The chart below shows how point totals are translated into overall star ratings.

Star Rating	Programs with Lead OR Assistant Staff (maximum of 50 points)	Programs with Lead AND Assistant Staff (maximum of 55 points)
1	10-15	11-17
2	16-25	18-28
3	26-35	29-39
4	36-44	40-49
5*	45-50	50-55

\*A program cannot receive a 5-star rating, regardless of points earned, unless Tier 3 requirements are met in all components.

## Missouri's Education Matrix\*

		Level →				
		1	2	3	4	5
Step ↓		Less than CDA***/YDC***/equivalent (9 college credits with 6 approved college credits**), 1 year Certificate of Proficiency or 30 college credits	CDA/YDC/equivalent (9 college credits with 6 approved college credits), 1 year Certificate of Proficiency or 30 college credits	Associate Degree or 60 college credits	Bachelor's Degree	Graduate Degree
a	For Levels 2-5: less than 15 approved college credits**	Some High School	CDA or YDC or equivalent (9 college credits with 6 approved college credits) or 1 year certificate of proficiency or 30 college credits with less than 15 approved college credits	Associates degree or 60 college credits with less than 15 approved college credits	Bachelor's degree with less than 15 approved college credits	Masters degree or higher with less than 15 approved college credits
	For Levels 2-5: 15-23 approved college credits	High School or less than CDA/YDC/equivalent or less than 30 college credits	1 year certificate of proficiency or 30 college credits with 15-23 approved college credits	Associates degree or 60 college credits with 15-23 approved college credits	Bachelor's degree with 15-23 approved college credits	Masters degree or higher with 15-23 approved college credits
	For Levels 2-5: 24 or more approved college credits		1 year certificate of proficiency or 30 college credits with 24 or more approved college credits	Associates degree or 60 college credits with 24 or more approved college credits	Bachelor's degree with 24 or more approved college credits	Masters degree or higher with 24 or more approved college credits

\* Formerly known as Missouri's Career Lattice \*\* College coursework that focuses on one or more of the content areas of the *Core Competencies for Early Care and Education Professionals* or *Core Competencies for Youth Development Professionals*. \*\*\* CDA = Child Development Associate; YDC = Youth Development Credential

The Missouri Quality Rating System Early Childhood Center and Group Home Model was endorsed by Missouri's Departments of Social Services, Health and Senior Services, Elementary and Secondary Education, Mental Health, Higher Education, and the Missouri Head Start-State Collaboration Office in June 2006.

For more information about the Missouri Quality Rating System, visit the OPEN website at [www.OPENInitiative.org](http://www.OPENInitiative.org) or call OPEN at 877-782-0185 (toll free) or 573-884-3373.

December 2008



# Program Personnel

## Director Education and Training (10 points)

Director– Person designated as director with Section for Child Care Regulation

To read the requirements for Tier 2 – Tier 5, first find the capacity of the program then read from left to right in the Education Matrix Designation and Professional Requirements sections.

Components	Tier 1		Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
<b>Education Matrix Designation (5 points)</b>  DC=Director Credential  PDC=Provisional Director Credential	Licensed Program (without 'serious risk' rule violations)	children 1-20	Level 2 or above on Missouri's Education Matrix OR 3 approved college credits OR 45 clock hours of training for the previous calendar year	2a, 2b, 2c, 3a, 4a, or 5a on Missouri's Education Matrix	3b, 3c, 4b, 4c, 5b, or 5c on Missouri's Education Matrix (DC or PDC)	Accredited by a state-approved accrediting entity
		children 21-60	2a, 2b, 2c, 3a, 4a, or 5a on Missouri's Education Matrix	3b, 4b, or 5b on Missouri's Education Matrix	3c, 4c, or 5c on Missouri's Education Matrix (DC or PDC)	
		children 61-99	3b, 4b, or 5b on Missouri's Education Matrix	3c on Missouri's Education Matrix (PDC)	4c or 5c on Missouri's Education Matrix (DC)	
		children 100+	3c on Missouri's Education Matrix (PDC)	4c or 5c on Missouri's Education Matrix (DC)	4c or 5c on Missouri's Education Matrix (DC)	
<b>Professional Requirements (5 points)</b>  IV-FAC=Families and Communities  VII-PPD=Program Planning and Development  VIII-PDL= Professional Development and Leadership		children 1-20	3 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	Member of an approved professional association	
		children 21-60	3 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	3 business-related college credits Member of an approved professional association	
		children 61-99	6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	3 business-related college credits	6 business-related college credits Member of an approved professional association	
		children 100+	6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	3 business-related college credits	6 business-related college credits Member of an approved professional association	



**Staff Education  
(10 points)**

Lead Staff (5 points) – Teachers and other on-site educational program staff (assistant directors, education or curriculum coordinators)

To read the requirements for Tier 2 – Tier 5, first find the number of lead staff at the program then read from left to right.

<b>Tier 1</b>	<b>Tier 2</b> (must meet requirements for Tiers 1-2)	<b>Tier 3</b> (must meet requirements for Tiers 1-3)	<b>Tier 4</b> (must meet requirements for Tiers 1-4)	<b>Tier 5</b> (must meet requirements for Tiers 1-5)
Licensed Program (without serious risk rule violations)	1 lead staff			Accredited by a state-approved accrediting entity
	Level 2 or above on Missouri's Education Matrix OR 3 approved college credits OR 45 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix	Level 3 or above on Missouri's Education Matrix	
	2-3 lead staff			
	50% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 3 or above on Missouri's Education Matrix	
	4+ lead staff			
	50% of lead staff at Level 2 or above on Missouri's Education Matrix 25% of lead staff at Level 3 or above on Missouri's Education Matrix	100% of lead staff at Level 2 or above on Missouri's Education Matrix 50% of lead staff at Level 3 or above on Missouri's Education Matrix	100% of lead staff at Level 3 or above on Missouri's Education Matrix 25% of lead staff at Level 4 or above on Missouri's Education Matrix	

Assistant Staff (5 points) – Assistant teachers, floater, aides

To read the requirements for Tier 2 – Tier 5, first find the number of assistant staff at the program then read from left to right.

<b>Tier 1</b>	<b>Tier 2</b> (must meet requirements for Tiers 1-2)	<b>Tier 3</b> (must meet requirements for Tiers 1-3)	<b>Tier 4</b> (must meet requirements for Tiers 1-4)	<b>Tier 5</b> (must meet requirements for Tiers 1-5)
Licensed Program (without serious risk rule violations)	1 assistant staff			Accredited by a state-approved accrediting entity
	Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	
	2-3 assistant staff			
	50% at Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	50% at Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	50% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	
	4+ assistant staff			
	75% at Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	75% at Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	75% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	

## Education Specialization

(5 points)

Applies to director and other lead staff

To read the requirements for Tier 2 – Tier 5, first find the number of applicable staff then read from left to right.

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without serious risk rule violations)	1 staff			Accredited by a state-approved accrediting entity
	At least 6 approved college credits OR 14 clock hours of approved curriculum training	At least 9 approved college credits OR 14 clock hours of approved curriculum training	At least 15 approved college credits OR 14 clock hours of approved curriculum training	
	2 staff			
	50% have at least 9 approved college credits OR 14 clock hours of approved curriculum training	50% have at least 12 approved college credits OR 14 clock hours of approved curriculum training	50% have at least 15 approved college credits OR 14 clock hours of approved curriculum training Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training	
	3 staff			
	33% have at least 12 approved college credits OR 14 clock hours of approved curriculum training	33% have at least 15 approved college credits OR 14 clock hours of approved curriculum training	66% have at least 15 approved college credits OR 14 clock hours of approved curriculum training Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training	
	4+ staff			
25% have at least 15 approved college credits OR 14 clock hours of approved curriculum training	50% have at least 15 approved college credits OR 14 clock hours of approved curriculum training	75% have at least 15 approved college credits OR 14 clock hours of approved curriculum training Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training		

## Annual Training

(5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without serious risk rule violations)	100% of staff members meet the annual licensing clock hour training requirement for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 2 clock hours for the previous calendar year OR 50% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 4 clock hours for the previous calendar year OR 75% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year
				Accredited by a state-approved accrediting entity

# Program Content

## **Learning Environment (10 points)**

At least 50% of classrooms in each age group are assessed using the ITERS-R, ECERS-R, and/or SACERS, with a minimum of one classroom per age group. For group homes that operate as one "whole group", the FCCERS-R is used.

<b>Tier 1</b>	<b>Tier 2</b> (must meet requirements for Tiers 1-2)	<b>Tier 3</b> (must meet requirements for Tiers 1-3)	<b>Tier 4</b> (must meet requirements for Tiers 1-4)	<b>Tier 5</b> (must meet requirements for Tiers 1-5)	
Licensed Program (without 'serious risk' rule violations)	Average score of 3.5 or above on the Environment Rating Scale(s)  No classroom/group with a score below 3.0	Average score of 4.0 or above on the Environment Rating Scale(s)  No classroom/group with a score below 3.5	Average score of 5.0 or above on the Environment Rating Scale(s)  No classroom/group with a score below 4.5	Average score of 5.5 or above on the Environment Rating Scale(s)	Accredited by a state-approved accrediting entity

## **Intentional Teaching (5 points)**

The intentional teaching assessments used are based on the age groups of children present during the observation.

<b>Tier 1</b>	<b>Tier 2</b> (must meet requirements for Tiers 1-2)	<b>Tier 3</b> (must meet requirements for Tiers 1-3)	<b>Tier 4</b> (must meet requirements for Tiers 1-4)	<b>Tier 5</b> (must meet requirements for Tiers 1-5)	
Licensed Program (without 'serious risk' rule violations)	All scores at least "minimum" on the intentional teaching tool(s): * ECERS-E 3.0 or above * Infant-Toddler (IT) Checklist and School-Age (SA) Checklist 6.0 or above	All scores at least "average" on the intentional teaching tool(s): * ECERS-E 3.5 or above * IT Checklist and SA Checklist 7.0 or above	All scores at least "above average" on the intentional teaching tool(s): * ECERS-E 4.5 or above * IT Checklist and SA Checklist 8.0 or above	All scores at least "good" on the intentional teaching tool(s): * ECERS-E 5.0 or above * IT Checklist and SA Checklist 9.0 or above	Accredited by a state-approved accrediting entity

# Program Management

## Family Involvement (5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without 'serious risk' rule violations)	<p>Offers at least 1 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 1 family educational workshop per year</p> <p>Offers at least 1 social event per year</p> <p>Offers family volunteer opportunities</p>	<p>Monthly child-specific written communication for infant/toddlers and preschoolers <i>(if applicable)</i></p> <p>Communication center (notebook, mailboxes, suggestion box, etc.) for school-agers <i>(if applicable)</i></p> <p>Offers at least 2 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 2 family educational workshops per year</p> <p>Offers at least 2 social events per year</p> <p>Offers at least 1 family-teacher conference per year</p> <p>Offers at least 1 of the following: home visits, family needs assessments, family advisory board, or family support groups</p> <p>Family resource center with at least 2 of the required items</p>	<p>Weekly child-specific written communication for infant/toddlers and preschoolers <i>(if applicable)</i></p> <p>Offers at least 3 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 3 family educational workshops per year</p> <p>Offers at least 3 social events per year</p> <p>Offers at least 2 family-teacher conferences per year</p> <p>Offers at least 1 of the following: home visits, family needs assessment, or family support groups</p> <p>Family advisory board</p> <p>Family resource center with at least 3 of the required items</p>	Accredited by a state-approved accrediting entity

Note: For more information about the Family Involvement requirements, please see the Director Manual available at [www.OPENInitiative.org](http://www.OPENInitiative.org).

**Business and Administrative Practices  
(5 points)**

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without serious risk rule violations)	Family Handbook with at least 6 of the required areas  Basic financial documentation  Job descriptions  Staff evaluations  Individualized professional development plans for staff  Orientation for new staff  Orientation for volunteers <i>(if applicable)</i>  Orientation for substitutes <i>(if applicable)</i>  Orientation for new families  At least 1 copy of Missouri's Core Competencies for each age group available to staff  At least 1 copy of Missouri's Standards for each age group available to staff	Written procedures for identifying, documenting, and reporting child abuse and neglect  Detailed budget with at least 6 categories of income and expenses  Family surveys or focus groups  Offers at least 1 approved benefit  Annual staff training in staff/family confidentiality  Annual staff training in Missouri's Core Competencies  Annual staff training in Missouri's Standards for each age group	Staff Handbook with at least 5 of the required areas  Budget and/or business plan reviewed by outside professional  Program improvement plan  Program provides financial support for training of staff  Offers at least 2 approved benefits  Missouri's Core Competencies included in the individual professional development plans of staff  Missouri's Standards included in the lesson plans or individualized goals for children for each age group  Written individualized transition plans for children	Accredited by a state-approved accrediting entity

Note: For more information about the Business and Administrative Practices requirements, please see the Director Manual available at [www.OPENInitiative.org](http://www.OPENInitiative.org).

The Missouri Quality Rating System Early Childhood Center and Group Home Model was endorsed by Missouri's Departments of Social Services, Health and Senior Services, Elementary and Secondary Education, Mental Health, Higher Education, and the Missouri Head Start-State Collaboration Office in June 2006.



For more information about the Missouri Quality Rating System, visit the OPEN website at [www.OPENInitiative.org](http://www.OPENInitiative.org) or call OPEN at 877-782-0185 (toll free) or 573-884-3373.

# Program Personnel

## Director Education and Training (10 points)

Director– Person designated as licensee with Section for Child Care Regulation

To read the requirements for Tier 2 – Tier 5, move from left to right in the Education Matrix Designation and Professional Requirements sections.

Components	Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
<i>Education Matrix Designation (5 points)</i>	Licensed Program (without 'serious risk' rule violations)	Level 2 or above on Missouri's Education Matrix OR 3 approved college credits OR 45 clock hours of training for the previous calendar year	2a, 2b, 2c, 3a, 4a, or 5a on Missouri's Education Matrix	3b, 3c, 4b, 4c, 5b, or 5c on Missouri's Education Matrix	Accredited by a state-approved accrediting entity
<i>Professional Requirements (5 points)</i>  IV-FAC=Families and Communities  VII-PPD=Program Planning and Development  VIII-PDL= Professional Development and Leadership		3 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	Member of an approved professional association	

**Staff Education – Applies only to programs with additional staff  
(10 points)**

Lead Staff (5 points) – Co-owners and co-teachers (applies only to programs with lead staff)

*To read the requirements for Tier 2 – Tier 5, first find the number of lead staff at the program then read from left to right.*

<b>Tier 1</b>	<b>Tier 2</b> (must meet requirements for Tiers 1-2)	<b>Tier 3</b> (must meet requirements for Tiers 1-3)	<b>Tier 4</b> (must meet requirements for Tiers 1-4)	<b>Tier 5</b> (must meet requirements for Tiers 1-5)
Licensed Program (without serious risk rule violations)	1 lead staff			Accredited by a state-approved accrediting entity
	Level 2 or above on Missouri's Education Matrix OR 3 approved college credits OR 45 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix	Level 3 or above on Missouri's Education Matrix	
	2+ lead staff			
	50% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 3 or above on Missouri's Education Matrix	

Assistant Staff (5 points) – Assistants and aides (applies only to programs with assistant staff)

*To read the requirements for Tier 2 – Tier 5, first find the number of assistant staff at the program then read from left to right.*

<b>Tier 1</b>	<b>Tier 2</b> (must meet requirements for Tiers 1-2)	<b>Tier 3</b> (must meet requirements for Tiers 1-3)	<b>Tier 4</b> (must meet requirements for Tiers 1-4)	<b>Tier 5</b> (must meet requirements for Tiers 1-5)
Licensed Program (without serious risk rule violations)	1 assistant staff			Accredited by a state-approved accrediting entity
	Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	
	2-3 assistant staff			
	50% at Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	50% at Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	50% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	
	4+ assistant staff			
	75% at Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	75% at Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	75% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	

## Education Specialization

(5 points)

Applies to director or other lead staff

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without 'serious risk' rule violations)	Director or other lead staff has at least 6 approved college credits OR 14 clock hours of approved curriculum training	Director or other lead staff has at least 9 approved college credits OR 14 clock hours of approved curriculum training	Director or other lead staff has at least 15 approved college credits OR 14 clock hours of approved curriculum training	Accredited by a state-approved accrediting entity

## Annual Training

(5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without 'serious risk' rule violations)	100% of staff members meet the annual licensing clock hour training requirement for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 2 clock hours for the previous calendar year OR 50% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 4 clock hours for the previous calendar year OR 75% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year



# Program Content

## Learning Environment (10 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)	
Licensed Program (without 'serious risk' rule violations)	Score of 3.5 or above on the FCCERS-R	Score of 4.0 or above on the FCCERS-R	Score of 5.0 or above on the FCCERS-R	Score of 5.5 or above on the FCCERS-R	Accredited by a state-approved accrediting entity

## Intentional Teaching (5 points)

The intentional teaching assessments used are based on the age groups of children present during the observation.

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)	
Licensed Program (without 'serious risk' rule violations)	All scores at least "minimum" on the intentional teaching tool(s): * ECERS-E 3.0 or above * Infant-Toddler (IT) Checklist and School-Age (SA) Checklist 6.0 or above	All scores at least "average" on the intentional teaching tool(s): * ECERS-E 3.5 or above * IT Checklist and SA Checklist 7.0 or above	All scores at least "above average" on the intentional teaching tool(s): * ECERS-E 4.5 or above * IT Checklist and SA Checklist 8.0 or above	All scores at least "good" on the intentional teaching tool(s): * ECERS-E 5.0 or above * IT Checklist and SA Checklist 9.0 or above	Accredited by a state-approved accrediting entity

# Program Management

## Family Involvement (5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without 'serious risk' rule violations)	<p>Offers at least 1 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 1 social event per year</p> <p>Offers family volunteer opportunities</p>	<p>Monthly child-specific written communication for infant/toddlers and preschoolers <i>(if applicable)</i></p> <p>Communication center (notebook, mailboxes, suggestion box, etc.) for school-agers <i>(if applicable)</i></p> <p>Offers at least 2 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 2 social events per year</p> <p>Offers at least 1 family educational workshop per year</p> <p>Offers at least 1 family-teacher conference per year</p> <p>Family resource center with at least 2 of the required items</p>	<p>Weekly child-specific written communication for infant/toddlers and preschoolers <i>(if applicable)</i></p> <p>Offers at least 3 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 2 family educational workshops per year</p> <p>Offers at least 1 of the following: home visits, family needs assessments, family advisory board, or family support groups</p> <p>Family resource center with at least 3 of the required items</p>	Accredited by a state-approved accrediting entity

Note: For more information about the Family Involvement requirements, please see the Director Manual available at [www.OPENInitiative.org](http://www.OPENInitiative.org).

**Business and Administrative Practices  
(5 points)**

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program (without 'serious risk' rule violations)	Family Handbook with at least 6 of the required areas  Basic financial documentation  Orientation for volunteers <i>(if applicable)</i>  Orientation for substitutes <i>(if applicable)</i>  Orientation for new families  At least 1 copy of Missouri's Core Competencies for each age group  At least 1 copy of Missouri's Standards for each age group	Written procedures for identifying, documenting, and reporting child abuse and neglect  Detailed budget with at least 6 categories of income and expenses  Self-evaluation for director  Family surveys or focus groups	Budget and/or business plan reviewed by outside professional  Program improvement plan  1 approved benefit for director built into fee structure  Missouri's Core Competencies included in the individual professional development plan of director  Missouri's Standards included in the lesson plans or individualized goals for children for each age group  Written individualized transition plans for children	Accredited by a state-approved accrediting entity
	<b>For home-based programs with additional staff working at least 15 hours per week</b>			
	Orientation for new staff	Job descriptions  Staff evaluations  Individualized professional development plans for staff  Annual staff training in staff/family confidentiality  Annual staff training in Missouri's Core Competencies  Annual staff training in Missouri's Standards for each age group	Staff Handbook with at least 5 of the required areas  Program provides financial support for training of staff  Missouri's Core Competencies included in the individual professional development plans of staff	

Note: For more information about the Business and Administrative Practices requirements, please see the Director Manual available at [www.OPENInitiative.org](http://www.OPENInitiative.org).

The Missouri Quality Rating System Home-Based Model was endorsed by Missouri's Departments of Social Services, Health and Senior Services, Elementary and Secondary Education, Mental Health, Higher Education, and the Missouri Head Start-State Collaboration Office in June 2006.



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