

APPENDIX A

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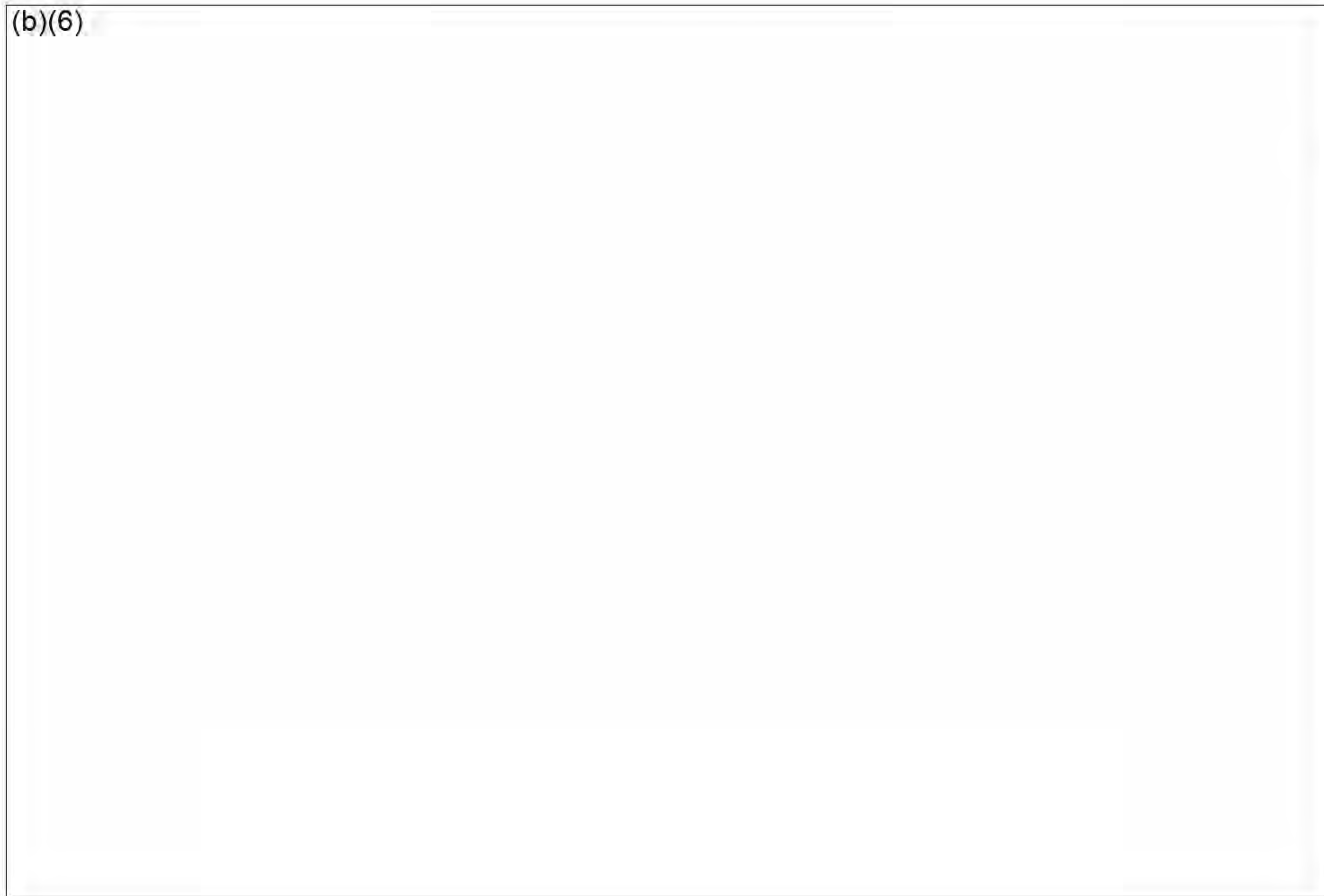
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Annual Report of Activities
to Governor Haley Barbour

Keeping the Course:
Mapping the Journey to High Quality for Mississippi's Early Care and Education System

December 2010

(b)(6)



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INTRODUCTION

Early Childhood Advisory Councils (SECACs) are charged with developing recommendations for increasing access to high quality state and federal early childhood care and education programs for all children—including those in underrepresented and special populations – and conducting a periodic state needs assessment of the quality and availability of programs. The Councils also address recommendations for the development of a comprehensive early childhood data system, a statewide professional development system, and research-based early learning standards. (National Governor's Association, Center for Best Practices, 2010.)

The State Early Childhood Advisory Council of Mississippi issued its second report to the Governor in December 2009. The report summarized the progress made during the year in establishing recommendations and suggested strategies that would result in the successful completion of those recommendations in 2010. The 2010 report will outline the progress the Council has made in meeting the 2009-2010 goals and describe the next set of objectives and goals that are specific to 2011. The 2011 work of the Council is focused on the continued creation and implementation of a system of high quality early care and education and the components that constitute such a system.

This third annual report describes the work accomplished by the Council and its member agencies that directly impact the ability of the Council to accomplish and exceed its goals for the year. Also included are continued appropriation requests and future recommendations to be implemented in the coming years.

BACKGROUND

The Improving Head Start for School Readiness Act of 2007 (Public Law 110-234), (42 USC 9801 et seq.), requires the Governor of each state to designate or establish a council to serve as the State Early Childhood Advisory Council on early childhood education and care for children from birth to school entry, and to designate an individual to coordinate activities of the Council. The purpose of a State Early Childhood Advisory Council is to bring together administrators, policy advisors, and other key stakeholders to advise on the development of a comprehensive system of coordinated services for young children in the state. Governor Haley Barbour filed an Executive Order in 2009 (#1028) with the Secretary of State's office to formally designate the Governor's Early Childhood Advisory Council. (Appendix A)

In April 2008, Governor Barbour appointed Dr. Cathy Grace, Executive Director of the

Department of Mental Health, and representatives of Head Start, local education agencies, and local providers of early childhood education and development services as well as leaders from the business community and child advocacy, as described in the Head Start Act. A copy of the membership roster is found in Appendix B.

In 2009, Governor Haley Barbour appointed additional representatives to the SECAC-MS to replace leaving/retiring members and to expand the representation of important early childhood services as described in the *Improving Head Start for School Readiness Act 2007 (Public Law 110-134)*. In addition to the members appointed in 2008, the following members were added:

- Stacy Callender, Executive Director of SECAC-MS, Office of the Governor
- Catherine Cliburn, Part C Coordinator, Mississippi State Department of Health
- Jill Dent, Office for Children & Youth, Mississippi Department of Human Services
- Fiona Qualls, State Board for Community and Junior Colleges
- Festus Simkins, Office of Licensure, Mississippi State Department of Health
- Holly Spivey, State Head Start Collaboration Director, Office of the Governor
- Tanya Tullos, Director of Early Childhood Education, Mississippi Band of Choctaw Indians

In July, Dr. Grace began a leave of absence from her position at Mississippi State University and requested a leave from the Council as well. Nadine Coleman served as interim chair.

In 2010, changes to the Council membership occurred again. Ms. Callender left the Council to pursue other interests, and Dr. Grace returned to the Council's membership in the fall. Dr. Kris Kaase resigned from Council duties when he left his position at the Mississippi Department of Education and was replaced by Dr. Lynn House, Deputy State Superintendent. Catherine Cliburn resigned from the Council when she left her position at the Department of Health and was replaced by Susan Boone, Deputy Bureau Director of the First Steps Early Intervention Program.

SECAC-MS VISION

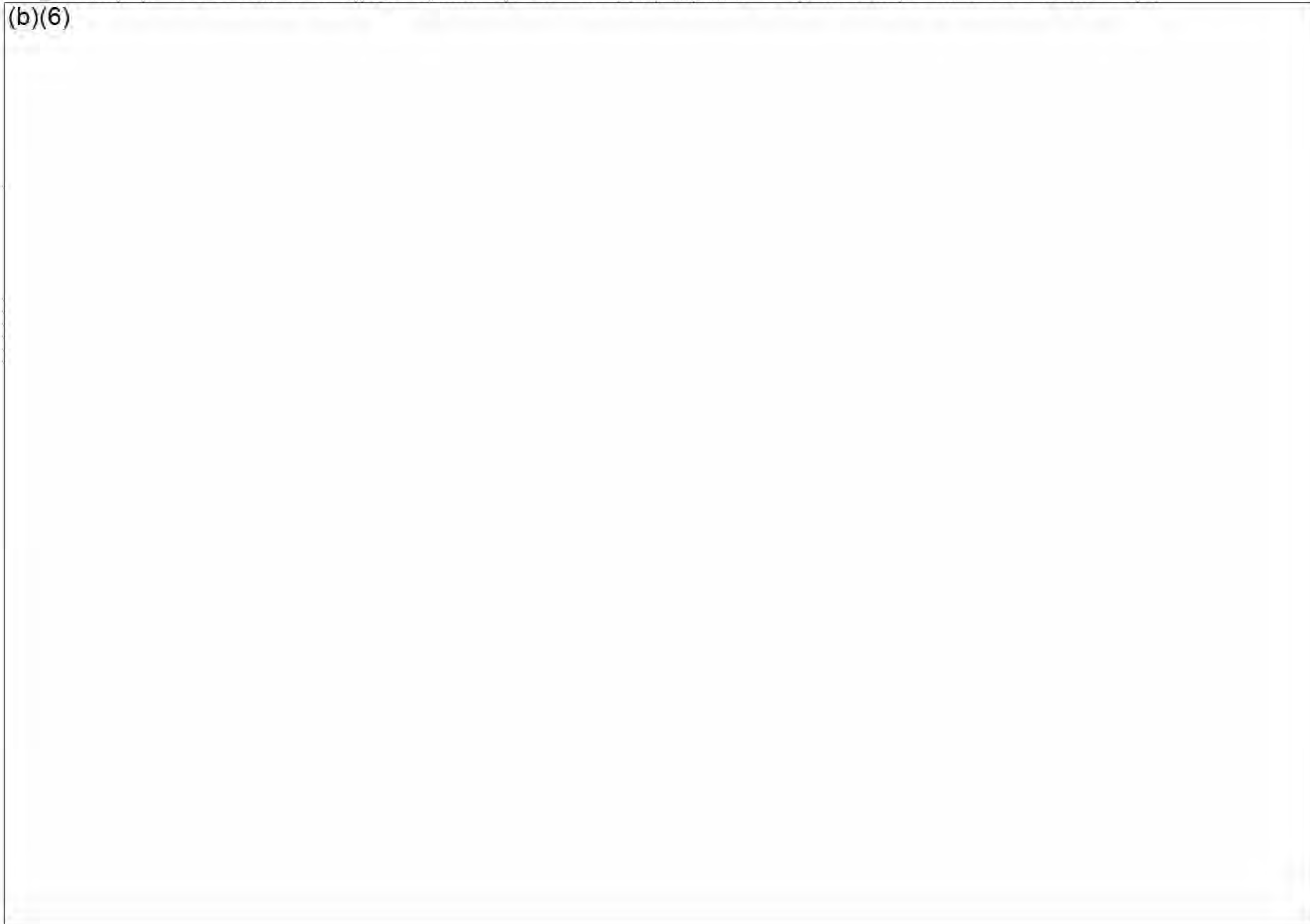
The State Early Childhood Advisory Council of Mississippi (SECAC-MS) is committed to the vision of one coordinated system of quality care and education for Mississippi's children birth to five. Mississippi's young children and their families deserve a comprehensive system that provides equal access to quality care and education and quality services and supports needed for school success and lifelong learning. Through interagency collaboration, the State Early Childhood Advisory Council is committed to developing a stronger early childhood infrastructure built on existing early care and education systems and components to ensure coordinated service delivery at the community and state level for all of Mississippi's young children.

legislation not only requires the Governor of each state to designate or establish a council to serve as the State Early Childhood Advisory Council on early childhood education and care for children from birth to school entry, but designates a non-competitive grant opportunity to each state to utilize in establishing a means to turn recommendations into reality. During 2010, the council focused on writing the grant proposal and secured \$1,521,067 for use over the next three years. With the funding in hand, the Council will implement the recommendations appearing in the proposal through agency directives, memoranda of understanding and formation of new partnerships.

MEASURING THE SECAC-MS ACTIVITIES FOR 2010

The work completed by the Council in 2010 was done through small working groups proven to be the most efficient given the time allocated to each task. The entire Council approved any actions or further recommendations to the Governor based on work group reports. Table 1 provides a review of the proposed activities and the status of each as of December 2010.

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Recommendations			Completion Date
Created communication system to encourage general public to review the Council's work and establish an accessible means for the public to communicate with the Council on issues of importance.	Yes	Web site and blog developed	N/A
Appoint an Executive Director for the Council	Yes	(b)(6) appointed and resigned after serving a year; currently seeking a replacement.	The position is posted and candidates are being interviewed with a proposed deadline as December 2, 2010 for naming of person
Improved access to educational opportunities for teachers of infants and toddlers through implementing training on early learning guidelines and corresponding curriculum	Yes	Curriculum developed to assist teachers in the teaching of activities that address the development of infants and toddlers per guideline's infant/toddler guideline/curriculum training conducted statewide through R&R network	N/A
A unified data collection system for comprehensive public early childhood education and development programs throughout Mississippi	Partial	The data on children receiving child care subsidies, teacher training provided through the R&R network and the rating of participating child care programs in the MS Quality Step System was included in a discussion of the P-20 data system at the Council meeting in December 2010	The Council applied for and received a grant from the Children's Defense Fund to develop a plan to obtain data from other state agencies such as Department of Education, Medicaid, Departments of Health and Mental Health which will continue in 2011
A career advancement lattice for early childhood educators in Mississippi	No	A Council work group has made a recommendation for full Council approval on piloting the T.E.A.C.H. program in the state and a career ladder in conjunction with the Dept of Human Services	Using funds from the grant awarded to the Council by HHS, a pilot career ladder and T.E.A.C.H. program will be implemented in 2011 pending full Council approval

work during 2010. The work proved to be successful and the Council will strive to meet the identified milestones over the next three years that will improve early care and education programs and the system which supports those programs. In order for the state to receive the funds a state match was required. The W.K. Kellogg Foundation provided the match that allowed the state to receive additional grant funds with the original match provided by the Mississippi Center for Education Innovation, Children's Defense Fund- Southern Regional Office, and the Chevron Corporation.

The following goals are outlined in the grant application for completion in 2011. These goals will also serve as the objectives of the Council over the next 12 months.

- Employ an executive director for the Council;
- Develop a data sharing system that is inclusive of core data elements from the Mississippi Department of Education (MDE), Mississippi State Department of Health (MDH), Mississippi Department of Human Services (MDHS), Institutions of Higher Learning (IHL), State Board for Community Colleges (SBCJC) and the Head Start Collaboration Office and others to be named;
- Sponsoring a work process study for MDHS, MSDH, and MDE for the purpose of determining a model for optimizing early childhood health, early childhood education, and well-being services that will be piloted in four communities in year two of the grant;
- Develop a voluntary registration process for family child care providers for communication purposes around training and emergency preparedness planning;
- Develop and implement a career ladder for early care and education teachers with a method of providing compensation for career/educational advancements;
- Develop a review of state health practices for children 0-4 years of age for the purpose of streamlining current processes more efficient, starting with the removal of administrative barriers to families to enroll their eligible children.

In September 2010 Mississippi Department of Human Services and the Mississippi Department of Health submitted the application for home-based parent education that was funded through the new Federal health care reform. The program is scheduled to be implemented in summer 2011 and involves a combination of parent engagement/education models.

In addition to the goals outlined in the grant application, the Council will continue to work on issues that have not been resolved from 2010 such as reduction of barriers that prevent eligible children from gaining access to health insurance.

budgetary allocation for the Mississippi Child Care Quality Rating System and Child Care Resource and Referral System remain intact.

RECOMMENDATIONS FOR CONSIDERATION BEYOND FY2011

The recommendations for consideration beyond 2011 build on those presented in this report and are critical to the overall and on-going improvement regarding the health and education of Mississippi's young children.

- Provision of resources annually to early care and education programs so they will meet Mississippi Child Care Quality Step System standards at a minimum of a step three of the five step rating system.
 - Further increase opportunities for children birth to three years of age of low-income families to participate in high quality community based in-home early childhood education programs.
 - Align the early learning standards (0-4 years) and core state standards for kindergarten–grade 12 by 2012.
 - Increase funding to *Nurturing Homes*, a program funded by the Mississippi Department of Human Services, to provide registration services and technical assistance to teachers in non-licensed family child care homes for the purpose of improving the educational quality of the program offered to children in those settings by December 2011.
 - Develop and implement a plan by 2015 that would eventually require all licensed early care and education centers to participate in the Mississippi Child Care Quality Step System that includes a financial plan for implementation and maintenance.
 - Develop a plan for dissemination of a parent information packet that would be made available to all parents upon the birth of their baby for the purpose of providing them with developmental milestones, identification of parent resources, and other information and how to access it that would be helpful to them as their child's first teacher by 2012.
 - Develop an implementation plan by 2014 to address access to health services for young children to include reduction in redundancies in paperwork and conflicting regulations for eligibility across multiple programs, review of the feasibility and cost effectiveness of adjusting state policies and practices to meet national standards and/or to reduce redundancy and conflicting requirements, service gaps in remote areas of the state and use of alternate measures such as telemedicine, mobile units or patient navigators.
 - Develop and implement training modules to enhance the knowledge of health care professionals about specific needs and concerns for young children and their families by 2012.
 - Conduct a review of existing preventative health services by 2013, including the state vaccination program, medical home model and EPSDT, to identify barriers to participation.
-

RECOMMENDATIONS RELATED TO EARLY CHILDHOOD EDUCATION: KINDERGARTEN AND ELEMENTARY GRADES (K-3):

As young children enter public school their school lives are just beginning and for that reason the Council makes the following recommendations in the context of supporting the child's movement toward school success and as a step in preventing school drop outs.

- Increase evidence-based training for school administrators in early childhood education, especially elementary principals
- Re-evaluation of the transition practices and systems alignment followed when children enter kindergarten from early childhood education programs or from the child's home to ensure a seamless transfer for the child that will not interrupt or interfere with learning
- Implementation of an age appropriate assessment of children in kindergarten through grade three across the state by 2012 to determine the progress children are making in reading and math skill acquisition
- Development of a consistent state-wide skill-based progress report form for parents of children in grades pre-k through grade 3 by 2013

CONCLUSION

The State Early Childhood Advisory Council has succinctly crafted a plan by which early care and education services are anchored at the local level and connected community by community through the statewide systems that focus on young children and their families. This plan is mapped out and defined so that the individuals and agencies charged to bring life to the words are not left with questions. With talk of dropout prevention programs, work force development and economic uncertainty this report has even greater meaning and urgency. Regardless of the current financial situation, now is the time for the efficient and effective use of Mississippi intelligence and spirit to move the early childhood agenda forward. With the implementation of the recommendations submitted in this report, the quality of life for current and future generations of preschool children and their families will be greatly improved. It is not just the right and smart thing to do it is the only thing that will ensure we leave our children the legacy they deserve.

EXECUTIVE ORDER #1028

Relating to the Designation of the Governor's State Early Childhood Advisory Council

WHEREAS, compelling research supports the lifelong importance of early childhood development; and

WHEREAS, sound economic evidence indicates that smart investments in early childhood education yield long term gains by improving the quality of the future workforce and creating significant cost savings for society; and

WHEREAS, the early development and education of young children is of critical importance to Mississippi's families and communities; and

WHEREAS, the State of Mississippi recognizes the importance of early childhood education and development programs and services for children from birth to school entry; and

WHEREAS, Mississippi has a need for coordination and collaboration among Federal, State, and local child care and early childhood education programs and initiatives to maximize resources; and

WHEREAS, Mississippi's families and children need a coordinated system of quality care and education with comprehensive supports to enable school success and lifelong learning; and

WHEREAS, the Federal Government, in the reauthorization of Head Start in Public Law 110-134 (Improving Head Start for School Readiness Act of 2007), has required states to have Advisory Councils dedicated to early education and care issues;

NOW, THEREFORE, I, Haley Barbour, Governor of the State of Mississippi, by the authority vested in me by the Constitution and laws of this State do hereby:

- (A) Designate the existing State Early Childhood Advisory Council of Mississippi (herein referred to as the "Council") as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry*
- (B) Locate the Council in the Office of the Governor to ensure access to the Governor and other key policy makers*
- (C) Designate leadership to coordinate the activities of the Council as described in PL110-134;*
- (D) Appoint members to the Council in accordance with Public Law 110-134. Members of the Council shall include, to the maximum extent possible—*
 - (i) a representative of the Mississippi Department of Human Services;*
 - (ii) a representative of the Mississippi Department of Education;*

Head Start programs and migrant and seasonal Head Start programs as available;

- (vii) the State Director of Head Start Collaboration;*
- (viii) the Part C Coordinator and/or the Section 519 Coordinator of programs under the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);*
- (ix) a representative of the Mississippi Department of Health*
- (x) a representative of the Mississippi Department of Mental Health; and*
- (xi) representatives of other entities deemed relevant by the Governor.*

(E) Direct the Council to build on the existing early care and education system and to develop a strong infrastructure supporting collaboration, coordination, and equitable access to quality services and supports.

(F) Direct the Council to carry out the duties and functions specified in Public Law 110-134, including:

- (i) periodically conducting a statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including assessing the availability of high-quality pre-kindergarten services for low-income children in Mississippi;*
 - (ii) identifying opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs;*
 - (iii) developing recommendations for increasing the overall participation of children in existing Federal, State, and local child care and early childhood education programs, including outreach to underrepresented and special populations;*
 - (iv) developing recommendations regarding the establishment of a unified data collection system for early childhood education and development programs and services throughout Mississippi;*
 - (v) developing recommendations regarding statewide professional development and career advancement plans for early childhood educators in Mississippi;*
 - (vi) assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in Mississippi toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or prekindergarten program; and*
 - (vii) make recommendations for improvements in the State Early Learning Guidelines and undertake efforts to develop high quality comprehensive early learning standards, as appropriate.*
-

(H) Direct the Council to submit a statewide strategic report addressing Council activities to the State Director of Head Start Collaboration and the Governor, in accordance with Public Law 110-134; and

(I) Direct the Council to meet periodically to review the implementation of recommendations contained in the statewide strategic report and to address any changes in State and local needs, in accordance with Public Law 110-134.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Mississippi to be affixed. Done at the Capitol in the City of Jackson this ___ day of ___, in the year two thousand ____.

Haley Barbour, Governor

Delbert Hosemann, Secretary of State

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REFERENCES

Demma, R. (2010). A governor's guide to supporting a comprehensive, high quality early childhood state system. Washington, DC: National Governor's Association

This report was prepared by the
State Early Childhood Advisory Council

Dr. Cathy Grace
Council Chair

Office of Governor Haley Barbour
Publication Date: December 2010

MEMORENDUM OF UNDERSTANDING

**MODEL PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding ("MOU") is entered into by the MS Dept. of Human Services ("Lead Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1.) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2.) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3.) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4.) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5.) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6.) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1.) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

- 2.) Abide by the governance structure outlined in the State Plan;
- 3.) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4.) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5.) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned /developed using Federal funds awarded under the RTT-ELC grant;
- 6.) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7.) Be responsive to State, ED, or HHS requests for project information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1.) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2.) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3.) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4.) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5.) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6.) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1.) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2.) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3.) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4.) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with the ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top-Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top-Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:



	10-13-11
_____ Signature	_____ Date
Don Thompson	Executive Director
_____ Print Name	_____ Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)3	<ul style="list-style-type: none"> • MS Dept. of Human Services 	Create a statewide early childhood entity that parents and providers can access
(A)4	<ul style="list-style-type: none"> • MS Dept. of Human Services 	Act as the fiscal agent for grant management Receive the Child Care Facilities Licensure Division from the MS Dept. of Health
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
(D)(2)	<ul style="list-style-type: none"> • MS Dept. of Human Services 	Participate in cross-training early childhood educators and professionals across multiple agencies
(E)(1)		
(E)(2)		


 Signature (Authorized Representative of Lead Agency)

10-13-11
 Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between MS Dept of Human Services ("Lead Agency") and MS Division of Medicaid ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable

requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.


V. SIGNATURES

Authorized Representative of Lead Agency:

 10-14-11
Signature Date

Don Thompson Executive Director
Print Name Title

Authorized Representative of Participating State Agency:

 10-14-11
Signature Date

Robert L. Robinson Executive Director
Print Name Title

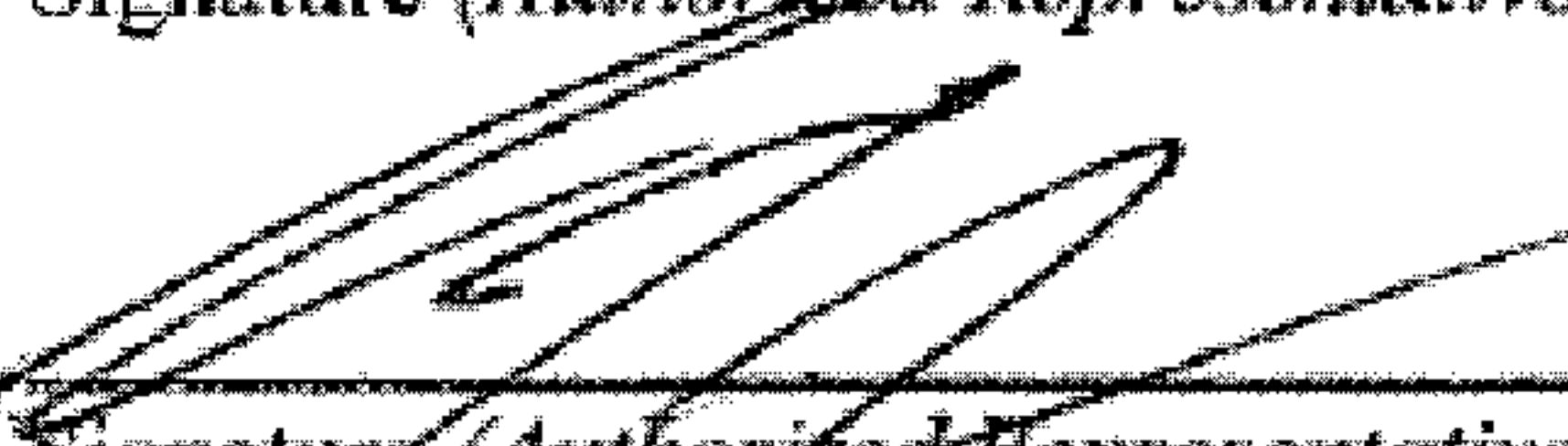
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

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Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • <i>State-funded preschool</i> • <i>IDEA preschool special ed</i> • <i>Head Start Collab Office</i> 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • <i>Head Start Collab Office</i> 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)(3)	MS Division of Medicaid	House an Early Childhood Liaison at the Division of Medicaid
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)	MS Division of Medicaid	<ul style="list-style-type: none"> * Recognize EPSDT as state model screening program *Participate in an interagency task force to optimize promotion of EPSDT benefit *Share EPSDT data with nSPARC at Mississippi State University
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		


10-14-11

 Signature (Authorized Representative of Lead Agency) Date


10-14-11

 Signature (Authorized Representative of Participating State Agency) Date

Race to the Top-Early Learning Challenge Grant

PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between MS Department of Human Services ("Lead Agency") and MS Department of Education ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products developed and lessons learned using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will meet with each other at least

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

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Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state- funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)(3)	MS Dept of Education(MDE)	An Early Childhood Liaison will be housed at the MS Dept of Education
(B)(1)		
(B)(2)	MS Dept. of Education	MDE will select Priority schools or other at-risk schools to implement the Quality Rating and Improvement System in all Pre-K classes.
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1) State-Wide High-Quality Early Learning Standards	MS Dept. of Education	MDE will ensure that the most at risk schools under MDE direction spend Title I funds or other funds to start at least one Pre-K 4 classroom using the state guidelines and curriculum and provide training on the Early Learning Guidelines for all early childhood teachers
(C)(2)		
(C)(3) Identifying and Addressing Needs	MS Dept. of Education	MDE will ensure that the most at risk schools under MDE direction will provide a summer program of at least 6 weeks (pending grant funding) for children starting kindergarten who recently graduated from Head Start or never attended a pre-school or Head Start program using the Promise School model

Selection Criterion	Participating Party	Type of Participation
(C)(4) Parent Engagement	MS Dept. of Education	MDE will ensure that the most at risk schools under MDE direction will spend other funds or at least 25% of the 1% required by Title I on parent engagement for parents of children 0-5
(D)(1) Workforce Knowledge and Competencies	MS Dept. of Education	MDE will ensure that the most at risk schools under MDE direction will require all Pre-K teachers to participate in the CLASS observation and in staff development tied to the observation results
(D)(2) Supporting Educators	MS Dept of Education	MDE will hold at least one information session with the State Board of Education on early childhood education and the impact on school achievement during the 2012-2013 year
(E)(1) Kindergarten Assessment	MS Dept of Education	MDE will administer a kindergarten assessment to all children entering kindergarten by 2013 (pending grant funding.)
(E)(2) Data Sharing	MS Dept of Education	MDE will share data on children with the State Longitudinal Data System as allowed by federal and state law

[Handwritten Signature]

10-14-11

Signature (Authorized Representative of Lead Agency)

Date

[Handwritten Signature]

10-13-11

Signature (Authorized Representative of Participating State Agency)

Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between MS Dept of Human Services (“Lead Agency”) and MS State Dept of Health (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

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(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
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D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

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State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

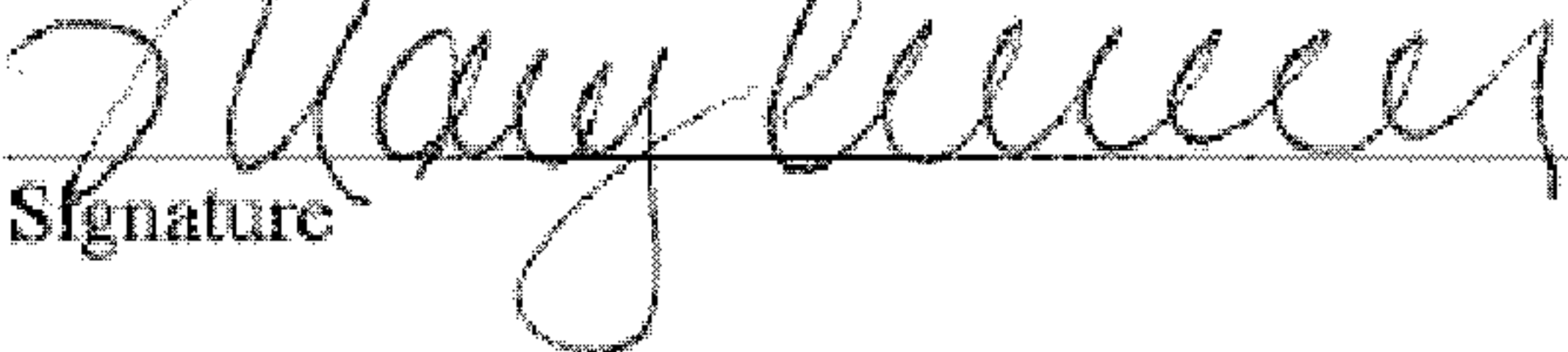
V. SIGNATURES

Authorized Representative of Lead Agency:

 10-14-11
Signature Date

Don Thompson Executive Director
Print Name Title

Authorized Representative of Participating State Agency:

 10/14/11
Signature Date

Dr. Mary Currier State Health Officer
Print Name Title

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	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)(3)	MS Dept of Health	House Early Childhood Liaison at the MS Dept of Health
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)	MS Dept of Health	*Participate in a comprehensive evaluation assessment of the strengths/needs of MS current Part C System and study of effectiveness of current transition from Part C to Part B *Transfer licensure of childcare facilities to the MS Dept of Human Services Division of Early Childhood Care and Development *Participate in cross-training of early childhood personnel
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		

The implementation of these activities shall be subject to the availability of funds.

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

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A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable

requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

 10-14-11
Signature Date

Don Thompson Executive Director
Print Name Title

Authorized Representative of Participating State Agency:

 10/10/2011
Signature Date

Glynn Kegley Director, Bureau of Administration
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • <i>State-funded preschool</i> • <i>IDEA preschool special ed</i> • <i>Head Start Collab Office</i> 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • <i>Head Start Collab Office</i> 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)	MS Dept of Mental Health	<p>*Participate in interagency agreement for uniform referral process as applicable</p> <p>*Expand the local children’s MAP Team program to include children birth to 5 and cover all 82 counties with available funds provided by the RTT grant</p> <p>*Encourage use of mental health pre-school programs at the Community Mental Health Centers by having a MAP Team Coordinator assist with referrals of eligible children</p> <p>*Through MAP Team efforts, help coordinate use of limited number of specialized early childhood staff in rural</p>

Selection Criterion	Participating Party	Type of Participation
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		

Talitions -

10-14-11

Signature (Authorized Representative of Lead Agency)

Date

Glynn Kegley

10/10/2011

Signature (Authorized Representative of Participating State Agency)

Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between MS Dept of Human Services (“Lead Agency”) and MS State Early Childhood Advisory Council (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)	State Early Childhood Advisory Council	Council has Health Care Access Committee that is currently conducting state-wide study of access to and disparities of health resources
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)	State Early Childhood Advisory Council	Council has Workforce Development Committee that is focused on implementing the TEACH/WAGES phase-in in Mississippi
(D)(2)		
(E)(1)		
(E)(2)	State Early Childhood Advisory Council	Council has Data Committee specifically working on creating an Early Childhood Data System

reathony

 Signature (Authorized Representative of Lead Agency)

10-14-11

 Date

LIEUTENANT GOVERNAR LETTER OF SUPPORT



THE OFFICE OF THE LIEUTENANT GOVERNOR

PHIL BRYANT

Post Office Box 1018 // Jackson, Mississippi 39215-1018 // Phone 601.359.3200 // Fax 601.359.4054 // ligovbryant.com

October 14, 2011

The Honorable Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour,

I am committed to supporting Mississippi's application for the Race to the Top Early Learning Challenge Fund.

I am extremely interested in the future of our workforce here in Mississippi. The Race to the Top Early Learning Fund provides the necessary framework to support a higher quality learning experience for our children. The hard work of the State Early Childhood Advisory Committee and other stakeholders in developing this innovative and forward thinking plan is to be commended.

Given the comprehensive early childhood system proposed, I am even more encouraged that we will have better organized and streamlined services that will benefit all Mississippi children.

Sincerely,

A handwritten signature in cursive script that reads "Phil Bryant".

Phil Bryant
Lt. Governor
PB/mcb



www.childcaremississippi.org

1.866.706.8827

School of Human Sciences
Box 9745
Mississippi State, MS 39762
662-325-3083

The Honorable Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour,

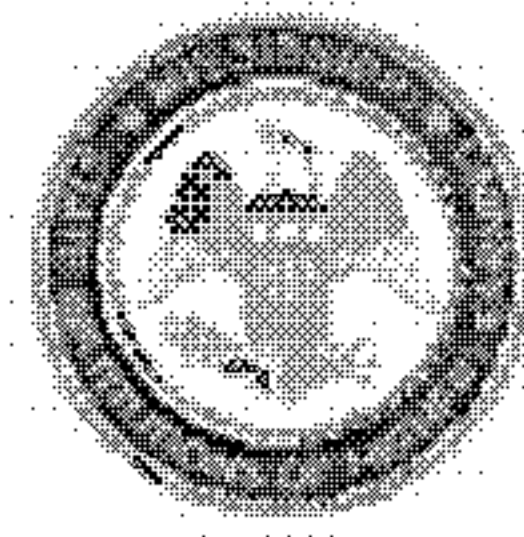
Under the auspices of the Mississippi Child Care Resource & Referral Network, our programs have been providing educational information, training, and technical assistance to early childcare providers throughout the state. Programs such as Project Navigator, Allies, and Out of School are positively impacting the lives of our youngest citizens. Another program, the Nurturing Homes Initiative (NHI), celebrates its 12th anniversary this year through a collaborative effort of the Mississippi State University Extension Service, the Mississippi Department of Human Services, and its Division of Early Childhood Care and Development.

As director of the MSCCR&R Network, I pledge our support and endorse the State Early Childhood Advisory Council's application for the Race to the Top Early Learning Challenge grant. This funding will strengthen our state and community efforts in providing high quality early care and educational experiences to children who are at high risk for school failure.

These endeavors ensure a synergistic level of cooperation among the multitude of partners which means our early care and education teachers are better prepared. Thank you for the opportunity to serve on the State Early Childhood Council and for recognizing the efforts of the MSCCR&R Network. We look forward to participating in this next opportunity.

Sincerely,

Louise E. Davis, Ph.D.
Director



**STATE OF MISSISSIPPI
INSTITUTIONS OF HIGHER LEARNING**

Hank M. Bounds
Commissioner of Higher Education

October 3, 2011

The Honorable Haley Barbour
Governor
State of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour:

The Mississippi Board of Trustees of State Institutions of Higher Learning is pleased to support the state's application for the Race to the Top Early Childhood Challenge. IHL pledges its support to collaborate with the Mississippi Department of Human Services Division of Early Childhood Care and Development, the Mississippi Community College Board and all educational entities in planning ongoing educational opportunities in early care and education.

With more than 1,200 graduates earning education diplomas in 2010 from our eight public universities, we are excited to be part of this new opportunity to strengthen our state's efforts in providing high quality early care education for all of Mississippi's children.

This cooperative endeavor with the participating agencies provides the needed seamless educational opportunities for a more educated and better prepared workforce. We look forward to working with the various agencies in this exciting opportunity.

Sincerely,

A handwritten signature in cursive script that reads "Hank M. Bounds".

Hank M. Bounds
Commissioner of Higher Education

W.K. KELLOGG FOUNDATION LETTER OF SUPPORT

Sterling K. Speirn
President and
Chief Executive Officer

October 3, 2011

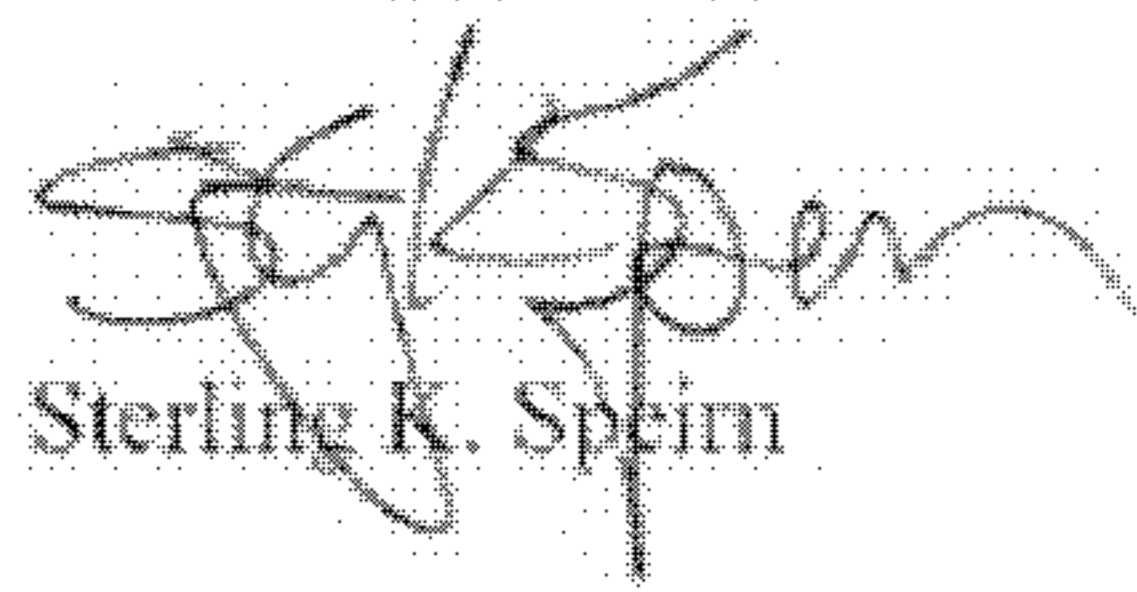
The Honorable Haley Barbour
Governor of Mississippi
Executive Office of the Governor
PO Box 139
Jackson, MS 39205

Dear Governor Barbour:

The W.K. Kellogg Foundation is pleased to provide this letter of support for Mississippi's application for Race to the Top – Early Learning Challenge funding. Our support stems from the knowledge the Foundation has gleaned from over a decade of investment in early childhood and elementary education and from the personal engagement of our program and executive staff with educational innovators in your state. Their innovations have prepared vulnerable children for school entry, successfully closed achievement gaps and strengthened families and communities. We believe that Mississippi is well positioned to utilize the Early Learning Challenge grant to scale such innovations and make sustainable improvements in your early learning system.

Ultimately, the Early Learning Challenge grant will enable Mississippi to better serve its youngest and most vulnerable citizens. As an organization deeply committed to equity and excellence in early learning, the W.K. Kellogg Foundation greatly values your leadership in helping to develop a national model for early learning education. We strongly encourage the U.S. Department of Education to fund Mississippi's Race to the Top – Early Learning Challenge grant.

Sincerely,



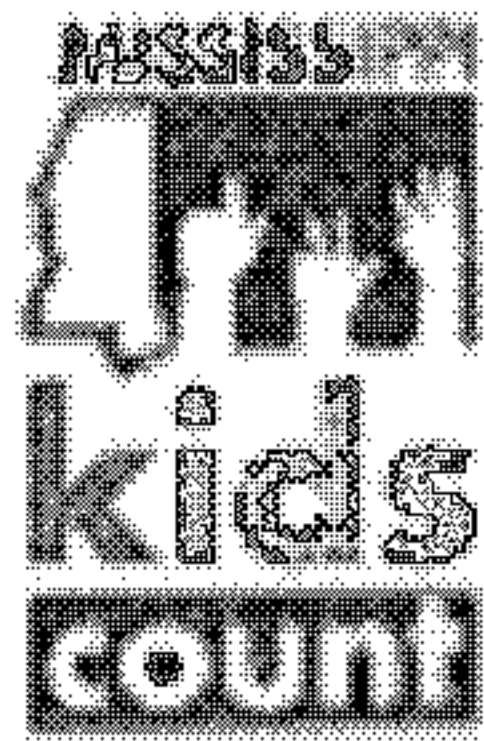
Sterling K. Speirn

**W.K. KELLOGG
FOUNDATION**

One Michigan
Avenue East
Baker Creek, MI
49017-4932
USA
269-968-1611
TDD on site
Facsimile: 269-968-0113
www.wkf.org

*To help people
help themselves
through the practical
application of knowledge
and resources to improve
their quality of life and
that of future generations*

MISSISSIPPI KIDS COUNT LETTER OF SUPPORT



MISSISSIPPI KIDS COUNT
Social Science Research Center
Family and Children Research Unit
P.O. Box 5287
Mississippi State, MS 39762
Home Page: <http://www.ssrc.msstate.edu/miskidscount>

October 7, 2011

The Honorable Haley Barbour
Governor
State of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour:

We are pleased to write a letter of support for the state of Mississippi's application for the *Race To The Top Early Childhood Challenge*. Mississippi KIDS COUNT is the premiere source of data about children and youth within the state of Mississippi. As a research entity, we focus upon the following core areas of children and youth: education, economic well-being, health and safety.


Since 2007, Mississippi KIDS COUNT has been housed at Mississippi State University's Social Science Research Center. Within the research context, we not only highlight data about these areas, but we also continue to highlight success stories around the state of Mississippi. A hallmark of the most successful stories spotlighting programs that work are, without exception, those programs that involve the child's family and community. In particular, the most successful programs are those that begin very early in a child's life, supporting a learning environment where children are cherished and celebrated. The importance of promoting environments conducive to this goal is supported by decades of research. In particular, the ten years reflect an increased general recognition that the earliest years of a child's life are crucial to early brain development. The return on investment of supporting quality early care and education is high. Research makes clear that investment in quality early child care and education results in higher graduation rates, higher life-time earnings and a more vibrant tax base for the state.

The Mississippi application is characterized by its collaboration and comprehensiveness. Only by pulling together experts and advocates across the state and disciplines can we meet the ambitious goals outlined in the application.

Mississippi KIDS COUNT stands ready to assist in the implementation of this plan, via highlighting data changes over time and continuing to promoting successful communities/programs throughout the state of Mississippi.

Sincerely,


Wade H. Overstreet
Board Chair


Linda H. Southward, PhD
Director

DELTA COUNCIL LETTER OF SUPPORT



PO Box 257
Stoneville, MS
38776-0257

Phone: 662-686-3350
Fax: 662-686-3378

October 6, 2011

The Honorable Haley Barbour
Governor of Mississippi
Executive Office of the Governor
PO Box 139
Jackson, MS 39205

Dear Governor Barbour:

Delta Council, an area economic development organization in Northwest Mississippi, is pleased to support the State of Mississippi's application for the Race to the Top – Early Learning Challenge opportunity. The education and health of our youngest and most vulnerable citizens is tantamount to creating a better quality of life and economy for all Mississippians in the future.

There have been some ambitious and innovative efforts over the last few years to improve and develop programs and policies that will lift Mississippi's children up. With the Race to the Top opportunity, these efforts will now be able to reach the majority of our youngest citizens by increasing the coverage of these programs and integrating them into all levels of our social and educational network.

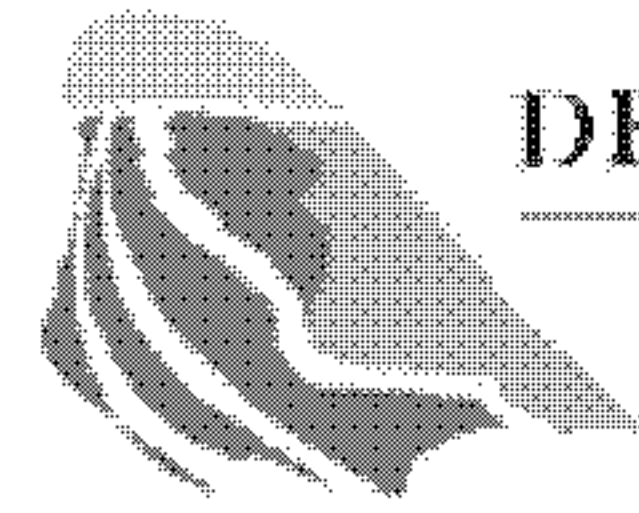
Delta Council remains grateful for the leadership you, state agencies, and private partners have provided as we have worked to build a successful and sustainable model of early childhood efforts. This opportunity will further enhance these efforts and we were pleased to play a small part in what has truly been a collaborative effort.

(b)(6)

Cass Pennington, Chairman
Education Committee

Tom Gresham, Chairman
Development Department

DELTA HEALTH ALLIANCE LETTER OF SUPPORT



DELTA HEALTH ALLIANCE

Solutions for a Healthy Tomorrow

October 5, 2011

The Honorable Haley Barbour
Governor of Mississippi
Executive Office of the Governor
Post Office Box 139
Jackson, Mississippi 39205

Dear Governor Barbour:

Delta Health Alliance is pleased to write this letter of support for Mississippi's application to the US Department of Education and Health and Human Services for the Race to the Top Early Learning Challenge Fund. The partners between four of the state's leading agencies, Departments of Human Services, Education, Mental Health and Health create dynamic partnerships that would be leveraged using existing early educational programs to demonstrate the power of infrastructure and collaboration to improve opportunities in early learning initiatives in our state.

Delta Health Alliance's mission is to improve the health of the men, women, and children who make the Mississippi Delta their home. From maternal infant health programs to early learning schools for pre-school students, Delta Health Alliance is committed to helping moms and their children to make a better life in the Mississippi Delta.

As such, Delta Health Alliance is supportive of the state's efforts and recognizes that long-lasting change only occurs with everyone working together toward a common goal. We strongly support the endeavors of the partners to secure funding to deliver the right combination of services needed to advance efforts that will benefit the Mississippi's youngest citizens. We urge the U S Department of Education and Health and Humans Services to fund Mississippi's innovative partnership of programs that will further support early learning and development for young children.

Sincerely,

Karen C. Fox, PhD
President & CEO



109 Executive Drive Suite 1
Madison, MS 39110

September 28, 2011

The Honorable Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour:

I am pleased to voice my support of Mississippi's application for the Race to the Top Early Learning Challenge Fund and look forward to your Early Childhood Advisory Council preparing a winning grant application. As you know, Excel By 5 is already doing its part to help communities develop leadership and capacity in support of young children and their families. We at Excel By 5 very much appreciate your support and the support of the First Lady. Certainly, the importance of early care and education as a precursor for school readiness is well understood and will prove to be an essential part of Mississippi's future success.

As currently envisioned, Race to the Top funding will support the State Early Childhood Advisory Council's existing work to streamline and improve work processes in how state services are delivered to families and children. I am personally committed to this work because it can dramatically improve both the efficiency and the effectiveness of the expenditure of limited state tax dollars.

Very Truly Yours,

A handwritten signature in black ink that reads "Steve Renfroe". The signature is written in a cursive style with a horizontal line above the name.

Steve Renfroe, President

Excel By 5, Inc.



Mississippi Chapter

Mississippi Chapter
PO Box 4725
Jackson, MS 39296-4725
Phone: 601/605-6425
E-mail: mschap@integrity.com

Mississippi Chapter
Executive Committee

President
Jimmy Stewart, MD, FAAP
Combined Internal Medicine/
Pediatrics Residency Program
826 N Lakeland Drive, Bldg LD
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1101 South 26th Ave
Hattiesburg, MS 39402
Phone: 601/579-3000
Fax: 601/294-4461
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jonathan.shook@hattiesburgclinic.com

Chapter Executive Director
Gretchen Mahan
PO Box 4725
Jackson, MS 39296-4725
Phone: 601/605-6425
Fax: 601/605-8357
E-mail: gmahan@aap.net

Immediate Past President
M. Ed Ivancic, MD, FAAP
North Mississippi Pediatrics
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Tupelo, MS 38801-6580
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Fax: 662/842-1355
E-mail: divancic@nmfhs.net

Chapter Web site
www.aapms.org

AAP Headquarters
141 Northwest Point Blvd
Elk Grove Village, IL 60007-1098
Phone: 847/434-4000
Fax: 847/434-8000
E-mail: kidsdocs@aap.org
www.aap.org

September 28, 2011

The Honorable Haley Barbour
Mississippi Governor's Office
Post Office Box 139
Jackson, MS 39205

RE: Support for *Race to the Top – Early Learning Challenge Fund proposal*

Dear Governor Barbour,

The Mississippi Chapter of the AAP, a membership organization of approximately 300 pediatricians in Mississippi, is committed to supporting the comprehensive proposal by the state of Mississippi to the Department of Health and Human Services and Department of Education.

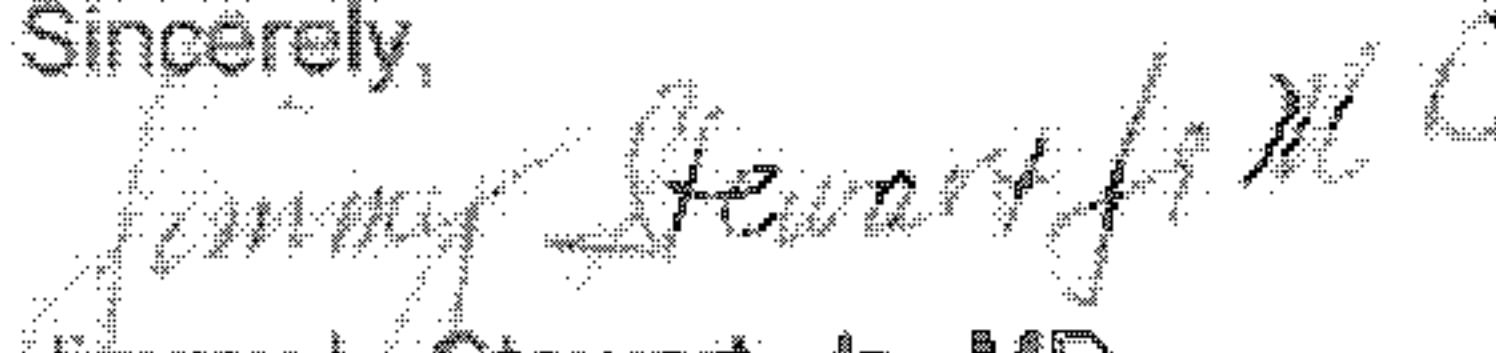
Pediatricians are very interested in promoting the best possible outcomes for young children. Our state's current system of care for young children with challenges is fragmented, under-funded, and the quantity and quality of services vary greatly from place to place. In this resource-poor state, obtaining federal assistance to enhance, supplement, and re-organize current services for young children will be of great benefit.

Our organization stands ready to assist the *Race to the Top* project in Mississippi. We have the inroads to assist in capacity development in pediatricians across the state. Proposals already discussed include working with the state's Pediatric Residency Program at the University of MS Medical Center to train pediatricians to identify typical and atypical development in children early in life. We will also be available to assist this project in an advisory role and by helping to disseminate information to families of young children about *Race to the Top* and early intervention services.

If we can be of further assistance, do not hesitate to contact us.

We look forward to hearing of the successful outcomes of the *Race to the Top – Early Learning Challenge Fund proposal*.

Sincerely,


Jimmy L. Stewart, Jr., MD
Chapter President


Gretchen Mahan
Chapter Executive Director

cc: Annjo Lemons, State Early Childhood Advisory Council

Promoting the health and well-being of all children in Mississippi.

Governor Haley Barbour
Post Office Box 139
Jackson, Mississippi 39205

Dear Governor Barbour,

As Certification Manager for the Biloxi Excel By 5 Coalition, I am writing a letter of support for the State of Mississippi regarding the "Race to the Top Grant". In January 2009, Biloxi began the Excel by 5 certification process. The first coalition meeting brought together 75 community members representing leaders in the government, non-profit agencies representatives, business leaders, child care directors, head start directors, principals, kindergarten teachers, community college representatives, and parents. As the coalition worked on the certification requirements, positive things happened in Biloxi.

After completing the needs assessment for the community, the results found a need for activities and events for younger children, training for parents/caregivers, and a place with a learning environment that parents/caregivers can utilize with children.

The Biloxi Excel by 5 Coalition has provided educational workshops/training for parents/caregivers and children Birth to 5 years of age. The four trainings/workshops gear instruction toward the importance of sounds and symbols, the importance of correct pencil gripping, the importance of reading to your child and the importance of phonological awareness. By providing this training, parents/caregivers are given resources as well as strategies to help the child.

The events that the coalition has held have been a great success! The activities are focused on children birth to 5 years of age. Biloxi have held such events as "Trip to Wonderland", Come Learn with Santa, Safety Fair, Count down To Readiness Fair, Hop the Trail to Bunny Land, and Health Fair. The comments received from parents/caregivers, educators and community leaders are that there are instructional and fun activities for each age group. The events have brought great community participation to children and families.

One of the greatest assets to the community is the Biloxi Family Resource Center. In the Center, there is a Toy Lending Library. Parents/caregivers can check out materials, at no charge, to take home for a week and work with their child. The materials in the library can also be checked out by teachers, child care, and head start staff. The Biloxi Resource Center also has designated rooms such as Birth – 2 year old instructional room a 3 – 5 years old instructional room and a block room for parents/caregivers to bring children and work with them in various stations.

Another observation is the coming together of the community to begin to understand the importance and value of a child friendly community. The importance of providing awareness of the learning process and instructional needs for children Birth to 5 years of age.

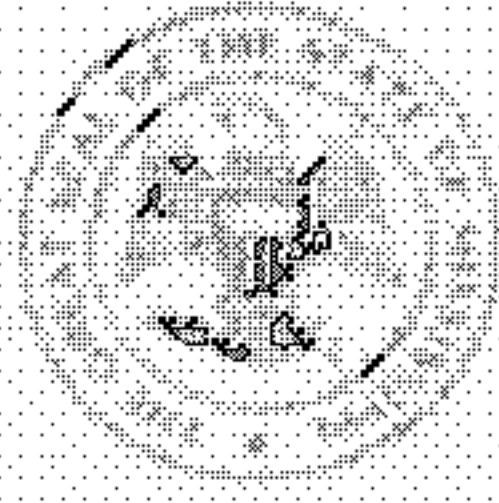
Thank you,

(b)(6)

Susan Hunt
Biloxi Excel By 5
Certification Manager
October 1, 2011

CECIL BROWN, CHAIRMEN OF THE MISSISSIPPI HOUSE EDUCATION COMMITTEE,
LETTER OF SUPPORT

HOUSE OF REPRESENTATIVES



CECIL BROWN
District 06
Hinds County
Post Office Box 28502
Jackson, Mississippi 39206-0502

Bus: (601) 962-4130
Fax: (601) 962-8380
Capitol: (601) 959-9335
ccbrown@house.ms.gov

STATE OF MISSISSIPPI

COMMITTEE ASSIGNMENTS:
Education, Chairman
Appropriations
Judiciary B
Legislative Budget
Municipalities
Public Health
Public Property
Universities and Colleges

October 5, 2011

The Honorable Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour,

As Chairman of the House Education Committee, I am committed to supporting Mississippi's application for the Race to the Top Early Learning Challenge Fund. The importance of early care and education as a driver for economic development is unquestioned. I appreciate the work of the State Early Childhood Advisory Committee and other stakeholders in developing this innovative and forward thinking plan.

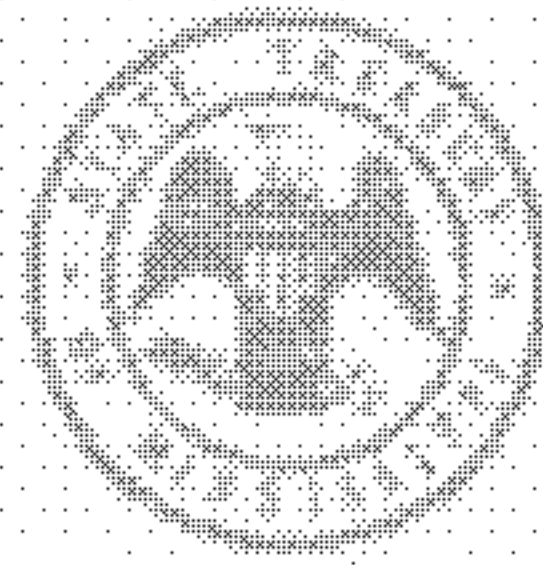
As a businessman as well as a legislator I am concerned about the education of our future workforce. It is for that reason I am especially interested in the savings plan for young children component of the plan. The option for low income parents to receive an incentive for saving for their child's college education as long as they make good choices in their placement of their children in high quality care and education learning environments has great potential. We need this type of concrete plan that is easy to communicate and administer through an existing state system.

Hopefully, the comprehensive plan will be funded and the dollars we receive will support a higher quality learning experience for our children prior to school entrance. Given the savings plan component of the proposed system, I am even more encouraged that we will have greater long term benefits than I could have originally imagined.

Sincerely,

Cecil Brown

NEW CAPITOL - P.O. BOX 1018 - JACKSON, MISSISSIPPI 39215-1018



STATE OF MISSISSIPPI
TREASURY DEPARTMENT

TATE REEVES
STATE TREASURER

POST OFFICE BOX 139
JACKSON, MISSISSIPPI 39205
TELEPHONE (601) 359-3600

September 23, 2011

The Honorable Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour,


As you know, postsecondary education is one of the best investments an individual can make. A college degree translates to higher earning potential and can be a stepping stone to achieving economic security. Yet for many low-income families, college can seem out of reach.

One important strategy for addressing this challenge is to provide incentives and support for low-income, minority and first-generation students and their families to save for college. Recent research has demonstrated that having savings in early childhood helps to build future aspirations, especially for college, and that establishing savings accounts at birth or in the early years can help parents of young children to perceive college as a tangible goal for their child and also become engaged in savings and financial management. Having even modest college savings increases children's own aspirations and expectations that they will attend college.

The federal Race to the Top Early Learning Challenge offers an exceptional opportunity to explore college savings accounts for children as one important component of an innovative educational reform package for Mississippi. College Savings Mississippi's MACS (Mississippi Affordable College Savings) 529 plan, overseen by my office, offers a ready-made system through which we can deliver education savings accounts to children across the state.

My team and I at the Office of the State Treasurer enthusiastically support the inclusion of college savings programming in Mississippi's Race to the Top application, and stand ready to assist with the further development of such an initiative should Mississippi's proposal be awarded.

Sincerely,


Tate Reeves
State Treasurer

1101 A WOOLFOLK STATE OFFICE BUILDING • 501 NORTH WEST STREET, JACKSON, MS 39201
TELEFAX 601-576-4405

**MISSISSIPPI STATE
UNIVERSITY**

National Strategic Planning & Analysis Research Center (nSPARC)



September 28, 2011

The Honorable Haley Barbour
PO Box 139
Jackson, Mississippi 39205

Dear Governor Barbour,

I write to express the support and commitment of the National Strategic Planning & Analysis Research Center (nSPARC) at Mississippi State University (MSU) to the Race to the Top–Early Learning Challenge grant. As you know, we have had very successful partnerships with multiple state agencies, including the Mississippi Department of Human Services and the Mississippi Department of Education, in building the state data warehouse and longitudinal data system that will be very instrumental in this initiative. It will be an honor and a privilege to work on this project.

Over the past decade, under your leadership, nSPARC has been involved in a broad range of activities aimed at enhancing the education and workforce system of Mississippi. Having been instrumental in developing, implementing, and maintaining the state's data warehouse model for its integrated education and workforce performance system, nSPARC would bring considerable expertise to and be a valuable part of the collaborative effort proposed for the Race to the Top–Early Learning Challenge grant. Our experience in the state, and across the nation, with linking data, tracking progress, and measuring outcomes across education and workforce programs and services to provide timely and accurate information for policymakers and program administrators will help strengthen the state's efforts to improve early learning and development programs for young children and improve their transitions to and success in all education arenas.

nSPARC is delighted to support the Race to the Top–Early Learning Challenge team in Mississippi. We look forward to partnering with others across the state to help build a more unified approach to supporting young children and their families, promoting high-quality early learning and development programs, and providing expertise for measuring outcomes and progress.

Sincerely,

Dr. Domenico "Mimmo" Parisi
Director and Professor

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nSPARC NATIONAL STRATEGIC PLANNING
& ANALYSIS RESEARCH CENTER

STATE INTERAGENCY COORDINATING COUNCIL
MISSISSIPPI STATE DEPARTMENT OF HEALTH
P. O. BOX 1700
JACKSON, MS 39215-1700

September 27, 2011

Honorable Haley Barbour, Governor
P. O. Box 139
Jackson, MS 39205

Dear Governor Barbour:

It is with great pleasure that I write this letter in support of the State Early Childhood Advisory Council's application for the Race to the Top Early Learning Challenge Award. The Early Childhood Advisory Council's mission to improve early childhood programs with achievable plans for comprehensive early learning and education reform is to be commended.

As chairperson of the State Interagency Coordinating Council for Infants and Toddlers with Disabilities (SICC), I know that all of the goals set forth in the application will benefit the young children in our state. In particular the goal to conduct a two year study of Part B and Part C of the Individuals with Disabilities Act (IDEA) for the purpose of improving services to children with disabilities who are 0-5 years of age meets with the goals of the SICC. Additionally, the creation of liaisons that have the responsibility of coordinating within and across state agencies to coordinate services for children under 5 with the support of the Division of Early Childhood Care and Development will assist the SICC in its mission to utilize experts within all agencies that provide services to infants and toddlers with disabilities.

Mississippi will benefit greatly from the Race to the Top Early Learning Challenge Award and I pledge my support on behalf of the State Interagency Coordinating Council and its members. Should you need to contact me please do not hesitate to do so at 601-823-5700 or smiller@mac.dmh.ms.gov.

Sincerely,



Shirley J. Miller, MPPA, LMHA, Chairperson
State Interagency Coordinating Council

Office of the Director

September 30, 2011

The Honorable Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

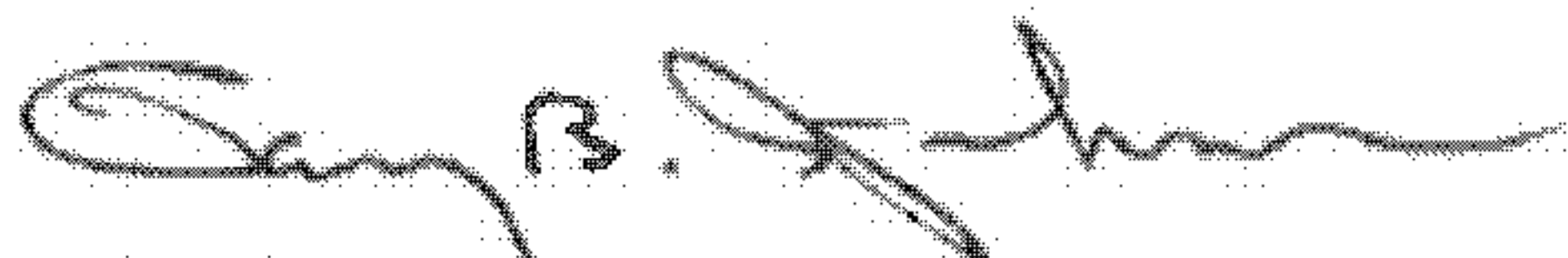
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GOVERNOR'S OFFICE

Dear Governor Barbour,

Mississippi State University Extension Service is pleased to support the state's application for the Race to the Top Early Childhood Challenge. As you know, MSU Extension Service's purpose is education that will empower people to make difference in their careers, their families and their environments statewide. Two of our statewide programs, The Mississippi Child Care Research & Referral Network and Nurturing Homes Initiative, are funded through the Mississippi Department of Human Services Division of Early Childhood Care and Development. The partnerships with the Division of Early Childhood Care and Development, universities, community colleges, MSU Extension Service and other state agencies empower our state's citizens and will be the catalyst to make real differences in the lives of Mississippi's children.

Mississippi State University Extension Service is, and will continue to be, a leader for positive change for individuals, families and communities. We pledge our support through every avenue possible.

Sincerely



Gary B. Jackson, Ph.D.
Director

c: Dr. Mark Keenum
Dr. Greg Bohach
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Dr. Michael Newman
Dr. Louise Davis

Cooperative Extension Service • Mississippi State University
Box 9601 • Mississippi State, MS 39762-9601 • Phone (662) 325-3036 • Fax (662) 325-8407

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Post Office Box 22550
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September 28, 2011

Governor Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour:

On behalf of the Mississippi Professional Educators (MPE), I am pleased to offer our support for Mississippi's application to the Race to the Top Early Learning Challenge Fund. Founded in 1979, MPE is Mississippi's premier and largest professional organization for educators. MPE serves nearly 10,500 teachers, administrators and support personnel in pre-K through graduate education in both public and private institutions. Our top priority is the education of children.

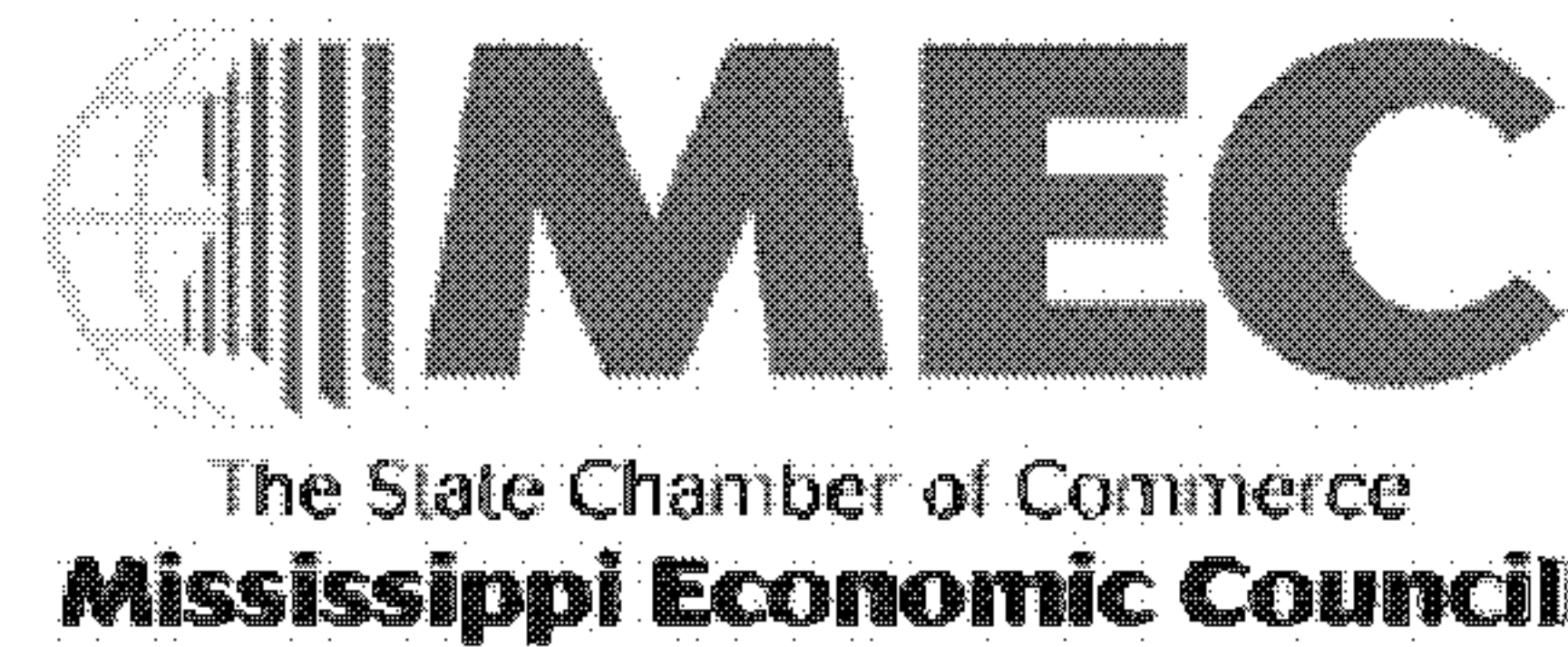
While Mississippi's application contains significant measures for fulfilling the purposes of the Early Learning Challenge Fund, I would like to focus on two valuable components of the application. First, Mississippi's application provides that all licensed child care centers will be required to participate in the Mississippi Child Care Quality Step System. Requiring all centers to participate, rather than their volunteering as is current practice, is a significant step in ensuring that children of impoverished families will receive high quality early childhood care, education and services. Second, Mississippi's application creates department liaisons to coordinate services within and across state agencies for children under 5. Given that Mississippi does not provide state funding for such coordination, this component will enhance both effectiveness and efficiency of existing services, as well as those implemented pursuant to the awarding of Early Learning Challenge Funds.

Mississippi will never reach its greatest potential until we are fully invested in education from birth forward. The Race to the Top Early Learning Challenge Fund can prove to be the catalyst for our making that investment. I strongly encourage the United States Departments of Education and Health and Human Services to award Mississippi this opportunity which could prove to be a defining moment for hundreds of thousands of our state's children.

Sincerely,

Kelly L. Riley
Executive Director

Blake A. Wilson
President & CEO
bwilson@mec.ms



October 14, 2011

Honorable Haley R. Barbour
Governor, State of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor:

The Mississippi Economic Council (MEC), which serves as the State Chamber of Commerce, has been an outspoken advocate for early childhood learning in our state.

Year after year in scientific polling of business leaders and voters alike and in anecdotal surveys of literally thousands of MEC members and community leaders attending town meetings in every corner of the state, there is overwhelming recognition of the importance of early childhood education and its role in assuring a prepared workforce.

We support the value of early childhood education because it is a bottom line issue. *It is good for business.*

Failure to improve student performance by the 4th grade creates greater – and often insurmountable – challenges in assuring a well-prepared adult workforce.

Business leaders in Mississippi get it, and have significantly supported private sector resources dedicated to putting maximum value in early learning classrooms, with credible measurement and reporting.

Sincerely,

A handwritten signature in black ink, appearing to read 'Blake A. Wilson', written over a horizontal line.

Blake A. Wilson

MISSISSIPPI ECONOMIC COUNCIL – THE STATE CHAMBER OF COMMERCE
Leadership Mississippi The Public Education Forum of Mississippi
M.S. Swayze Educational Foundation STAR Student/Teacher Awards
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601-969-0022/1-800-748-7626 FAX: 601-353-0247/1-888-717-2809 www.mec.ms



Mississippi Head Start Association

Executive Office

921 North Congress ~ Jackson, Mississippi 39202 ~ 601.969.6979 p ~ 601.969.6728 f

October 2, 2011

The Honorable Haley Barbour
Office of the Governor
P.O. Box 139
Jackson, MS 39205

Dear Governor Barbour,

The twenty-one member agencies that comprise the Mississippi Head Start Association wholeheartedly support Mississippi's application for the Race to the Top Early Learning Challenge Fund. With over four decades of experience in early childhood education and family development we appreciate the work of the State Early Childhood Advisory Council and other stakeholders in developing this innovative and forward thinking plan.

As a major part of the early childhood landscape in the state, we recognize that access to high quality early childhood education environments, is inexplicably linked to workforce development and pathways out of poverty. We are especially interested in the savings plan for young children to support asset building and higher education. The type of concrete plan outlined in the application is greatly needed and will provide the framework for an effective early childhood education system.

Hopefully, the comprehensive plan will be funded and the dollars we receive will support a higher quality learning experience for our children prior to school entrance. Creating access and opportunities for the most vulnerable children and families in the state will serve the residents of Mississippi well in addition to supporting the vision of Head Start as we work to lift families out of poverty.

Sincerely,

A handwritten signature in cursive script that reads "Nita Norphlet-Thompson".

Nita Norphlet-Thompson, Executive Director

Mississippi Head Start Association

October 13, 2011

The Honorable Haley Barbour

Governor

State of Mississippi

P.O. Box 139

Jackson, MS 39205

Dear Governor Barbour:

Blueprint Mississippi is pleased to support the state's application for the Race to the Top Early Childhood Challenge Grant. Blueprint pledges its support to collaborate with the Mississippi Department of Human Services Division of Early Childhood Care and Development and all of the educational entities in planning ongoing educational opportunities in early care and education.

With the issues of early education and racial reconciliation at the forefront of our recently released strategic plan of action for moving Mississippi forward, it is only fitting that we commit our support to this effort. Blueprint Mississippi is supported by private sector leaders and foundations that have pooled their resources and committed over \$1.25 million to its development. It is a joint venture with the Mississippi Economic Council, Momentum Mississippi and the Mississippi Partnership for Economic Development. Literally thousands of business and community leaders participated in the extensive Blueprint Mississippi process in order to shape the goals and recommendations presented in the document. Additionally, private consultants and research teams from our state's four public research universities – Jackson State University, Mississippi State University, University of Mississippi and University of Southern Mississippi as well as the William Winter Institute for Racial Reconciliation and Tougaloo College are involved in this public-private partnership effort.

This sustainable, trackable program of work will serve as a road map to success by nurturing the business climate, improving education and advancing economic development through a partnership among business, education, and government. Blueprint aims to update the existing plan and explore new areas of opportunity. One of these many new areas of opportunity is early childhood education. We are excited about the possibility of working with the Mississippi Department of Human Services to increase the educational achievement level of Mississippians by creating a quality early childhood education and development system that will give our children the foundation and head start that they need and deserve. Positioned for progress, we look forward to seizing this opportunity to move Mississippi forward.

Sincerely,

Hank M. Bounds

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**MISSISSIPPI EARLY LEARNING GUIDELINES FOR INFANTS AND
TODDLERS**

**Mississippi
Early Learning Guidelines
For Infants and Toddlers**

2010

**Mississippi Head Start
Collaboration Office**

Suggested Citation

Mississippi Head Start Collaboration Office. (2010). *Mississippi early learning guidelines for infants and toddlers*. Jackson, MS: Author.

Mississippi Head Start Collaboration Office

The Mississippi Head Start Collaboration Office facilitates communication and coordination of services, alignment of planning, enrollment, administration, and reporting systems among State and local leadership across funding streams and disciplines. More specifically, the MHSCO enhances collaborative partnerships that:

- Assist in building early childhood systems and access to comprehensive services and support for all low-income children;
- Promote widespread collaboration and partnership between Head Start and other appropriate programs, services, and initiatives, including child care and State preschool; and
- Facilitate the involvement of Head Start in the development of State policies, plans, processes and decisions affecting the Head Start target population and other low- income families

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www.governorbarbour.com/links/headstart.html

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Introduction

A group of early childhood educators in Mississippi developed these voluntary guidelines in 2009 to show how teachers can help children from birth to 3 years to learn and grow

in language, social-emotional and physical development and to practice and master basic concepts and skills in mathematics, science, and self-help.

The authors of the guidelines compiled lists of competencies, such as “understanding of language and sounds,” in each of those developmental domains, and objectives, such as “turns head in direction of sounds,” for each competency. For each objective, the authors provided sample teaching and learning activities such as “place the baby on his back and gently shake a rattle or bell in a circular motion approximately 12 inches above his head.” Some objectives, denoted by asterisks, correspond to the 1-36 Months Developmental Checklists of the First Steps Program of the Mississippi Department of Health (2005a, 2005b, 2005c).

This guide includes the sample activities and observational checklists for each of the six developmental domains.

References

- Mississippi Department of Health. (2005a). *One – 12 months developmental checklist*. Jackson, MS: Author.
- Mississippi Department of Health. (2005b). *Thirteen - 24 months developmental checklist*. Jackson, MS: Author.
- Mississippi Department of Health. (2005c). *Twenty-five – 36 months developmental checklist*. Jackson, MS: Author.

**Teaching and Learning Activities
To Support Language, Vocabulary and Literacy Development**

1.1 Understanding of Language and Sounds

0-12 Months

1.1.1 Turns head in direction of sounds*

- Place the baby on his back and gently shake a rattle or bell in a circular motion approximately 12 inches above his head.
- Approach the baby from outside her view and sing or say her name, ring a bell, or use a squeaky toy to attract her attention.
- Ring a bell or musical instrument while children are playing outside.

1.1.2 Repeats a syllable (*ma-*, *ma-*, *ma-*)* or sound 2-3 times

- Say “ma-, ma-, ma-” or “da-, da-, da-” while changing the baby’s diaper.
- Provide a toy barn or farm and toy animals and encourage the children to make the sounds of the animals as they place them in or around the toy. Introduce more toy animals from time to time.
- Play recordings of familiar sounds and encourage children to mimic and identify the sounds.

1.1.3 Responds with gestures to gestures with gestures, name, simple questions*

- Be certain to use the name that the family uses for the child.
- Insert children’s names in songs, poems and chants like the following.

If You Miss Me

If you miss me and you are looking around
And you can't find me anywhere.
Come on over to _____'s house,

And I'll be playin' round
there. I'll be playin' round there,

I'll be playin' round there.
Come on over to _____'s house,
I'll be playin' round there.

Today Is _____'s Birthday

Today is _____'s birthday.

Let's make him (her) a
cake. Mix and stir, Stir and
mix,

Then into the oven to bake.

Here is the cake so nice and
round, Frosted with blue and
white,

We put two (or three) candles on top.
And blow out the birthday light!

You've Been Gone

_____ 's been gone
and _____ 's been missed.

Here's an angel
For a hello kiss!

Dancing Hands

Hold the child's hands and move them to the directions of the following chant.

_____ 's hands are up
And _____ 's hands are down.
_____ 's hands are dancing
All around the town.

Dancing on my knees,
Dancing on my feet,

Dancing on my shoulders,
And dancing on my cheeks.

(Blow raspberries: fill your cheeks with air, then gently touch them,
forcing a squirt of air through your puckered lips.)

_____ 's hands are up
And _____ 's hands are down.
_____ 's hands are dancing
All around the town.

Dancing on your knees,
Dancing on your feet,

Dancing on your shoulders,
And dancing on your cheeks.

(Blow raspberries again.)

- Give meaning and intention to children's gestures, sounds and facial expressions.
Make a "guess or guesses" to what the child is signaling. As you act on your guesses be aware that when you "hit" on the right need or desire, you can see

the child physically relax. Responsive care requires this type of attunement to the child.

- Look directly into the baby's eyes from a distance of 6-9 inches and coo and play briefly with him.
- Make facial expressions such as opening your mouth or sticking out your tongue.
- Wave to the baby while saying "Hi, Baby!"
- Play pat -a-cake with the child.
- Ask children questions such as "Is this your bottle?" "Is this your crib?", and "Are you hungry?" and demonstrate answers like so: "Yes, I think this is Suzy's bottle" and "No, this is Jaden's crib!"
- Give meaning and intention to children's gestures, sounds and facial expressions.

Make a "guess or guesses" to what the child is signaling. As you act on your guesses be aware that when you "hit" on the right need or desire, you can see

the child physically relax. Responsive care requires this type of attunement to the child.

- Respect a child's natural schedule. Most babies will settle into a routine for eating, sleeping, and eliminating. Establish a consistent routine that honors each infant's natural schedule.

13-24 Months

1.1.4 Responds to requests to "Give me" or "Show me"*

- Talk to the child while feeding her.
- Ask the child simple questions such as "Do you want that toy?" "Are you sleepy?" and "Are you hungry?" Point to and name the child's body parts during routine care.
- Give the child a doll and ask, "Where is the doll's nose?"
- When the child points to the doll's nose, encourage him to name it by asking, "What is that?"
- Sing "Head and Shoulders, Knees and Toes" with children.

1.1.5 Understands 5+ single words, names objects and persons*

- Lay the child on her back and sing her name.
- Make up a song with the child's name in it, such as to the tune of "B-I-N-G-O"
- Sing the names of children who are present, perhaps using the song "Who Came to School Today?"
- Name objects in the room during routine care times such as diapering, feeding, and rocking.
- Give the child a mirror and ask "Whom do you see in the mirror?"
- Point to pictures of familiar objects and ask the child to name the objects.
- Hang interesting pictures of familiar objects near the diapering area, substituting new pictures often.
- Name objects in the room during routine care times such as diapering, feeding, and rocking.

- Use new words each day.
- Use books to give examples of animal sounds.
- Engage children in a game of Simon Says.
- During Circle Time activities and other times of day, use simple directions such as “Raise your hand,” “Stomp your feet,” and “Clap your hands.”

1.1.6 Hands book to read or share to an adult*

- Show the child brief picture books; point to and name objects.
- Encourage the child to point to objects in picture books.
- Read soft-cover picture books to children.
- Display several picture books, with front covers visible, in children’s reach at all times. Encourage children to bring books to you for reading aloud.

25-36 Months

1.1.7 Pays attention to brief stories, especially ones about self

- Use a puppet while reading a book aloud.

1.1.8 Moves and claps to rhythm and songs

- Include music in daily activities.
- Play musical games such as Hokey Pokey.
- Conduct a musical parade, giving each child instrument and leading the group in a march around the room or to other classrooms.

1.1.9 Repeats patterns of sounds

- Sing “Old McDonald Had a Farm” during routine care times such as diapering, feeding, and rocking.

1.1.10 Understands and follows one-step directions*

- Play Follow Me: Ask a child to find an item such as one big blue interlocking block. Continue the game by asking the child to follow other simple directions.

1.2 Use of Language

0-12 Months

1.2.1 Uses gestures to communicate desires

- Ask children questions such as “Is this your bottle?” “Is this your crib?”, and “Are you hungry?” and demonstrate answers like so: “Yes, I think this is Suzy’s bottle” and “No, this is Jaden’s crib!”

- Give the child a mirror and ask “Whom do you see in the mirror?”
- Point to pictures of familiar objects and ask the child to name the objects.

1.2.2 Uses some words

- Ask children questions such as “Is this your bottle?” “Is this your crib?”, and “Are you hungry?” and demonstrate answers like so: “Yes, I think this is Suzy’s bottle” and “No, this is Jaden’s crib!”

13-24 Months

1.2.3 Combines words and gestures to communicate desires*

- Encourage the child to use words with gestures. For example a child indicates non-verbally that she desires milk, say, “I see you want milk. Can you say *milk*?”
- Talk with the child about the steps of routine care activities. For example: “I want to wash your hands so they are clean and have no more germs etc...”

1.2.4 Uses additional words

- Make a book of photographs of animals and common objects and place it in the reading area for children to examine. Encourage them to name the objects that they recognize.
- Use familiar and unfamiliar words with children, giving the new words a little emphasis as you talk with them. For example, ask a child “Could you bring me that *gorgeous* doll?” or “Do you think this is an *unbelievably* wonderful book?”

1.2.5 Participates in conversations

- Act as a “social interpreter” for children. Describe one infant’s actions to each other, addressing each child by name. Example: “Amy, you are looking at Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.”

Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”

- **Play News Ball:** Children love to tell their own news but sometimes have trouble listening to each other. News Ball helps children to define their turn to talk

as they hold a ball, and it helps them to wait their turn to talk. Gather 2 or 3 children around you as you hold a medium-sized soft ball. Tell the children that the ball is going to be a news ball and whoever holds it in their hand gets to tell some news. It can be good news, sad news, surprising news, or any kind of news they want to share. Demonstrate the game by telling some news of your own. When you finish telling your news, pass the ball to a child for him to share his news. When he finishes, he will pass it to another child. If a child does not want to share news, she can say “Pass” and pass the news ball to someone else.

25-36 Months

1.2.6 Uses at least 50 words

- Ask children to bring favorite objects from home and encourage them to talk about their show-and-tell items.

1.2.7 Recognizes and names familiar objects*

- Set up dramatic play area. As you observe the children at play, encourage them to use words to talk about their play. Examples: “Tell me about washing the dishes” and “Tell me about getting ready for bed.”

1.2.8 Asks “Why?” questions

- Demonstrate “Why?” questions by asking, “Why can’t we go outside today?” or “Why do we need to take naps?” Praise the children for their answers like so: “Yes, it’s raining and that’s *why* we can’t go outside today.”

1.2.9 Engages in rich and continuous interactions

- Once a week, work with small groups to ask individual children to talk about something that happened during the day. Record their responses on chart paper and display for children and parents to see.
- Show genuine respect for children’s ideas and questions. Use simple language to respond to their statements and questions. Example: “I don’t know why Mr. Smith has a new car, Ashdon. Maybe his old car broke down too many times.”
- Act as a “social interpreter” for children. Describe children’s statements and questions to each other, addressing each child by name. Examples: “Antonio, you are telling us a lot of things.” and “Savannah, I am glad to see you are so interested in tigers.”
- Ask other adults to briefly take your place if children’s constant talking makes you tired or tense. Do not scold or punish children for being expressive and engaged with others.

- Listen to children in the same genuine manner you listen to others whom you respect. Be authentic with children. Avoid asking them too many questions. Begin your conversations with observations and comments that invite children into friendship with you. For example, “Oh, Sirah, I notice you have a new backpack. Will you let me look at it?” Of, course the child will be thrilled to show it to you. As you explore it together, expand the conversation by building on what she says. Children know how to spot people who have a genuine interest in them.

1.2.10 Speaks in simple, correct sentences*

- Once a week, work with small groups to ask individual children to talk about

something that happened during the day. Record their responses on chart paper and display for children and parents to see.

1.2.11 Sings short songs and repeats simple rhymes

- Sing songs and recite short rhyming poems during transition times and encourage children to sing songs and repeat poems with you.

1.3 Awareness of Language in Print

25-36 Months

1.3.1 Understands differences between pictures and print

- Working with children in small groups and then one child at a time, guide them in looking at picture books that have a single picture and identifying word per page. Point to the pictures and then to the labels, naming the objects and reading the words.

1.3.2 Recognizes familiar symbols such as logos and traffic signs

- Add items from various community businesses, such as clean paper cups from fast food restaurants, to the Dramatic Play Center. As you introduce new items in the learning center, talk with the children about them.

1.3.3 Recognizes that symbols have meaning

- Provide toy road signs in the Block Center. As you introduce new items in the learning center, talk with the children about them.
- Provide a handmade book of pictures of road signs.

1.3.4 Recognizes first name in print

- Display children's first names on cubbies, artworks, and in an exhibit of photographs of the children and their families.

1.3.5 Scribbles and draws with various writing and drawing tools*

- Set up an Art Center that is in children's reach, with a variety of safe art materials and writing and drawing implements, and make it available to small groups of 2 or 3 children at all times.

1.4 Awareness of Books

0-12 Months

1.4.1 Is interested in books and reading

1.4.2 Points to pictures in books upon request

13-24 Months

1.4.3 Turns pages of a book, looking at some pages and pictures

- Provide a wide variety of books, displayed with front covers visible, in children's reach every day so they have many opportunities to hold and examine the books.
- As you read books aloud to children, demonstrate how you turn the pages, place books back on the shelf, etc.

25-36 Months

1.4.4 Repeats words when an adult reads a predictable or pattern book

- Read predictable books, such as *Brown Bear, Brown Bear*, aloud to children in small groups and one-on-one.

1.4.5 Practices proper use and care of books

- As you read books aloud to children, demonstrate how you turn the pages, place books back on the shelf, etc.

1.4.6 Holds a book and pretends to read

- Make a book of photographs of animals and common objects and place it in the reading area for children to examine. Encourage them to name the objects that they recognize.

1.4.7 Answers simple questions about books and stories

- As you read books aloud to children, talk about how one event leads to another. Ask questions such as "What will happen next?" and "What happened after that?"

- Use flannel board stories at eye level to engage children in telling stories and predicting outcomes.
- Working with children in small groups and then one child at a time, guide them in looking at picture books that have a single picture and identifying word or words per page. Point to the pictures and then to the labels, naming the objects and reading the words.

1.4.8 Acts out stories using dramatic play

- Provide a Pretend Play Center with props and prompts for pretend play
- Encourage children to act out nursery rhymes, such as “Jack and Jill,” and the stories of simple books you have read to them.

MISSISSIPPI STATE UNIVERSITY EARLY CHILDHOOD INSTITUTE: EARN YOUR STARS; THE STEP-BY-STEP WORKBOOK FOR CHILD CARE DIRECTORS IN THE MISSISSIPPI CHILD CARE QUALITY STEP SYSTEM

The screenshot shows a web browser window displaying the Mississippi State University Early Childhood Institute website. The browser's address bar shows the URL: <http://earlychildhood.msstate.edu/earnyourstars/index.htm>. The page header features the Mississippi State University logo and the text: "MISSISSIPPI STATE UNIVERSITY Early Childhood Institute Professional Development, Technical Assistance, and Early Childhood Services Research".

The main content area is divided into two columns. The left column contains a navigation menu with the following items: "Give to the MSU Early Childhood Institute", "About the MSU Early Childhood Institute", "News", "Resources for Teachers", "Resources for Directors", "Campus Initiatives", "Mississippi Initiatives", "National Initiatives", "Presentations", "Publications", "Reports", "Staff", "Contact the MSU Early Childhood Institute", "Maps", "Home", "MSU College of Education", and "Mississippi State University".

The right column contains the main text of the page. It begins with the title: ***Earn Your Stars; The Step-by-Step Workbook for Child Care Directors in the Mississippi Child Care Quality Step System***. Below the title, it says: "Welcome to the online edition of *Earn Your Stars!*".

The text continues: "This workbook contains step-by-step instructions for earning ratings of 1-Star to 5-Stars in the Mississippi Child Care Quality Step System, the quality rating system of the Mississippi Department of Human Services, Office for Children and Youth."

It then states: "Individual sections and forms in the workbook may be updated from time to time, so check here for the latest versions."

Below this, there is a list of links with their update dates:

- [Front Matter](#) updated 1/12/09
- [Getting Started](#) updated 2/1/08
- [How to Earn the 1-Star Rating](#) updated 6/21/08
- [How to Earn the 2-Star Rating](#) updated 12/4/08
- [How to Earn the 3-Star Rating](#) updated 2/5/09
- [How to Earn the 4-Star Rating](#) updated 6/21/08
- [How to Earn the 5-Star Rating](#) updated 2/5/09
- [List of Forms](#) updated 2/1/08

At the bottom of the page, there are three more links:

- [Child Care Director Self-Assessment](#)
- [Child Care Director Professional Development Plan](#)
- [Child Care Employee Evaluation](#) updated 8/7/08

http://earlychildhood.msstate.edu/earlycenters/index.htm

Google Search More» Chelse...

[Child Care Employee Professional Development Plan](#)

[Child Care Center Professional Development Plan](#)

[Mississippi Child Care Quality Step System Enrollment Form](#) updated 3/27/11

[Mississippi Child Care Quality Step System Withdrawal Form](#) updated 3/27/11

[Practitioner Profile Form](#) updated 10/13/10

[Enrollment Checklist](#)

[Ratings Checklists](#)

- [Checklist for 1-Star Rating](#) updated 6/10/08
- [Checklist for 2-Star Rating](#) updated 6/10/08
- [Checklist for 3-Star Rating](#) updated 2/5/09
- [Checklist for 4-Star Rating](#) updated 6/10/08
- [Checklist for 5-Star Rating](#) updated 2/5/09

[Child Care Facility Handbook](#)

[Classroom Learning Centers Plan](#)

[Weekly Lesson Plan](#)

[Parent-Teacher Conference Record](#) updated 8/7/08

[Child Care Facility In-Service Schedule](#)

[Child Care Facility Professional Development Sign-In Sheet](#) updated 2/1/08

[Child Care Facility Family Resource Workshop Sign-In Sheet](#)

http://earlychildhood.msstate.edu/earlycenters/index.htm

Google Search More» Chelse...

[Developmental Checklist for Birth to Thirty Months](#)

[Developmental Checklist for Two-Year-Olds](#)

[Developmental Checklists for Three-Year-Olds](#)

- Language, Vocabulary, and Early Literacy
- Mathematical Concepts
- Scientific Investigation
- Social/Emotional
- Physical

[Developmental Checklists for Four-Year-Olds](#)

- Language, Vocabulary, and Early Literacy
- Mathematical Concepts
- Scientific Investigations
- Social and Emotional
- Physical and Motor

[Child Care Center Family Questionnaire](#) updated 2/1/08

[Child Care Director Mentor Record](#)

[Child-Care-to-Kindergarten Transition Plan](#)

46 Blackjack Rd. / P.O. Box 5013 / Mississippi State, MS / 39762
tel. 662-325-4835 / fax 662-325-3436

MISSISSIPPI QUALITY STEPS SYSTEM

Mississippi Quality Step System

QRS Profile

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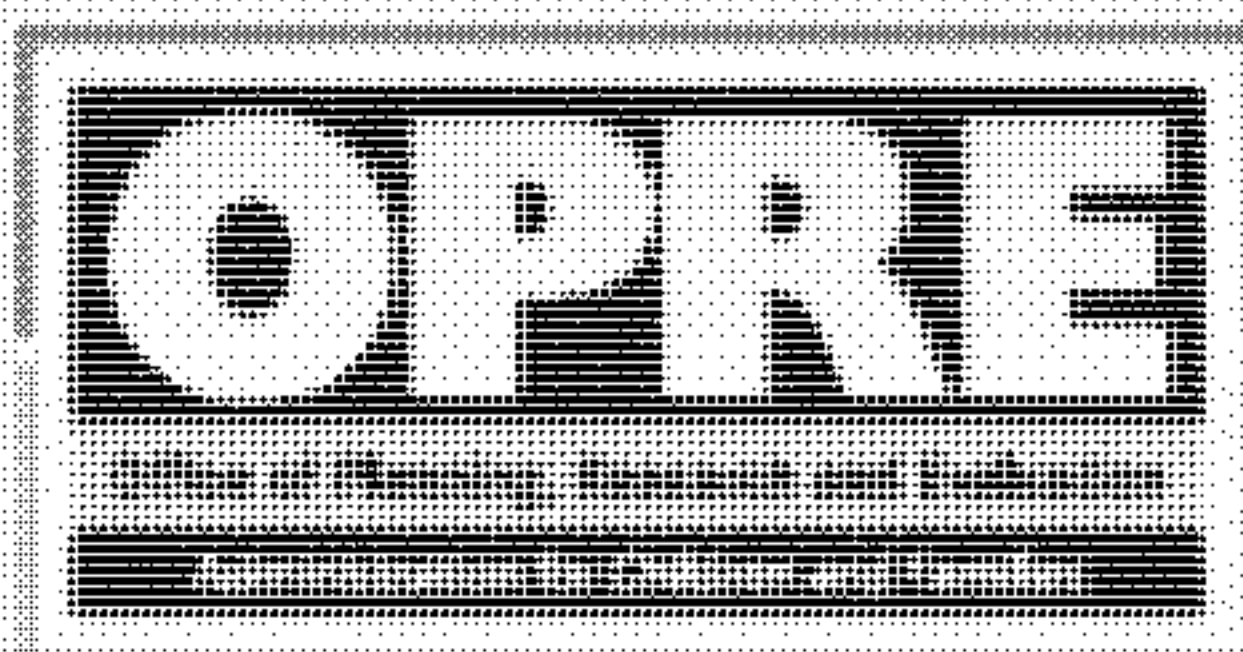
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Mississippi – Quality Step System

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.

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

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

Language from statute: 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.

Rating Details

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

Rating structure:	Building Blocks
Number of levels:	5
Length of time rating is valid:	2 years
Rating process:	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.
Method of combining points:	All criteria must be met at each step before moving on to the next step.
Method used to assess programs for infants/toddlers:	Yes. The Infant Toddler Environment Rating Scale-Revised is used.
Method used to assess programs for school-aged children:	N/A
Different process used to assess family child care:	N/A
Different process used to assess Head Start/Early Head Start:	No
Different process used to assess accredited programs:	No
Events that trigger re-rating:	Licensing violation
Description of re-rating trigger:	The program may be re-rated after every 6 month observation/evaluation if the score has changed significantly.
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	Information not available
Availability of technical assistance for preparatory process:	Yes
Description of technical assistance for preparatory process:	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.

Number of site-specific indicator categories:	5
Site-specific names of categories used in the QRS:	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>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	Yes
Licensing compliance referred to within:	N/A
Source of evidence:	Documentation submitted
Comments:	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>.

Ratio and group size indicators included:	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.

Health and safety indicators included:	No
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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>.

Child assessment indicators included:	Yes
Description:	<p>Step 4: 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>Step 5: Programs are required to use an on-going child assessment.</p>
Child assessment review process:	No
Approved child assessments identified:	Yes
List of approved child assessments:	Approved assessments are described in the Mississippi Early Learning Guidelines.
Child assessment referred to within:	Learning Environments
Child assessment source of evidence:	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>.

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

	<p>-Staff: 15 hours Staff Development for fulltime teaching staff (no in-house)</p> <p>Step 3:</p> <p>-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</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> <p>Step 4:</p> <p>-Director: AA or higher</p> <p>-Staff: 15% of fulltime teaching staff have current CDA or higher</p> <p>-20 hours Staff Development w/10 hours in area teaching for fulltime teaching staff</p> <p>Step 5:</p> <p>-Director: BA/BS or higher</p> <p>-Staff: 25% of fulltime teaching staff w/current CDA or higher</p> <p>-25 hours Staff Development w/10 hours in area teaching for fulltime teaching staff</p>
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:	<p>Step 2:</p> <p>The following are required:</p> <ul style="list-style-type: none"> -Bulletin Board (for parent communication) -Quarterly Newsletter Calendar -Annual Parent/Teacher Conference <p>Step 3:</p> <p>The following are required:</p> <ul style="list-style-type: none"> -Weekly Notes to Parents

Administration and management referred to within:	Administrative Policy
Administration and management source of evidence:	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.

Cultural/linguistic diversity indicators included:	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.

Accreditation included:	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>.

Community involvement indicators included:	No
--	----

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.

Indicators that specify provisions for children with special needs included:	No
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Application Process

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

Requires self-assessment tool:	Yes
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Describe self-assessment tool:	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.
Availability of preparatory process:	Yes
Describe preparatory process:	There is an enrollment meeting, a step-by-step training, and consultation after enrollment.
Requires orientation:	Yes
Describe orientation :	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.
Time from application to rating:	9 months - 1 year
Can apply for particular rating:	Yes
Describe apply for particular rating:	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.

Outreach to parents:	Yes
Method of outreach to parents:	Website
Outreach to providers:	Yes
Method of outreach to providers:	Website, written materials disseminated through partners, and written materials mailed.
Outreach to public:	Yes
Method of outreach to public:	Print advertising, radio, television, and website.
Percent of budget dedicated to marketing:	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.

Observational tools used:	ECERS-R, ITERS-R
Describe how scores are used in the rating:	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
Frequency of observational assessment:	6 months
Method for choosing classrooms to observe:	Classrooms are chosen for assessment by random selection.
Percent of classrooms observed in child care centers:	2 classrooms per center are observed.
Training for observers:	Yes. Observers are trained by a Master Trainer until considered reliable. (85%)
Initial reliability required:	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.
Ongoing reliability required:	Yes. Every 6 th 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.

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

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

Tiered reimbursement:	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%
Quality award/bonus:	Yes. Centers that participate in the Mississippi Child Care Assistance Program can receive tuition subsidy bonuses for earning quality ratings (See Tiered Reimbursement).
Startup award:	No
Scholarship (T.E.A.C.H)	No
Wage enhancement	No
Retention bonus:	No
Improvement grants:	No

Administration Details

This section provides details about the QRS administration and funding.

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

Partners

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

Partner 1 type : University
Partner 1 name: The Early Childhood Institute at Mississippi State University

Partner 1 function: 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.

Work plan in place: Yes

Partner 2: State Agency
Partner 2 name: Mississippi State Health Department
Partner 2 function: Manage the licensure component, conduct observations and issue licenses.

Work plan in place: No

Partner 3 type : Resource and Referral
Partner 3 name: Mississippi Child Care Resource and Referral Network
Partner 3 function: Manage communication/information dissemination, provide financial incentives, system navigation support

Work plan in place: Yes

Partner 4 type : University
Partner 4 name: Jackson State University
Partner 4 function: Provide trainings

Work plan in place: Yes

Partner 5 type : Non-profit agency
Partner 5 name: Mississippi Building Blocks (privately funded)
Partner 5 function: Collect/validate to assign rating, conduct observation, evaluation, manage communication/information dissemination, provide financial incentives, system navigation support, technical assistance and quality improvement services

Work plan in place: Yes

THE 2008 CHILD CARE LICENSING STUDY: MISSISSIPPI STATE PROFILE

LICENSING AGENCY CONTACT INFORMATION

Agency name: Child Care Facilities Licensure, Mississippi State Department of Health

Address: P.O. Box 1700

City: Jackson

State: MS

Zip: 39215-1700

Phone: 601-364-2827

Toll free: 866-489-8734 (complaint line)

Fax:

Email:

Web site: http://msdh.ms.gov/msdhsite/_static/30,0,183.html

NUMBER OF LICENSED FACILITIES AND LICENSED CAPACITY

Facility Type	Number of Licensed Facilities	Licensed Capacity
Child care centers	1,635	132,875
Small FCC homes	21	233
Large/Group FCC homes	56	1,056
Other types of licensed facilities	0	0
Total	1,712	134,164

NUMBER OF LICENSING SUPERVISORS, STAFF, AND CASELOADS

Total number of full-time equivalent licensing supervisors	3
Total number of full-time equivalent line staff	24
Estimated caseload ratio (i.e., number of facilities per line staff)	71:1

Note: NCCIC/NARA calculated the estimated caseload by dividing the total number of licensed facilities (i.e., centers and FCC homes) by the total number of licensing line staff.

FREQUENCY OF INSPECTIONS BY TYPE			
Type	Child Care Centers	Small FCC Homes	Large/Group FCC Homes
Prior to issuing a license	2x	2x	2x
• Announced	2x	2x	2x
• Unannounced			
License renewal	2x	2x	2x
• Announced			
• Unannounced	2x	2x	2x
Routine compliance	2x	2x	2x
• Announced			
• Unannounced	2x	2x	2x

FREQUENCY OF REQUIRED INSPECTION VISITS BY FACILITY TYPE	
Type	Frequency
Child care centers	Twice a year
Small FCC homes	Twice a year
Large/Group FCC homes	Twice a year

FREQUENCY OF LICENSE RENEWAL BY FACILITY TYPE	
Type	Frequency
Child care centers	Once a year
Small FCC homes	Once a year
Large/Group FCC homes	Once a year

REGULATIONS SUMMARY	
Regulations Title	Date
Child care center regulations	
“Chapter 1: Regulations for Governing Licensure of Child Care Facilities,” in “Subpart 55: Child Care Facilities Licensure,” in “Part III: Office of Health Protection,” in <i>Title 15: Mississippi Department of Health</i>	8/9/2008

CHILD-STAFF RATIOS AND GROUP SIZE BY AGE OF CHILDREN, CON.		
Age of Children	Child-Staff Ratio	Group Size
4 years	16:1	20
5 years	20:1	20
6 years	20:1	20
7 years	20:1	20
8-9 years	20:1	20
10 years and older	25:1	25

CRIMINAL BACKGROUND CHECKS REQUIRED BY TYPE			
Type	Child Care Centers	Small FCC Homes	Large/Group FCC Homes
Criminal history records	✓	✓	✓
Fingerprints	✓	✓	✓
Child abuse and neglect registry	✓	✓	✓
Sex offender registry	✓	✓	✓
Signed statement about criminal status			

MINIMUM PRESERVICE QUALIFICATIONS AND ONGOING TRAINING REQUIREMENTS		
Role	Minimum Preservice Qualifications	Ongoing Training Hours
Child care center staff		
Director	CDA credential or director credential	15
Master teacher	NR	NR
Teacher	Experience	15
Assistant teacher	No preservice qualifications	15
Aide	NR	NR
Small FCC home providers		
Provider	CDA credential and experience	15
Assistant provider	High school diploma or GED	15
Large/Group FCC home providers		
Provider	CDA credential and experience	15
Assistant provider	High school diploma or GED	15
27 months	12:1	14
3 years	14:1	14

Key:

CCP = Certified Child Care Professional Credential awarded by the National Child Care Association
CDA = Child Development Associate Credential awarded by the Council for Professional Recognition
ECE = Early childhood education
FCC = Family child care
GED = General Educational Development Test
NA = Not applicable/not addressed
NAC = National Administrators Credential awarded by the National Child Care Association

NARA = National Association for Regulatory Administration
NC = No category of facility
NCCIC = National Child Care Information and Technical Assistance Center
NL = Not licensed
NR = Not regulated
SAC = School-age children



The Mississippi Child Care Quality Step System Monitoring Report

Facility: [REDACTED]

Address: [REDACTED]

Date: 06/23/2011

Monitor: [REDACTED]

Quality Step Goal: 2

Licensing Number: [REDACTED]

Center Code: QRS194601

Quality Step Achieved: 1

ECERS Score: 4.69

ITERS Score: 3.6

Average Score: 4.15

STEP 1

Criteria Met:

- ✓ The child care facility must be licensed as outlined in the MS Department of Health's Regulations Governing Licensure of Child Care Facilities.

STEP 2

ADMINISTRATIVE POLICY

Criteria Met:

- ✓ The child care facility must have a staff handbook.

PROFESSIONAL DEVELOPMENT

Criteria Met:

Criteria Not Met:

- The Director will receive additional training by approved training entities per MS Department of Health child care licensing regulations to exceed the required number for licensing by a minimum of five hours annually. Fifteen (15) hours annually of staff development for full time teaching staff by approved training entities per child care licensing regulations will be documented for each staff with no allowable in-house hours being allowed to be counted in the fifteen (15) hours total.

Explanation:

The employees' files did not contain the 15 staff development hours (20 hours required for the director). The following was observed: one employee's file contained 13 hours.

LEARNING ENVIRONMENT

Criteria Met:

- ✓ Learning Centers (learning rooms).
- ✓ A total scope of content for the license year and/or the license renewal period.

Criteria Not Met

- Weekly written lesson plans

Explanation

Weekly lesson plans for September, October, and November.

PARENT INVOLVEMENT

Criteria Met:

- ✓ A designated parent involvement coordinator.
- ✓ Monthly calendar of parent involvement activities.
- ✓ Each child's involvement activities are documented and appropriate.

Criteria Not Met

- Quarterly or bi-annual parent involvement activities

Explanation

Quarterly parent involvement activities for license year 2014-2015, April, May, and June.

EVALUATION

Criteria Met:

- ✓ A total score of 3.0-3.5 on the Early Childhood Environment Rating Scale- R (ECERS) and/or the Infant/Toddler Environment Rating Scale-R (ITERS).
- ✓ Director's personnel file contains completed and dated self-assessment.
- ✓ Director's personnel file contains self improvement plan with actions to address deficiencies.
- ✓ Each employee's personnel file contains an annual evaluation form, dated and signed by the employee and supervisor, or the date of an annual evaluation to occur during the current year.

ITERS-R Summary Report

Facility: [REDACTED] Date: 06/21/2011
Address: [REDACTED] Assessor: [REDACTED]
License Number: [REDACTED] Classroom: [REDACTED]
County: [REDACTED] Teacher(s): [REDACTED]
Region: [REDACTED] # Children Enrolled: 7
Children Present: 5
Youngest Birthdate: 10/29/2010
Oldest Birthdate: 09/05/2009

Score Overview

Overall Score:	3.60
Space and Furnishings	3.80
Personal Care Routines	2.50
Listening and Talking	5.00
Activities	3.40
Interaction	4.25
Program Structure	4.00
Parents and Staff	N/A

Items Marked Not Applicable

Item

Program Structure

- 31. Group play activities
- 32. Provisions for children with disabilities

Parents and Staff

- 33. Provisions for parents
- 34. Provisions for personal needs of staff
- 35. Provisions for professional needs of staff
- 36. Staff interaction and cooperation
- 37. Staff continuity
- 38. Supervision and evaluation of staff
- 39. Opportunities for professional growth

Strengths: Items with Scores of 5 and Above

Items with scores of 5 and above are described in this section. Scores in this range are considered by the Environment Rating Scales to reflect developmentally appropriate practices ranging in quality from "Good" (5 points) to "Excellent" (7 points). These items are considered to be strengths because they promote and support positive child development.

Item	Score
Space and Furnishings	
5. Display for children	6
Listening and Talking	
14. Using books	7
Activities	
17. Art	5
18. Music and movement	5
24. Promoting acceptance of diversity	5
Interaction	
26. Peer interaction	5

Areas of Potential Growth: Items with Scores Less Than 5

Items with scores below 5 are considered by the Environment Rating Scales to reflect practices that are less than developmentally appropriate. The "Areas of Potential Growth" section also provides detailed information about the rationale for scoring certain indicators. This detail can help you understand how the assessor arrived at each item score in this section.

Item	Score	Indicator Rationale
Space and Furnishings		
1. Indoor space	3	<p>5.1 Ample indoor space for children, adults, and furnishings (Ex. children and adults can move around freely; furnishings do not crowd room; space for equipment needed by children with disabilities; spacious open area for children to play).</p> <p><i>Did not observe that the space was ample for the number of children allowed to attend, the staff needed to care for them and the basic furnishings required to meet the children's needs for both care and play. There was not ample room for all adults, children, and furnishings in the room without crowding.</i></p> <p>5.3 Space for children is accessible to children and adults with disabilities.</p> <p><i>This indicator requires that the space must be accessible for all children and adults with disabilities that require such provisions, regardless of whether anyone with a disability uses the room or is currently enrolled in the program. Observed that the entrance and classroom doors had round knobs that cannot be operated by persons with limited use of their hands. The entrance to the facility had 2 steps of 5 inches each and a threshold of 6 inches (should be 1/2" high or less).</i></p>

2. Furniture for routine care and play	4	<p>5.2 Some child-sized table(s) and chairs used with toddlers.</p> <p><i>This indicator requires that children have access to at least 1 seating arrangement where there are at least 2 child-sized chairs and an appropriately sized table. Did not observe at least 2 child-sized chairs at an appropriately sized table as is required for this indicator. The children could not reach the floor with their feet while seated in the chairs.</i></p>
3. Provision for relaxation and comfort	4	<p>5.2 Cozy area protected from active play.</p> <p><i>Protected means that the cozy area is away from active play equipment and has (through placement or a barrier) protection from children who are crawling or walking. Did not observe. Observed that the teacher did not stop children from active play in the cozy area while children were relaxing and looking at books in the area.</i></p>
4. Room arrangement	2	<p>3.2 Arrangement of room allows visual supervision of children without major difficulties (Ex. separate sleep room always supervised; no out-of-view corners or high shelves that hide children).</p> <p><i>This indicator requires that staff be able to see and monitor all children in the indoor space. The area around the table would be difficult to supervise when only 1 teacher is in the classroom.</i></p>
Personal Care Routines		
6. Greeting/departing	2	<p>3.4 Parents and staff share information related to child's health and/or safety (Ex. whether child slept well; medication; notified of illness in group; injuries reported).</p> <p><i>This indicator requires that some information sharing about the child's health or safety must be included in all observed greetings. Information sharing can be done verbally or in writing, but shared information must be understandable by both parents and staff. The required information was shared in 25% of observed greetings.</i></p>
7. Meals/snacks	2	<p>3.1 Meal/snack schedule meets each child's needs (Ex. infants on individual schedules; toddler given snack if hungry before lunch).</p> <p><i>Observed that drinking water was not offered between meals to children eating solid or table foods as required.</i></p> <p>3.4 Adequate supervision for ages and abilities of children (Ex. staff near children while they are eating).</p> <p><i>This indicator requires that a staff member is attentive and within arm's reach of any child who is eating/drinking. Two children were left unattended at the table while staff tended to other tasks such as putting out rest mats.</i></p>
8. Nap	2	<p>3.2 Healthful provisions for nap/rest (Ex. cribs/cots/mats at least 36 inches apart unless separated by a solid barrier; clean bedding for each child).</p> <p><i>Healthful provisions requires that all cribs, cots, mats, or other sleeping places are at least 36 inches apart, unless separated by a solid barrier. Also this indicator</i></p>

			<p><i>requires that bedding and sleep surfaces are clean. Observed the following sleeping conditions that were unsanitary or unhealthful for children: rest mats were stored touching, not separate as is required.</i></p>
9. Diapering/toileting	4	<p>5.3 Provisions convenient and accessible (Ex. steps to reach sink and toilet; handrail for child with disability; toileting area adjacent to room; easy-to-reach storage for diapering next to changing table; changing table is comfortable for staff to use).</p> <p><i>Did not observe that the equipment and supplies needed by the children and staff to complete toileting or diapering were easy to reach and use. The children's extra clothes were stored in children's bags across the room, not within easy reach of the diapering area.</i></p> <p>5.4 Pleasant staff-child interaction.</p> <p><i>Did not observe that the vast majority of interactions were positive. More neutral than positive interactions were observed.</i></p>	
10. Health practices	2	<p>3.4 All medications administered properly.</p> <p><i>This indicator requires that only medications (prescription and non prescription) that have been prescribed by a physician for a particular child are to be given by staff. Also, staff must give medications only from original container with instructions from a health professional. The teacher stated that not all medications are prescribed and that non-prescription medication may be given with the parent's permission.</i></p>	
11. Safety practices	3	<p>5.1 No safety hazards that could cause serious injury indoors or outdoors.</p> <p><i>Observed the following safety hazards:</i> <i>Major indoors: observed several instances of children being lifted by arms.</i> <i>Minor outdoors: the steps leading to the playground were difficult for children to maneuver.</i></p> <p>5.2 Staff usually anticipate and take action to prevent safety problems (Ex. remove toys under climbing equipment; close gate or lock dangerous areas to keep children in safe space; wipe up spills to prevent falls; avoid using breakable objects with children).</p> <p><i>Did not observe at least 1 obvious attempt by staff to prevent safety problems as is required.</i></p>	
Listening and Talking			
12. Helping children understand language	4	<p>5.1 Staff talk to the children frequently throughout the day during both routines and play.</p> <p><i>Staff talk to children frequently means that staff talking is part of almost every interaction with children. Did not observe staff talking to children frequently during care routines. Staff did not talk to children frequently during diapering, handwashing and meals.</i></p>	
13. Helping children use language	4	<p>5.2 Staff add words to the actions they take in responding to children throughout the day (Ex. "I'm changing your diaper. Now you are all dry! Doesn't that feel better?").</p> <p><i>Did not observe many instances of staff adding words to actions taken in responding to children during play and</i></p>	

care routines as is required.

Activities

15. Fine motor	3	<p>5.1 Many and varied appropriate fine motor materials accessible for much of the day. <i>This indicator requires at least 15 appropriate fine motor toys for a group of 5 toddlers, with 1 additional toy for each child over that number. There were 5 fine motor toys available for a group of 7 children, not 12 as is required.</i></p> <p>5.2 Materials are well-organized (Ex. similar toys stored together; sets of toys in separate containers; toys picked up, sorted, and restored as needed). <i>Did not observe that the fine motor materials were well organized. Observed that the fine motor materials were stored on top of the shelf in the cozy book area.</i></p>
16. Active physical play	4	<p>5.1 Easily accessible outdoor area where infants/toddlers are separated from older children is used at least 1 hour daily year-round, except in very bad weather. <i>Observed that the outdoor space for gross motor play was not easily accessible to the toddlers. The children had to walk through another classroom and down steps to access the playground.</i></p> <p>5.3 Ample materials and equipment for physical activity so children have access without long periods of waiting. <i>Observed that there were not interesting choices for the children. The children had access to balls, bubbles, and a mat only.</i></p>
19. Blocks	4	<p>5.3 Space used for toddler's block play is out of traffic and has a steady surface. <i>"Out of traffic" means that children can play with blocks in an area without interruptions from children and adults walking through. The block area was located between 2 cribs. When children are sleeping in cribs, block play would be interrupted by staff checking on children and block play would interfere with sleeping children in the cribs.</i></p>
20. Dramatic play	4	<p>5.1 Many and varied age-appropriate dramatic play materials accessible daily. <i>Examples of dramatic play materials for toddlers include dress-up clothes; child-sized house furniture; cooking/eating equipment such as pots and pans, dishes, spoons; play foods; dolls; doll furnishings; soft animals; small play buildings with accessories; and toy telephones. Did not observe 2 or more of each type of dramatic play material accessible to toddlers. There were no dress-up clothes, doll furnishings or small play buildings with accessories.</i></p>
21. Sand and water play	1	<p>1.1 Sand or water play not available for children 18 months or older. <i>Observed that there were no provisions for sand or water play available for children 18 months or older.</i></p>

22. Nature/science	2	3.3 Some opportunities to experience the natural world daily, either indoors or outdoors. <i>Did not observe that the children had more than 1 opportunity daily to experience nature, indoors or outdoors. On days children do not go outside, there is no opportunity to experience nature.</i>
23. Use of TV, video, and/or computer	1	1.3 Television, video, and/or computer used with children under 24 months of age. <i>The teacher reported in the interview that TV/video was used with children under 24 months of age. The American Academy of Pediatrics states that children under the age of 2 should not be allowed to view television due to persuasive research indicating negative effects for children in this age group.</i>
Interaction		
25. Supervision of play and learning	4	5.2 Staff react quickly to solve problems in a comforting and supportive way. <i>To solve problems in a comforting and supportive way requires a positive response that consoles and satisfies the child. Did not observe that staff met children's needs in a reasonable amount of time. Did not observe that staff responses were positive and satisfying to the children. One child was upset and crying during much of the observation. Although staff did make some efforts to console him, the child was not satisfied and continued to cry until lunch time when he was fed.</i>
27. Staff-child interaction	4	5.1 Frequent positive staff-child interaction throughout the day (Ex. initiate verbal and physical play; respond when child initiates interactions; show delight in child's activity). <i>It is required that positive staff-child interactions occur frequently, during both routines and play. Did not observe frequent positive staff-child interaction during routine care activities.</i>
28. Discipline	4	5.1 Program is set up to avoid conflict and promote appropriate interaction (Ex. duplicate toys accessible; child with favorite toy protected from others; children not crowded; staff respond quickly to problems; smooth transitions). <i>This indicator requires that staff arrange the children's environment to allow children to get along well with each other, without unnecessary restriction or "booby traps" that cause difficulties. There were not enough duplicates of popular toys to prevent conflict. The book area was not protected from active play, causing conflict when children wanted quiet time.</i>
Program Structure		
29. Schedule	4	5.4 No long periods of waiting during transitions between daily events. <i>This indicator requires that children do not have to wait with nothing to do for more than 3 minutes, and that the time spent waiting does not cause obvious distress or problems for children. Observed that the children waited in high chairs or at table for 5 minutes waiting for lunch to be served. One child cried while waiting for lunch to arrive and be served.</i>

30. Free play

4

5.3 Ample and varied toys and materials and much equipment provided for free play.

This indicator requires that children have many choices of appropriately challenging and interesting toys, materials, and equipment to use during free play. Did not observe that there were at least 3 to 5 choices of different things to use within each of the types of materials and equipment provided throughout the day as is required by the indicator.

General Comments

According to the current sanitizing procedure, the bleach-water solution must be allowed to stand for 10 seconds before wiping the surface clean. On January 1, 2012 a change in the sanitizing procedure will be in effect.

1. Wash each table by spraying it with a soap and water solution.
2. Dry each table completely with a clean disposable paper towel. Dispose of the paper towel.
3. Spray the entire surface of each table with a bleach-water solution. Be sure to cover the surface (it should glisten).
4. Allow the bleach-water to stand for 2 minutes. The surface can either be allowed to air dry or you may dry the surface completely with a clean disposable paper towel after the 2-minute time period. Dispose of the paper towel.

The authors also recommend an additional step to insure that the surface is completely sanitized. After washing and drying the surface (Steps 1 and 2), rinse the surface by spraying it with water and drying completely with a clean disposable paper towel before sanitizing with the bleach water solution. Although this step is not yet required, we recommend adding it to your routine.

QRIS ECERS SUMMARY REPORT

ECERS-R Summary Report

Facility:	[REDACTED]	Date:	06/22/2011
Address:	[REDACTED]	Assessor:	[REDACTED]
License Number:	[REDACTED]	Classroom:	[REDACTED]
County:		Teacher(s):	[REDACTED]
Region:		# Children Enrolled:	10
		# Children Present:	9
		Youngest Birthdate:	03/03/2008
		Oldest Birthdate:	12/24/2005

Score Overview

Overall Score:	4.69
Space and Furnishings	4.88
Personal Care Routines	4.33
Language-Reasoning	4.75
Activities	4.10
Interaction	5.80
Program Structure	5.00
Parents and Staff	N/A

Items Marked Not Applicable

Item

Program Structure

37. Provisions for children with disabilities

Parents and Staff

- 38. Provisions for parents
- 39. Provisions for personal needs of staff
- 40. Provisions for professional needs of staff
- 41. Staff interaction and cooperation
- 42. Supervision and evaluation of staff
- 43. Opportunities for professional growth

Strengths: Items with Scores of 5 and Above

Items with scores of 5 and above are described in this section. Scores in this range are considered by the Environment Rating Scales to reflect developmentally appropriate practices ranging in quality from "Good" (5 points) to "Excellent" (7 points). These items are considered to be strengths because they promote and support positive child development.

Item

Score

Space and Furnishings

2. Furniture for routine care, play, and learning	6
3. Furnishings for relaxation and comfort	7
5. Space for privacy	6
6. Child-related display	7
Personal Care Routines	
11. Nap/rest	7
13. Health practices	7
Language-Reasoning	
16. Encouraging children to communicate	7
Activities	
19. Fine motor	7
20. Art	6
22. Blocks	5
28. Promoting acceptance of diversity	5
Interaction	
29. Supervision of gross motor activities	6
30. General supervision of children (other than gross motor)	6
32. Staff-child interactions	7
33. Interactions among children	6
Program Structure	
34. Schedule	5
36. Group time	6

Areas of Potential Growth: Items with Scores Less Than 5

Items with scores below 5 are considered by the Environment Rating Scales to reflect practices that are less than developmentally appropriate. The "Areas of Potential Growth" section also provides detailed information about the rationale for scoring certain indicators. This detail can help you understand how the assessor arrived at each item score in this section.

<i>Item</i>	<i>Score</i>	<i>Indicator Rationale</i>
Space and Furnishings		
1. Indoor space	2	<p>3.1 Sufficient indoor space for children, adults, and furnishings.</p> <p><i>There was not enough space to accommodate the number of children allowed to attend, the staff needed to care for them, and the basic furnishings required to meet the children's needs for both care and play.</i></p>
4. Room arrangement for play	4	<p>5.2 Quiet and active centers placed to not interfere with one another (Ex. reading or listening area separated from blocks or housekeeping).</p> <p><i>Did not observe that there was ample space in the room to significantly separate quiet and active centers. The quiet book area was near the block area.</i></p>

7. Space for gross motor play	4	5.1 Adequate space outdoors and some space indoors. <i>Did not observe the indoor space was reasonably large and open which would allow for gross motor play.</i>
8. Gross motor equipment	3	5.1 There is enough gross motor equipment so that children have access without a long wait. <i>Did not observe that children had interesting options for gross motor play. Children had access to jump ropes, balls, and a parachute.</i> 5.2 Equipment stimulates a variety of skills (Ex. balancing, climbing, ball play, steering and pedaling wheel toys). <i>Did not observe that the accessible equipment stimulated at least 7 to 9 skills as is required. The accessible equipment stimulated 4 skills: throwing and catching balls, jumping jump rope, and parachute play.</i>
Personal Care Routines		
9. Greeting/departing	4	5.3 Parents greeted warmly by staff. <i>Did not observe that at least 75% of the parents were greeted warmly.</i>
10. Meals/snacks	3	5.1 Most staff sit with children during meals and group snacks. <i>"Most" requires that it is more likely for staff to be sitting with the children during meals and group snacks than not. Observed that staff tended to other duties such as putting out cots while children were eating.</i> 5.2 Pleasant social atmosphere. <i>Observed that the requirements for a pleasant social atmosphere were not met as evidenced by the following: very little conversation at meal/snack time.</i>
12. Toileting/diapering	3	5.1 Sanitary conditions easy to maintain (Ex. no potty chairs used, warm running water near diapering table and toilets; easy to clean surfaces). <i>Observed the following problems that made it difficult to maintain sanitary conditions: the handwashing sink was down the hall from the restroom.</i> 5.2 Provisions convenient and accessible for children in group (Ex. steps near sink or toilet if needed; handrail for child with physical disability; toileting area adjacent to room). <i>Did not observe that the required toileting/diapering procedures were easy to carry out because convenient arrangements were not accessible. The handwashing sink was down the hall from the restroom, making it difficult to wash hands immediately after toileting without touching anything.</i>
14. Safety practices	2	3.1 No major safety hazards indoors or outdoors. <i>Observed the following major and/or minor hazards: Major indoor: Styrofoam cups and plates used at lunch (choking hazard for children under the age of 4 years). Minor indoor: a teacher's purse was within reach of children in the dramatic play area.</i>

Language-Reasoning

15. Books and pictures	4	5.4 Books, language materials, and activities are appropriate for children in group. <i>Observed the following inappropriate books: Custer's Last Stand contained violent images.</i>
17. Using language to develop reasoning skills	4	5.2 Children encouraged to talk through or explain their reasoning when solving problems (Ex. why they sorted objects into different groups; in what way are two pictures the same or different). <i>Did not observe at least 2 instances as is required.</i>
18. Informal use of language	4	5.1 Many staff-child conversations during free play and routines. <i>Did not observe many instances of conversations taking place throughout the observation during both free play and routines. Although many conversations did take place during play, many conversations did not take place during routines.</i>

Activities

21. Music/movement	2	3.1 Some music materials accessible for children's use (Ex. simple instruments; music toys; tape player with tapes). <i>Some means that at least 2 examples of musical materials are accessible to children for at least 1 hour daily. There were no musical materials accessible for children to use.</i>
23. Sand/water	3	5.1 Provision for sand and water play (either outdoors or indoors). <i>This indicator requires the provision of both sand and water on a regular basis. Did not observe nor was it reported that children have access to water play.</i> 5.2 Variety of toys accessible for play (Ex. containers, spoons, funnels, scoops, shovels, pots and pans, molds, toy people, animals, and trucks). <i>This indicator requires that there are a variety of accessories (as characterized by size, transparency, shape, color, challenge level, or use) accessible for sand/water play. Did not observe. Observed that the accessible toys were similar in characteristic and use.</i>
24. Dramatic play	4	5.3 Props for at least two different themes accessible daily (Ex. housekeeping and work). <i>Observed materials for housekeeping theme. Did not observe enough props accessible for meaningful play (children must be able to pretend with some depth) for 2 different themes.</i>
25. Nature/science	2	3.3 Children encouraged to bring in natural things to share with others or add to collections (Ex. bring fall leaves in from playground; bring in pet). <i>This indicator requires that staff suggest (at least monthly or seasonally) to children that they bring in natural things to share. During teacher interview, it was not reported that children were encouraged to bring in natural items to share with the class or add to the collection.</i>

26. Math/number

3

5.1 Many developmentally appropriate materials of various types accessible (Ex. materials for counting, measuring, learning shape and size).

This indicator requires that approximately 3 to 5 examples of each of the 5 math/number categories (counting, measuring, comparing quantities, recognizing shapes, and written numbers) are accessible to children (based on classroom size of 15 children). Observed one example of measuring materials.

5.3 Materials are well organized and in good condition (Ex. sorted by type, all pieces needed for games stored together).

This indicator requires that at least 75% of the math/number materials have all pieces needed to use the materials, and that these are stored together in an orderly manner (children can easily reach and use; shelves/containers organized and appropriately labeled) so that they can be used as intended. Observed that less than 75% of the materials were well organized as described above. Materials were crowded on the shelf making access difficult.

5.4 Daily activities used to promote math/number learning (Ex. setting table, counting while climbing steps, using timers to take turns).

The intent of this indicator is for staff to link math and numbers to practical life events in the children's daily schedule. Did not observe at least 2 instances as is required by indicator.

27. Use of TV, video, and/or computers

4

5.4 Staff are actively involved in use of TV, video, or computer (Ex. watch and discuss video with children; do activity suggested in educational TV program; help child learn to use computer program).

This indicator requires that the staff interact with the children to extend the learning from the computer, television, or other AV material. The teacher did not report that the staff was involved with the use of audio/visual materials beyond making the materials available or beyond the initial teaching of how to use materials.

Interaction

31. Discipline

4

5.2 Program is set up to avoid conflict and promote age-appropriate interaction (Ex. duplicate toys accessible; child with favorite toy given protected place to play).

This indicator requires that the staff arrange the children's environment to allow children to get along well with one another, without unnecessary restriction or "booby-traps" that cause difficulties. Observed competition over equipment during gross motor time on the playground.

Program Structure

35. Free play

4

5.3 Ample and varied toys, games, and equipment provided for free play.

This indicator requires that the free play areas (indoors and outdoors) offer many different types of play choices including materials for both quiet and more active play. Did not observe: many types of activities for children to choose outdoors.

General Comments

According to the current sanitizing procedure, the bleach-water solution must be allowed to stand for 10 seconds before wiping the surface clean. On January 1, 2012 a change in the sanitizing procedure will be in effect.

1. Wash each table by spraying it with a soap and water solution.
2. Dry each table completely with a clean disposable paper towel. Dispose of the paper towel.
3. Spray the entire surface of each table with a bleach-water solution. Be sure to cover the surface (it should glisten).
4. Allow the bleach-water to stand for 2 minutes. The surface can either be allowed to air dry or you may dry the surface completely with a clean disposable paper towel after the 2-minute time period. Dispose of the paper towel.

The authors also recommend an additional step to insure that the surface is completely sanitized. After washing and drying the surface (Steps 1 and 2), rinse the surface by spraying it with water and drying completely with a clean disposable paper towel before sanitizing with the bleach water solution. Although this step is not yet required, we recommend adding it to your routine.

COMPARISON OF ITERSS-R AND MS LICENSING REGULATIONS

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
SPACE AND FURNISHI NGS						
1. Indoor space						TA Lesson and Workshop Make picture labels for classroom and Materials/resources at R&Rs
<i>Minimal</i>						
3.1	Enough indoor space for children, adults, and furnishings.	110.2	Indoor Square Footage			
3.2	Adequate lighting, temperature control, and sound-absorbing materials.	110.01.8 110.08	<ul style="list-style-type: none"> All parts of the child care facility used by children shall be lead-free, well lighted, ventilated, and free of hazardous or potentially hazardous conditions, such as but not limited to, open stairs and unprotected low windows. Heating, Cooling, and Ventilation 			
3.3	Space is in good repair.	110.01.7	<ul style="list-style-type: none"> The floor and/or floor covering shall be properly installed, kept 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		110.01.10	<p>clean and in good condition, and maintained in good repair. Carpeting is prohibited in kitchen areas.</p> <ul style="list-style-type: none"> Walls shall be kept clean and free of torn wall covering, chipped paint, broken plaster, and holes. No paint that contains lead compounds shall be applied to interior walls or woodwork. 			
3.4	Space is reasonably clean and well-maintained.	<p>110.01.7</p> <p>110.01.10</p> <p>Appendix H</p>	<ul style="list-style-type: none"> The floor and/or floor covering shall be properly installed, kept clean and in good condition, and maintained in good repair. Carpeting is prohibited in kitchen areas. Walls shall be kept clean and free of torn wall covering, chipped paint, broken plaster, and holes. No paint that contains lead compounds shall be applied to interior walls or woodwork. Cleaning and Disinfection Procedures 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
3.5	Space for children is accessible to all children and adults with disabilities currently using classroom (<i>NA permitted</i>).	110.03.5 110.02 110.07.5 110.07.6	<ul style="list-style-type: none"> • The width of doors shall accommodate wheelchairs and the needs of individuals with physical disabilities. • Indoor Square Footage • Exit doors shall be a minimum of 32 inches wide and open outward. No single leaf in an exit door shall be less than 28 inches wide or more than 48 inches wide. • Any latch or other fastening device on an exit door shall be provided with a knob, handle, panic bar, or other simple type of releasing device. Dual action door fasteners are not permitted. 			
<i>Good</i>						
5.1	Ample indoor space for children, adults, and furnishings.					
5.2	Good ventilation, some natural lighting, through windows or skylight.					
5.3	Space for children is					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	accessible to children with disabilities.					
2. Furniture for routine care and play						TA Lesson and Workshops
<i>Minimal</i>						
3.1	Enough furniture for routine care. <i>Enough means there is a sufficient number of pieces of furniture for use in diapering/toileting, nap, meals/snacks and storing children's possessions for the maximum number of children allowed to attend.</i>	109.01.1 109.05	<ul style="list-style-type: none"> Equipment, toys, and materials for both indoor and outdoor use shall be appropriate to the age and developmental needs of the children served. Hooks and Compartments: Individual hooks or compartments shall be provided for each child for hanging or storing outer and/or extra clothing as well as for personal possessions. Hooks shall be spaced well apart so that clothes and belongings do not touch those of another child. Hooks shall be placed at a height suitable to prevent an injury to a child. 	(I) \$1,225.65 (T) \$435.85	(I) \$1,225.65 (T) \$435.85	
3.2	Some rug or other soft furnishing			(I) \$749.85 (T) \$1,128.50	(I) \$749.85 (T)	

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
5.1	Furniture suitable for individual care of infants/toddlers.					
5.2	Some child-sized table(s) and chairs used with toddlers (<i>NA permitted</i>).					
5.3	Furniture promotes self-help as children are ready.				(T) \$189.95	
5.4	Some storage used for extra toys and supplies.					
5.5	Some adult seating for use in routine care.				(I) \$64.95 (T) \$129.90	
3. Provisions for relaxation and comfort						TA Lesson and Workshops and Materials at R&Rs
<i>Minimal</i>						
3.1	Some rug or other soft furnishing provided during play.			(I) \$151.90 (T) \$199.95	(I) \$151.90 (T) \$199.95	
3.2	Three or more soft toys accessible much of the day.	109.01.2.c	Developmentally age-appropriate toys shall be available and accessible for infants, and shall include but not be limited to the following: c) cuddly toys.	(T) \$44.95	(T) \$44.95	
<i>Good</i>						
5.1	Special cozy area				(I) \$34.95	

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	accessible for much of the day. <i>Cozy area provides a substantial amount of softness to allow children to relax and escape the hardness of a typical classroom.</i>				(T)\$421.85	
5.2	Cozy area protected from active play.					
5.3	Many soft toys accessible much of the day. <i>Many means at least 10 soft toys and at least 2 per child if there are more than 5 children allowed to attend.</i>				(I) \$86.90 (T)\$316.80	
4. Room arrangement						TA Lesson and Workshops and Materials/resources at R&Rs
<i>Minimal</i>						
3.1	Furnishings placed to provide some open space for play.	109.01.2.f 110.02 110.02.8.e	<ul style="list-style-type: none"> Developmentally age-appropriate toys shall be available and accessible for infants, and shall include but not be limited to the following: f) a crawling area with sturdy, stable furniture for pulling up self Indoor Square 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			Footage <ul style="list-style-type: none"> • Child care facilities shall be measured or remeasured under the following circumstances: <ul style="list-style-type: none"> e) if the licensing officer determines that the facility, or any portion thereof, is overcrowded or utilization of the facility space has changed. 			
3.2	Arrangement of room allows visual supervision of children without major difficulties.					
3.3	Most spaces for play are accessible to children with disabilities enrolled in the group (<i>NA permitted</i>).	110.03.5 110.02 103.03.6 110.07.6	<ul style="list-style-type: none"> • The width of doors shall accommodate wheelchairs and the needs of individuals with physical disabilities. • Indoor Square Footage • Exit doors shall be a minimum of 32 inches wide and open outward. No single leaf in an exit door shall be less than 28 inches wide or more than 48 inches wide. • Any latch or other fastening 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		110.01 119.01.1	<p>device on an exit door shall be provided with a knob, handle, panic bar, or other simple type of releasing device. Dual action door fasteners are not permitted.</p> <ul style="list-style-type: none"> • Building • The child care facility areas to be utilized by a child with special needs shall be adapted as necessary to accommodate special devices that may be required for the child to function independently, as appropriate. 			
	<i>Good</i>					
5.1	Routine care areas conveniently arranged.					
5.2	Arrangement of room makes it possible for staff to see all children at a glance.					
5.3	Areas for quiet and active play separated.					
5.4	Toys are stored for easy access by children.					
5. Display for children						TA Lesson and Workshop, and

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
						Materials at R&Rs
<i>Minimal</i>						
3.1	At least 3 colorful pictures and/or other materials displayed where children can easily see them.	109.01.2.e	Developmentally age-appropriate toys shall be available and accessible for infants, and shall include but not be limited to the following: e) pictures of real objects.	(I) \$54.95 (T) \$54.95	(I) \$54.95 (T) \$54.95	
3.2	Content of display is generally appropriate.					
<i>Good</i>						
5.1	Many colorful, simple pictures, posters, and/or photographs displayed throughout the room. <i>Many means that there are pictures, posters, or photographs displayed in most of the areas that children come into contact within the course of routine care, exploration, and play.</i>				(I) \$49.95 (T) \$49.95	
5.2	Mobiles and/or other colorful hanging objects for children to look at. <i>Mobiles must be hanging objects that are three-dimensional with moving parts</i>				(I) \$129.85	

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.3	Many items displayed where children can easily see them, some within reach.					
5.4	Staff talk to the children about displayed materials.					
PERSONAL CARE ROUTINES						TA Lesson and Workshop Make diapering poster and handwashing poster, and Materials/Resources at R&Rs
6. Greeting/dep arting						
<i>Minimal</i>						
3.1	Most children greeted warmly.					
3.2	Departure is well-organized.	103.01.2.a	Procedure, approved by the licensing authority, for assuring a child's safe arrival and departure (All children shall be signed in and out of the facility by an authorized individual).			
3.3	Parents bring child into caregiving area as part of daily routine.					
3.4	Parents and staff share information	106.04	For infants and toddlers, the child care facility shall			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	related to child's health and/or safety.		provide, to the child's parent, daily written reports that include liquid intake, child's disposition, bowel movements, and eating and sleeping patterns.			
	<i>Good</i>					
5.1	Staff greet each child and parent and provide pleasant organized departure.					
5.2	Problems with separation from parent or departing from center handled sensitively.					
5.3	Written record of infant's daily feeding, diapering, and naps available for parents to see.					
7. Meals/snacks						TA Lesson and Workshops and Resources at R&Rs
	<i>Minimal</i>					
3.1	Meal/snack schedule meets each child's needs.	Appendix C	Nutritional Standards			
3.2	Well-balanced age-appropriate food served for meals and snacks.	112.02	Meals shall meet the nutritional standards as prescribed in Appendix "C" Minimum Standards for Nutritional Care			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		117.04 Appendix F	<p>fallen asleep.</p> <ul style="list-style-type: none"> • Formula Storage: Formula shall be labeled with the child’s name and placed in the refrigerator upon arrival. • Baby Food: Foods stored or prepared in jars shall be served from a separate dish for each infant or toddler. Any leftovers from the serving dish shall be discarded. Leftovers in the jar shall be labeled with the child’s name, dated, refrigerated, and used within the next 24 hours. • Hand Washing Procedure 			
3.4	Adequate supervision for ages and abilities of children.					
3.5	Allergies posted, and food/beverage substitutions made (<i>NA permitted</i>).	Appendix C	Nutritional Standards			
<i>Good</i>						
5.1	Children fed separately or in very small groups.					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.2	Meals/snacks are relaxed and pleasant.					
5.3	Basic sanitary procedures usually practiced, with only a few lapses.					
5.4	Staff talk with children and provide a pleasant time.					
5.5	Menus posted for parents (<i>NA permitted</i>).					
8. Nap						TA Lesson and Workshop and resources at R&Rs
<i>Minimal</i>						
3.1	Nap is scheduled appropriately for each child.	108.04.1 116.01	<ul style="list-style-type: none"> For children under six years of age, rest periods shall be scheduled for a minimum period of one hour, and shall not exceed two and one-half (2 ½) hours. Equipment: Each child shall be placed on a separate bed, crib, cot, or mat. Cribs shall be labeled so that the child's name is visible. 			
3.2	Healthful provisions for nap/rest.	109.07	<ul style="list-style-type: none"> Cribs: Cribs shall be made of wood, metal, or approved 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		110.02.2	<p>plastic and have secure latching devices. They shall have slats spaced with no more than 2 3/8" apart, with a mattress fitted so that no more than two fingers can fit between the mattress and the crib side. Drop-side latches shall securely hold sides in the raised position and shall not be reachable by the child in the crib. Cribs shall not be used with the drop down side down. There shall be no corner post extensions (over 1/16") or cut outs in the headboards in the crib. The use of stackable cribs is prohibited.</p>			
		116.02	<ul style="list-style-type: none"> • Rooms in which infants both play and sleep shall have a minimum of 40 s.f. of usable space per child. There shall be at least 2 feet between each crib. Cribs with solid ends may be placed end-to-end. • Cleaning of Linens and Bed Coverings: Linens and bed 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		116.03	<p>coverings shall be changed immediately when soiled. All linens and bed coverings shall be changed, at a minimum, two times per week.</p> <ul style="list-style-type: none"> • Cleaning of Rest Period Equipment: All rest period equipment shall be wiped clean immediately when soiled. All rest period equipment shall be cleaned twice a week with a germicidal solution. Additional cleaning may be required by the licensing authority if there is an outbreak of a communicable disease, including but not limited to, rotavirus, giardiasis, etc., or a noninfectious condition such as, but not limited to, an infestation of head lice. 			
		116.04	<ul style="list-style-type: none"> • Sharing of Rest Equipment: At no time will two or more children be allowed to share the same bed, crib, cot, or mat 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.3	Supervision is pleasant, responsive, and warm.					
9. Diapering/ toileting						TA Lesson and Workshop Make Poster for Diapering and resources at R&Rs
<i>Minimal</i>						
3.1	Sanitary conditions are maintained at least half of the time.	115 Appendix G	Diapering and Toileting Diaper Changing Procedure			
3.2	Diapering/toileting needs usually met in an appropriate manner.					
3.3	Staff and children usually wash hands after diapering/toileting.	115.05 Appendix F Appendix G	<ul style="list-style-type: none"> Hand Washing: Employees shall wash their hands with soap and running water before and after each diaper change. Individual or disposable towels shall be used for drying. Hand washing sinks at diaper changing stations shall not be used for any other purpose. Example: The diaper changing sink may not be used for washing cups, baby bottles, food, dishes, utensils, etc. 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			<ul style="list-style-type: none"> • Hand Washing Procedure • Diaper Changing Procedure 			
3.4	Adequate supervision for ages and abilities of children.	Appendix G	Diaper Changing Procedure			
<i>Good</i>						
5.1	Sanitary conditions usually maintained, with only a few lapses.					
5.2	Sanitary conditions easy to maintain.					
5.3	Provisions convenient and accessible.					
5.4	Pleasant staff-child interaction.					
10. Health practices						TA Lesson and Workshop Make poster for correct measures for bleach/water solutions and poster for handwashing, and resources at R&Rs
<i>Minimal</i>						
3.1	Staff usually act to cut down on the spread of germs.	109.06	<ul style="list-style-type: none"> • Sand boxes: 1) Sand boxes shall be constructed to permit drainage, shall be covered tightly and securely when not in use, and shall be kept 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		111.03.4	<p>free from cat or other animal excrement. 2) Sand contained in sand boxes shall not contain toxic or harmful materials.</p> <ul style="list-style-type: none"> Individual toilet articles (e.g., combs, brushes, toothbrushes, towels, and wash cloths) used by children shall be provided by the parent or child care facility and plainly marked and stored individually in a sanitary manner in areas which promote drying. Single-use and disposable articles are acceptable. Grooming accessories, including but not limited to brushes, combs, barrettes, or picks, shall not be used jointly by children or on children. 			
		111.04	<ul style="list-style-type: none"> Toys and equipment: Toys and equipment used by infants or toddlers shall be cleansed daily with a germicidal solution. Refer to Appendix "H" for 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		Appendix C Appendix H	<p>instructions on cleaning and disinfection procedures. A recommended resource regarding sanitation of equipment and toys can be found in the <i>National Health and Safety Performance Standards: Guidelines for Out of Home Child Care, Second Edition</i> (Standard 3.030).</p> <ul style="list-style-type: none"> • Nutritional Standards • Cleaning and Disinfection Procedures 			
3.2	Hands of children and staff washed at least 75% of the time when needed to protect health.					
3.3	Extra clothes available and children changed when needed.					
3.4	All medications administered properly.	105.03.6	A record shall be maintained of any medication administered by the director or caregiver showing date, time, and signature of dispensing employee. A medication record may be destroyed after 90 days of the administration			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			of the medication.			
<i>Good</i>						
5.1	Children are properly cared for to meet health needs indoors and outdoors.					
5.2	Hands of children and staff consistently washed to protect health.					
5.3	Staff are good models of health practices.					
5.4	Sand used for outdoor sand play is clean, and covered when not in use (<i>NA permitted</i>).					
11. Safety practices						TA Lesson and Workshop and resources at R&Rs
<i>Minimal</i>						
3.1	No more than 3 safety hazards that could result in serious injury indoors and outdoors, combined.	110.01	Building			
3.2	Adequate supervision to protect children's safety indoors and outdoors.					
3.3	Essentials needed to handle emergencies when needed.	107.01.4	<ul style="list-style-type: none"> During all hours of operation, including arrival and departure of children, a child 			

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
	indoors or outdoors.					
5.2	Staff usually anticipate and take action to prevent safety problems.					
LISTENING AND TALKING						TA Lesson and Workshops and resources at R&Rs
12. Helping children understand language						
<i>Minimal</i>						
3.1	Moderate amount of talking to children throughout the day.					
3.2	Reasonably quiet in room so children can hear language.					
3.3	Staff usually talk to children in a neutral or pleasant tone of voice.					
3.4	Content of talk is generally encouraging and positive rather than discouraging and negative.					
<i>Good</i>						
5.1	Staff talk to the children frequently throughout the day during both routines and					

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
	play.					
5.2	Staff talk is meaningful to children.					
5.3	Verbal communication is personalized.					
5.4	Staff usually use simple, descriptive words for objects and actions in communicating with children.					
13. Helping children use language						TA Lesson and Workshops and resources and materials at R&Rs
<i>Minimal</i>						
3.1	Moderate amount of verbal or non-verbal positive response to children's attempts to communicate throughout the day; little or no ignoring of children or negative response.					
3.2	Some attempts to correctly interpret what the child is trying to communicate throughout the day.					
<i>Good</i>						
5.1	Staff generally respond in a timely and positive manner					

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
	to children's attempts to communicate.					
5.2	Staff add words to the actions they take in responding to children throughout the day.					
5.3	Staff are skillful at interpreting children's attempts to communicate and frequently follow through appropriately.					
14. Using books						TA Lesson and Workshops Make homemade books and resources and materials at R&Rs
<i>Minimal</i>						
3.1	At least 6 appropriate infant/toddler books (but no less than 1 for each child in the group) accessible daily, for much of the day.	109.01.3.c	Developmentally age-appropriate toys shall be available and accessible for toddlers, and shall include but not be limited to the following: c) sturdy picture books.			
3.2	Almost all books are in good repair.					
3.3	Staff are involved in using books with children daily (either staff- or child-initiated).	108.01.2 109.01.6	<ul style="list-style-type: none"> The child care facility shall provide for the reading of age-appropriate materials to children. 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			<ul style="list-style-type: none"> Books shall be on shelves and tables for children to look at and read. Every child shall have age-appropriate materials (including picture books) read to and discussed with him or her every day. Where appropriate, the materials should cover topics with which the children are involved. 			
3.4	Participation encouraged only when children are interested; children not forced to participate.					
<i>Good</i>						
5.1	At least 12 appropriate infant/toddler books (but no less than 2 for each child in the group) accessible daily for much of the day.				(I) \$95.90 (T) \$140.85	
5.2	A wide selection of books is accessible. <i>The at least 12 accessible books (indicator 5.1) must also represent a wide selection which</i>					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<i>includes books about people of varying races, ages, and abilities; animals; familiar objects; familiar routines.</i>					
5.3	Staff read books daily with individuals or very small groups of interested children.					
5.4	Book times are warm and interactive.					
ACTIVITIES						
15. Fine motor						TA Lesson and Workshop Make shape sorter toy and lid match and resources/materials at R&Rs for checkout
<i>Minimal</i>						
3.1	Some appropriate fine motor materials accessible for daily use. <i>Examples of appropriate materials:</i> <i>Infants – grasping toys, busy boxes, nested cups, containers to fill and dump, textured toys, cradle gyms</i>	109.01.2	<ul style="list-style-type: none"> Developmentally age-appropriate toys shall be available and accessible for infants, and shall include but not be limited to the following: a) Simple, lightweight, open-ended, easily washable toys such as containers, 	(T) \$56.90	(T) \$56.90	

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<p><i>Toddlers – shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, pop beads, stacking rings, nesting toys, medium or large interlocking blocks, crayons. Some means at least 5 intact (functional with all pieces) examples of fine motor materials.</i></p>	109.01.3	<p>balls, large pop-beads, and nesting cups; b) Rattles, squeak toys, action/reaction toys; c) Cuddly toys; d) Toys to mouth such as teethers and rings; e) Pictures of real objects; f) A crawling area with sturdy, stable furniture for pulling up self</p> <ul style="list-style-type: none"> • Developmentally age-appropriate toys shall be available and accessible for toddlers, and shall include but not be limited to the following: a) Push and pull toys; b) Stacking toys, large wooden spools/beads/cubes; c) Sturdy picture books, music; d) Pounding benches, simple puzzles; e) Play phones, dolls, and toys to appeal to child’s imagination; f) Large paper, crayons; g) Sturdy furniture to hold on to while walking; h) Sand and water toys. 			
3.2	Materials are					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	accessible for much of the day.					
3.3	Materials generally in good repair.					
<i>Good</i>						
5.1	<p>Many and varied appropriate fine motor materials accessible.</p> <p><i>Examples of appropriate materials:</i></p> <p><i>Infants – grasping toys, busy boxes, nested cups, containers to fill and dump, textured toys, cradle gyms</i></p> <p><i>Toddlers – shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, pop beads, stacking rings, nesting toys, medium or large interlocking blocks, crayons. Many means no fewer than 10 toys for a group of 5 infants or 15 toys for a group of 5 toddlers, and at least 1 additional toy for each children over that number in each age group. Varied means materials that require different skills as well as different</i></p>				(T) \$198.80	

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<i>color, size, shape, texture, sound, and action.</i>					
5.2	Materials are well-organized.					
16. Active physical play						TA Lesson and Workshop and materials and resources available for check out at R&Rs
<i>Minimal</i>						
3.1	Open space provided indoors for active physical play much of the day.	108.06.1 110.02	<ul style="list-style-type: none"> • Infants and toddlers shall be free to creep, crawl, toddle, and walk as they are physically able. • Indoor Square Footage 			
3.2	Some space for outdoor physical play used by infants/toddlers at least 3 times a week, year-round, except in very bad weather.	108.5.1 108.5.2	<ul style="list-style-type: none"> • Each infant shall have a minimum of 30 minutes of outdoor activity per day, weather permitting. • Toddler, preschool, and school-aged children shall have a minimum of two hours of outdoor activities per day, weather permitting. Children who attend a facility for seven hours per day or less shall have a minimum of 30 minutes of 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			outdoor activity per day, weather permitting.			
3.3	Some appropriate materials and equipment used daily; materials/equipment generally in good repair. <i>Some means that children can use the materials/equipment without having to wait with no other appropriate gross motor material or equipment option. (Enough options for all children to have access to gross motor material/equipment at the same time)</i>	109.10.1	Play equipment, toys, and materials shall be provided that meets the standards of the Consumer Product Safety Commission and/or the American Society for Testing and Materials (ASTM) for juvenile products. Play equipment, toys, and materials shall be found to be appropriate to the development needs, individual interests, and ages of the children as identified as age-appropriate by a label provided by the manufacturer on the product package.	(I) \$277.80 (T) \$243.70	(I) \$277.80 (T) \$243.70	
<i>Good</i>						
5.1	Easily accessible outdoor area where infants/toddlers are separated from older children is used at least 1 hour daily year-round, except in very bad weather.					
5.2	Large active play area that is not crowded or cluttered.					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.3	<p>Ample materials and equipment for physical activity so children have access without long periods of waiting.</p> <p><i>Ample means that there are enough pieces of popular equipment so children do not have to compete or wait, and there are enough interesting options so that no one thing is overwhelmingly popular.</i></p>				(I) \$173.90 (T) \$179.95	
5.4	Some equipment that can be used by each child in the group, including child with disabilities, if enrolled.					
5.5	All space and equipment is appropriate for children.					
17. Art (NA if all children are younger than 12 months of age)						<p>TA Lesson and Workshop</p> <p>Make homemade crayons</p> <p>Make playdough and rebus chart for the recipe in classroom and materials/resources available for check out at R&Rs</p>
<i>Minimal</i>						
3.1	Some art materials used	109.01.3.f	Developmentally age-appropriate			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	with children at least once a week.		toys shall be available and accessible for toddlers, and shall include but not be limited to the following: f) Large paper, crayons.			
3.2	All art materials used with children are non-toxic, safe, and appropriate.	109.10.1	Play equipment, toys, and materials shall be provided that meets the standards of the Consumer Product Safety Commission and/or the American Society for Testing and Materials (ASTM) for juvenile products. Play equipment, toys, and materials shall be found to be appropriate to the development needs, individual interests, and ages of the children as identified as age-appropriate by a label provided by the manufacturer on the product package.			
3.3	Children not required to participate; alternative activities available.					
<i>Good</i>						
5.1	Young toddlers offered some art 3 times a week; older toddlers offered art daily.					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.2	Individual expression encouraged.					
5.3	Staff facilitate appropriate use of materials.					
18. Music and movement						TA Lesson and Workshop Make homemade instruments and resources available at R&Rs for check out
<i>Minimal</i>						
3.1	Some musical materials, toys, or instruments accessible for free play daily, for much of the day. <i>Some means at least 2 appropriate musical materials, toys, or instruments.</i>	109.01.2.b 109.01.3.c	<ul style="list-style-type: none"> Developmentally age-appropriate toys shall be available and accessible for infants, and shall include but not be limited to the following: b) Rattles, squeak toys, action/reaction toys. Developmentally age-appropriate toys shall be available and accessible for toddlers, and shall include but not be limited to the following: c) sturdy picture books, music. 	(I) \$31.95 (T)\$21.95	(I) \$31.95 (T)\$21.95	
3.2	Staff initiate at least 1 music activity daily.					
3.3	Children not					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	required to participate in group music activities; alternative activities available.					
<i>Good</i>						
5.1	Many pleasant sounding musical toys and/or instruments accessible daily, for much of the day. <i>Many means at least 10 or 1 per children for the maximum number of children allowed to attend.</i>				(I) \$39.90 (T) \$53.90	
5.2	Staff informally sing/chant daily with children.					
5.3	In addition to singing, staff provide other music experiences daily.				(I) \$ 62.95 (T) \$62.95	
5.4	Recorded music is used at limited times and with a positive purpose.					
19. Blocks (NA if all children are 12 months of age)						TA Lesson and Workshop and resources available at R&Rs for check out
<i>Minimal</i>						
3.1	At least 1 set of blocks accessible daily.			(T) \$19.95	(T) \$19.95	
3.2	Some			(T) \$79.90	(T) \$79.90	

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	accessories for blocks accessible daily. <i>Some means at least 5 accessories with more than 1 type (people, animals, vehicles) represented.</i>					
3.3	Blocks and accessories accessible much of the day.					
<i>Good</i>						
5.1	At least 2 sets (10 or more blocks per set) of different types accessible daily for much of the day. <i>Different types include: soft blocks; light weight blocks of various sizes, colors, shapes; large cardboard blocks etc.</i>				(T) \$24.95	
5.2	Blocks and accessories sorted by type.					
5.3	Space used for toddler's block play is out of traffic and has a steady surface.					
20. Dramatic play						TA Lesson and Workshop and materials and resources available at R&Rs for check out
<i>Minimal</i>						
3.1	Some age-	109.01.3.e	Developmentally			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<p>appropriate dramatic play materials accessible, including dolls and soft animals.</p> <p><i>Examples of materials for dramatic play:</i></p> <p><i>Infants – dolls, soft animals, pots and pans, toy telephones</i></p> <p><i>Toddlers – dress-up clothes; child-sized house furniture; cooking/eating equipment such as pots and pans, dishes, spoons; play foods; dolls; doll furnishings; soft animals; small play buildings with accessories; toy telephones</i></p>		<p>age-appropriate toys shall be available and accessible for toddlers, and shall include but not be limited to the following: e) Play phones, dolls, and toys to appeal to child's imagination.</p>			
3.2	Materials accessible daily for much of the day.					
<i>Good</i>						
5.1	<p>Many and varied age-appropriate dramatic play materials accessible daily.</p> <p><i>Examples of materials for dramatic play:</i></p> <p><i>Infants (3-5 of the following) – dolls, soft animals, pots and pans, toy telephones</i></p>				(I) \$56.85 (T) \$530.60	

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<p><i>Toddlers (2 or more of each type, no more than 2 types missing) – dress-up clothes; child-sized house furniture; cooking/eating equipment such as pots and pans, dishes, spoons; play foods; dolls; doll furnishings; soft animals; small play buildings with accessories; toy telephones</i></p> <p><i>The minimum requirement for many listed in parenthesis is based on groups of no more than 8 infants and no more than 12 toddlers.</i></p>					
5.2	Props represent what children experience every day.					
5.3	Materials are organized by type.					
5.4	Some child-sized play furniture for toddlers (<i>NA permitted</i>).					
21. Sand and water play (<i>NA if all children are younger than 18 months of age</i>)						<p>TA Lesson</p> <p>Make sand/water exploration bottles (sink/float activity) and materials/resources available for check out at R&Rs</p>

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
<i>Minimal</i>						
3.1	Some sand or water play provided outdoors or indoors at least once every 2 weeks.					
3.2	Close supervision of sand/water play.					
3.3	Some toys used for sand/water play.	109.01.3.h	Developmentally age-appropriate toys shall be available and accessible for toddlers, and shall include but not be limited to the following: h) Sand and water toys.			
<i>Good</i>						
5.1	Sand or water play at least once a week.					
5.2	Variety of toys used for sand/water play. <i>Variety in terms of the characteristics of the toys such as size, transparency, shape, color, or level of challenge as well as differences in functions of the toys.</i>				(T) \$ 54.95	
5.3	Sand or water activities set up to facilitate play.					
22. Nature/scien						TA Lesson and Workshop

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
ce						Make sensory bottles and materials and resources available for check out at R&Rs
<i>Minimal</i>						
3.1	Some pictures, books, or toys that represent nature realistically; all are developmentally appropriate. <i>Some means at least 2 examples</i>			<i>(see books listed above)</i>		
3.2	Materials accessible daily.					
3.3	Some opportunities to experience the natural world daily, either indoors or outdoors. <i>Some means at least 2 opportunities to see nature daily.</i>	108.06.2	Infants and toddlers shall be taken outside every day, weather permitting.			
<i>Good</i>						
5.1	Outdoor experiences with nature provided at least 2 times a week.	108.06.2	Infants and toddlers shall be taken outside every day, weather permitting.			
5.2	Some daily experiences with living plants or animals indoors.					
5.3	Every day events used as a basis for learning about nature/science.					
23. Use of						

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
TV, video, and/or computer (<i>NA if not used</i>)						
<i>Minimal</i>						
3.1	All materials used are developmentally appropriate, non-violent, and culturally sensitive.	108.6.4 108.6.5	<ul style="list-style-type: none"> • Television viewing, including video tapes and/or other electronic media, is not allowed for infants or for staff in an infant area. • Television viewing, including video tapes and/or other electronic media, for toddlers is limited to one hour per day, must be of educational content and a scheduled part of the approved daily plan of activities posted in the facility. 			
3.2	At least 1 alternative activity accessible while TV/video/computer is used.					
3.3	Time allowed for children over 24 months of age to use TV/video or computer is limited <i>(this item will be counted off at 1.3 if TV/video/comput</i>	108.6.5	Television viewing, including video tapes and/or other electronic media, for toddlers is limited to one hour per day, must be of educational content and a			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<i>er used with children under 24 months of age).</i>		scheduled part of the approved daily plan of activities posted in the facility.			
<i>Good</i>						
5.1	Materials used are limited to those considered “good for children.”					
5.2	Many alternative activities accessible for free choice while TV/video/computer is used.					
5.3	Staff are actively involved in use of TV, video, or computer.					
24. Promoting acceptance of diversity						TA Lesson Make ziplock books and wall photos Make cultural puppets and various materials/resources available at R&Rs for check out
<i>Minimal</i>						
3.1	At least 3 examples of racial or cultural diversity observed in materials.			<i>(see materials listed above)</i>		
3.2	Materials show diversity in a positive way.					
3.3	No prejudice is shown <i>or</i> staff intervene appropriately to					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	counteract prejudice shown by children of other adults.					
<i>Good</i>						
5.1	Many books, pictures, and materials showing diversity. <i>Many means that there are at least 10 examples (some in books, some in pictures, and some in materials [excluding dolls]) for children to easily experience</i>			<i>(see books listed above)</i>		
5.2	Dolls representing at least 3 races accessible.			<i>(see dolls listed above)</i>		
INTERACTI ON						
25. Supervision of play and learning						TA Lesson and Workshop
<i>Minimal</i>						
3.1	Children are within sight, hearing, and easy reach of staff with no more than a few momentary lapses.	107.01.2	Children shall not be left unattended at any time. Video monitors cannot be used as a substitute for the physical presence of a caregiver in a room.			
3.2	Attention is on caregiving responsibilities, not on other					

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
	tasks or interests.					
<i>Good</i>						
5.1	Staff show awareness of the whole group even while working with 1 child or a small group.					
5.2	Staff react quickly to solve problems in a comforting and supportive way.					
5.3	Staff play with children and show interest in or appreciation of what they do.					
5.4	Staff give children help and encouragement when needed.					
26. Peer interaction						TA Lesson and Workshop
<i>Minimal</i>						
3.1	Peer interaction is possible much of the day.					
3.2	Staff usually stop negative peer interaction.					
<i>Good</i>						
5.1	Staff facilitate positive peer interactions among children.					
5.2	Staff model positive social interaction.					
27. Staff-child interaction						TA Lesson and Workshop

ITERS Items and Indicators¹	ITERS-R criteria¹	Licensure Regulations²	Licensure criteria²	Materials cost³ (minimal)	Materials cost³ (good)	R & R Support
<i>Minimal</i>						
3.1	Occasional smiling, talking, and affection shown to children throughout the day.					
3.2	Staff usually respond sympathetically to help children who are hurt, angry, or upset.					
3.3	No harsh verbal or physical staff-child interaction	113	Discipline and Guidance			
3.4	Some warm and responsive physical affection throughout the day in routines or play.					
<i>Good</i>						
5.1	Frequent positive staff- child interaction throughout the day.					
5.2	Staff and children usually relaxed, voices pleasant, frequent smiling.					
5.3	Much holding, patting, and physical warmth shown throughout the day.					
28. Discipline						TA Lesson and Workshop
<i>Minimal</i>						

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
3.1	Staff never use physical punishment or severe discipline.	113	Discipline and Guidance			
3.2	Staff <i>usually</i> maintain enough control to prevent problems.					
3.3	Expectations are generally realistic and based on age and ability of children.					
<i>Good</i>						
5.1	Program is set up to avoid conflict and promote appropriate interaction.					
5.2	Positive methods of discipline used effectively.					
5.3	Attention frequently given when children are behaving well.					
5.4	Staff react consistently to children's behavior.					
PROGRAM STRUCTUR E						
29. Schedule						TA Lesson and Workshop Make picture schedule of class daily schedule and materials/resources

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
						available at R&Rs
<i>Minimal</i>						
3.1	Schedule meets the needs of most of the children.	108.01.1 108.02	<ul style="list-style-type: none"> The child care facility shall provide a basic program of activities geared to the age levels and developmental needs of the children served. All daily routines, such as eating and rest periods, shall be scheduled for the same time each day. 			
3.2	Staff provide play activities as part of the daily schedule.					
<i>Good</i>						
5.1	Schedule for basic routines is flexible and individualized to meet each child's needs.					
5.2	Schedule provides balance of indoor and outdoor activities.					
5.3	Active and quiet play varied to meet children's needs.					
5.4	No long period of waiting during transitions between daily events.					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
30. Free play						TA Lesson and Workshop and materials available for check out at R&Rs
<i>Minimal</i>						
3.1	Free play occurs daily, indoors <i>and</i> outdoors, weather permitting.	108.05.1 108.05.2	<ul style="list-style-type: none"> • Each infant shall have a minimum of 30 minutes of outdoor activity per day, weather permitting. • Toddler, preschool, and school-aged children shall have a minimum of two hours of outdoor activities per day, weather permitting. Children who attend a facility for seven hours per day or less shall have a minimum of 30 minutes of outdoor activity per day, weather permitting. 			
3.2	Some supervision provided to protect children's safety and to facilitate play.	107.01.2	Children shall not be left unattended at any time. Video monitors cannot be used as a substitute for the physical presence of a caregiver in a room.			
3.3	Adequate toys, materials, and equipment accessible for	109.01.2	<ul style="list-style-type: none"> • Developmentally age-appropriate toys shall be 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	free play.	109.01.3	<p>available and accessible for infants, and shall include but not be limited to the following: a) Simple, lightweight, open-ended, easily washable toys such as containers, balls, large pop-beads, and nesting cups; b) Rattles, squeak toys, action/reaction toys; c) Cuddly toys; d) Toys to mouth such as teethers and rings; e) Pictures of real objects; f) A crawling area with sturdy, stable furniture for pulling up self</p> <ul style="list-style-type: none"> • Developmentally age-appropriate toys shall be available and accessible for toddlers, and shall include but not be limited to the following: a) Push and pull toys; b) Stacking toys, large wooden spools/beads/cubes; c) Sturdy picture books, music; d) Pounding benches, simple puzzles; e) Play phones, dolls, 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			and toys to appeal to child's imagination; f) Large paper, crayons; g) Sturdy furniture to hold on to while walking; h) Sand and water toys.			
	<i>Good</i>					
	5.1	Free play occurs for much of the day, both indoors and outdoors, weather permitting.				
	5.2	Staff actively involved in facilitating children's play throughout the day.				
	5.3	Ample and varied toys and materials and much equipment provided for free play.				
31. Group play activities (score this NA if group play activities are never used)						TA Lesson and Workshops
	<i>Minimal</i>					
	3.1	Children never forced to participate in group play activities.				
	3.2	Activities done in group are				

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	usually appropriate.					
3.3	Staff are usually positive and acceptant with children during group time.					
<i>Good</i>						
5.1	Staff are flexible and adjust activity as children join or leave the group.					
5.2	Size of group is appropriate for age and ability of children.					
5.3	Alternative activities are accessible for children not participating in group.					
32. Provisions for children with disabilities <i>(score this only if a child with an identified disability is included in the class)</i>						TA Lesson Sign Language and accommodating disabilities focus included in all ELG Workshops and materials available for check out
<i>Minimal</i>						
3.1	Staff have information from available assessments.					
3.2	Minor modifications made to meet the needs of children with disabilities.	119.01	<ul style="list-style-type: none"> The child care facility areas to be utilized by a child with special needs 			

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		119.02	<p>shall be adapted as necessary to accommodate special devices that may be required for the child to function independently, as appropriate.</p> <ul style="list-style-type: none"> • A separate area shall be available for providing privacy for diapering, dressing, and other personal care procedures. 			
3.3	Some involvement of parents and classroom staff in setting goals.					
3.4	Some involvement of children with disabilities in ongoing activities with the other children.	119.01.01	The child care facility areas to be utilized by a child with special needs shall be adapted as necessary to accommodate special devices that may be required for the child to function independently, as appropriate.			
<i>Good</i>						
5.1	Staff follow through with activities and interactions recommended by other professionals.					
5.2	Modifications made as needed in environment, program, and					

ITERS Items and Indicators ¹	ITERS-R criteria ¹	Licensure Regulations ²	Licensure criteria ²	Materials cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	schedule so that children can participate in many activities with others.					
5.3	Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.					
				(I) \$2,492.10 (T) \$2,413.45	(I) 3,288.20 (T) \$4,718.90	

¹ Harms, T., Cryer, D., & Clifford, R.M. (2006). *Early childhood environment rating scale, revised edition*. New York: Teachers College Press.

² Mississippi Department of Health (2009). *Regulations governing licensure of child care facilities*.

1 All prices quoted are from the Kaplan Early Learning Company's 2011-2012 catalog, early childhood edition (unless otherwise noted)

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
SPACE AND FURNISHINGS						TA and Workshop. Materials at R&Rs.
1. Indoor space						
<i>Minimal</i>						
3.1	Sufficient indoor space for children, adults, and furnishings.	110.2	Indoor Square Footage			
3.2	Adequate lighting, temperature control, and sound-absorbing materials.	110.01.8 110.08	<ul style="list-style-type: none"> All parts of the child care facility used by children shall be lead-free, well lighted, ventilated, and free of hazardous or potentially hazardous conditions, such as but not limited to, open stairs and unprotected low windows. Heating, Cooling, and Ventilation 			
3.3	Space is in good repair.	110.01.7 110.01.10	<ul style="list-style-type: none"> The floor and/or floor covering shall be properly installed, kept clean and in good condition, and maintained in good repair. Carpeting is prohibited in kitchen areas. Walls shall be kept clean and free of torn wall covering, chipped paint, broken plaster, and holes. No paint that contains lead 			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		110.07.6	<p>exit door shall be less than 28 inches wide or more than 48 inches wide.</p> <ul style="list-style-type: none"> Any latch or other fastening device on an exit door shall be provided with a knob, handle, panic bar, or other simple type of releasing device. Dual action door fasteners are not permitted. 			
<i>Good</i>						
5.1	Ample indoor space that allows children and adults to move around freely.					
5.2	Good ventilation, some natural lighting, through windows or skylight.					
5.3	Space is accessible to children and adults with disabilities.					
2.Furniture for routine care, play, and learning						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Sufficient furniture for routine care, play, and	109.01.1	<ul style="list-style-type: none"> Equipment, toys, and materials for both indoor and outdoor use shall 	\$1,499.70	\$1,499.70	

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	inclusion of children with disabilities with peers (NA permitted).					
3. Furnishings for relaxation and comfort						Workshop and TA. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some soft furnishings accessible to children. <i>Some means at least 2 pieces of soft furnishings.</i>			\$499.98	\$499.98	
3.2	Some soft toys accessible to children. <i>Some means at least 3 soft toys.</i>			\$49.95	\$49.95	
<i>Good</i>						
5.1	Cozy area accessible to children for a substantial portion of the day.					
5.2	Cozy area is not used for active physical play.					
5.3	Most soft furnishings are clean and in good repair.					
4. Room arrangement for play						TA and Workshop. Materials at R&Rs.

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	interfere with one another.					
5.3	Space is arranged so most activities are not interrupted.					
5. Space for privacy						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Children are allowed to find or create space for privacy.					
3.2	Space for privacy can be easily supervised by staff.					
<i>Good</i>						
5.1	Space set aside for one or two children to play, protected from intrusion by others.					
5.2	Space for privacy accessible for use for a substantial portion of the day.					
6. Child-related display						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Appropriate materials for predominant			\$29.95	\$29.95	

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	age group.					
3.2	Some children's work displayed.	109.01.5	Children's original work shall be displayed in the child care facility.			
<i>Good</i>						
5.1	Much of the display relates closely to current activities and children in group.					
5.2	Most of the display is work done by children.					
5.3	Many items displayed on child's eye level.					
7. Space for gross motor play						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some space outdoors used for gross motor/physical play.	110.09	Outdoor Playground Area			
3.2	Gross motor space is generally safe.	110.09	Outdoor Playground Area			
<i>Good</i>						
5.1	Adequate space outdoors and some space indoors.					
5.2	Space is easily accessible for					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	children in group.					
5.3	Space is organized so that different types of activities do not interfere with one another.					
8. Gross motor equipment						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some gross motor equipment accessible to all children for at least one hour daily.	109.01.4.a	Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: a) Active play equipment for climbing and balancing	\$149.95	\$149.95	
3.2	Equipment is generally in good repair.	109.02.1 109.02.2	All playgrounds and playground equipment used by children 2 - 12 years of age shall meet the safety standards set fourth in Appendix "D" of these regulations. Playground equipment shall be of safe design and in good repair. Outdoor climbing equipment and swings shall be set in concrete footings located at least 6" below ground surface. Indoor equipment			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			shall be installed according to the manufacturer's specifications. Swings shall have soft and/or flexible seats. Access to playground equipment shall be limited to age groups for which the equipment is developmentally appropriate.			
3.3	Most of the equipment is appropriate for the age and ability of the children.	109.02.2	<ul style="list-style-type: none"> Playground equipment shall be of safe design and in good repair. Outdoor climbing equipment and swings shall be set in concrete footings located at least 6" below ground surface. Indoor equipment shall be installed according to the manufacturer's specifications. Swings shall have soft and/or flexible seats. Access to playground equipment shall be limited to age groups for which the equipment is developmentally appropriate. 			
<i>Good</i>						
5.1	There is enough gross motor equipment so that children have access without a long wait.				\$386.75	

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.2	Equipment stimulates a variety of skills.					
5.3	Adaptations made or special equipment provided for children in group with disabilities (NA permitted).					
PERSONAL CARE ROUTINES						
9. Greeting/departing						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Most children greeted warmly.					
3.2	Departure well organized.	103.01.2.a	Procedure, approved by the licensing authority, for assuring a child's safe arrival and departure (All children shall be signed in and out of the facility by an authorized individual).			
3.3	Parents allowed to bring children into the classroom.					
<i>Good</i>						
5.1	Each child is greeted individually.					
5.2	Pleasant					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	departure.					
5.3	Parents greeted warmly by staff.					
10. Meals/snacks						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Schedule appropriate for children.	Appendix C	<ul style="list-style-type: none"> Nutritional Standards 			
3.2	Well-balanced meals/snacks.	112.02	Meals shall meet the nutritional standards as prescribed in Appendix "C" Minimum Standards for Nutritional Care in Child Care Facilities.			
3.3	Sanitary conditions usually maintained.	111.03 111.01.3.a 111.03.2.a Appendix F	<ul style="list-style-type: none"> Child Hygiene Staff shall wash their hands upon: <ul style="list-style-type: none"> a) immediately before handling food, preparing bottles, or feeding children. A child's hands shall be washed: <ul style="list-style-type: none"> a) immediately before and after eating. Hand Washing Procedure 			
3.4	Nonpunitive atmosphere during meals/snacks.					
3.5	Allergies posted and food/beverage	Appendix C	Nutritional Standards <i>(posting allergies not required)</i>			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	substitutions made (<i>NA permitted</i>).					
3.6	Children with disabilities included at table with peers (<i>NA permitted</i>).					
<i>Good</i>						
5.1	Most staff sit with children during meals and group snacks.					
5.2	Pleasant social atmosphere.					
5.3	Children are encouraged to eat independently.					
5.4	Dietary restrictions of families followed (<i>NA permitted</i>).					
11. Nap/rest						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Nap/rest is scheduled appropriately for most of the children.	108.04.1	For children under six years of age, rest periods shall be scheduled for a minimum period of one hour, and shall not exceed two and one-half (2 1/2) hours.			
3.2	Sanitary provisions for nap/rest.	116.01	<ul style="list-style-type: none"> Equipment: Each child shall be placed on a separate bed, 			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		116.02	<p>crib, cot, or mat. Cribs shall be labeled so that the child's name is visible.</p> <ul style="list-style-type: none"> • Cleaning of Linens and Bed Coverings: Linens and bed coverings shall be changed immediately when soiled. All linens and bed coverings shall be changed, at a minimum, two times per week. 			
		116.03	<ul style="list-style-type: none"> • Cleaning of Rest Period Equipment: All rest period equipment shall be wiped clean immediately when soiled. All rest period equipment shall be cleaned twice a week with a germicidal solution. Additional cleaning may be required by the licensing authority if there is an outbreak of a communicable disease, including but not limited to, rotavirus, giardiasis, etc., or a noninfectious condition such as, but not limited to, an infestation of head lice. • Sharing of Rest Equipment: At no time will two or more children be 			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	least 3 feet apart or separated by a solid barrier.					
12. Toileting/diapering						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Sanitary conditions are maintained.					
3.2	Basic provisions made for care of children.	110.05	Toilets and Hand Washing Lavatories			
3.3	Staff and children wash hands most of the time after toileting.	111.01.3.b. 111.03.2.b Appendix F	<ul style="list-style-type: none"> • Staff shall wash their hands upon: <ul style="list-style-type: none"> b) After using the toilet, assisting a child in using the toilet, or changing diapers. • A child's hands shall be washed: <ul style="list-style-type: none"> b) After using the toilet or having their diapers changed. • Hand Washing Procedure 			
3.4	Toileting schedule meets individual needs of children.					
3.5	Adequate supervision for age and abilities of children.					
<i>Good</i>						

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		Appendix F	<p>playground; d) after handling pets, pet cages, or other pet objects; e) whenever hands are visibly dirty; f) before going home.</p> <ul style="list-style-type: none"> • Hand Washing Procedure 			
3.2	Staff usually take action to cut down on the spread of germs.	Appendix H	Cleaning and Disinfecting Procedures			
3.3	Smoking does not take place in child care areas.	103.02	Smoking, Tobacco Products, and Prohibited Substances			
3.4	Procedures used to minimize spread of contagious disease.	Appendix B Appendix H	Reportable Diseases Cleaning and Disinfecting Procedures			
<i>Good</i>						
5.1	Children are dressed properly for conditions both indoors and outdoors.					
5.2	Staff are good models of health practices.					
5.3	Care given to children's appearance.					
14. Safety practices						TA and Workshop. Materials at R&Rs.

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
<i>Minimal</i>						
3.1	No major safety hazards indoors or outdoors.	110.01	Building			
3.2	Adequate supervision to protect children's safety indoors and outdoors.	107.02.2	Staff-child ratios shall be met at all times, including during opening/closing, field trips, and swimming or water activities whether at the child care premises or off-site.			
3.3	Essentials needed to handle emergencies available.	107.01.4 107.01.5 110.01.12	<ul style="list-style-type: none"> • During all hours of operation, including arrival and departure of children, a child care facility employee shall be present who holds a valid CPR certification, at any location where the children are present. • During all hours of operation, including the arrival and departure of children, a child care facility employee shall be present who holds a valid first aid certificate issued by an agent recognized by the licensing authority. • A child care facility shall have a working phone available to all 			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		111.05	<p>staff at all times. Telephones shall also be available for incoming calls and shall not be unplugged or disconnected during business hours.</p> <ul style="list-style-type: none"> Toilets and Hand Washing Lavatories 			
<i>Good</i>						
5.1	Staff anticipate and take action to prevent safety problems.					
5.2	Staff explain reasons for safety rules to children.					
LANGUAGE - REASONING						TA and Workshop. Homemade books and posters. Materials at R&Rs.
15. Books and pictures						
<i>Minimal</i>						
3.1	<p>Some books accessible for children.</p> <p><i>Some means enough books for at least half of the maximum number of children allowed to attend.</i></p>	109.01.4.c 109.01.6	<ul style="list-style-type: none"> Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following:c) Sturdy picture books, music. Books shall be on shelves and tables 	\$81.90	\$81.90	

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			for children to look at and read. Every child shall have age-appropriate materials (including picture books) read to and discussed with him or her every day. Where appropriate, the materials should cover topics with which the children are involved.			
3.2	At least one staff-initiated language activity time daily.					
<i>Good</i>						
5.1	A wide selection of books are accessible for a substantial portion of the day. <i>A wide selection means at least 20 books for a classroom with the maximum number of 15 children with at least 1 additional book for each additional child. Also includes a variety of topics: fantasy;</i>				\$191.85	

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	<i>factual information; stories about people, animals, and nature/science; and different cultures and abilities</i>					
5.2	Some additional language materials used daily.					
5.3	Books organized in a reading center.					
5.4	Books, language materials, and activities are appropriate for children in group.					
5.5	Staff read books to children informally.					
16. Encouraging children to communicate						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some activities used by staff with children to encourage them to communicate.					
3.2	Some materials accessible to encourage	109.01.4.f	Developmentally age-appropriate toys shall be available and			

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	children to communicate.		accessible for preschoolers, and shall include but not be limited to the following: f) Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, and puppets.			
<i>Good</i>						
5.1	Communication activities take place during both free play and group times.					
5.2	Materials that encourage children to communicate are accessible in a variety of interest centers.					
17. Using language to develop reasoning skills						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Staff sometimes talk about logical relationships or concepts.					
3.2	Some concepts are introduced appropriately for ages and abilities of children in group, using					

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	words and concrete experiences.					
<i>Good</i>						
5.1	Staff talk about logical relationships while children play with materials that stimulate reasoning.					
5.2	Children encouraged to talk through or explain their reasoning when solving problems.					
18. Informal use of language						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some staff-child conversation.					
3.2	Children allowed to talk much of the day.					
<i>Good</i>						
5.1	Many staff-child conversations during free play and routines.					
5.2	Language is primarily used by staff to exchange information					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	with children and for social interaction.					
5.3	Staff add information to expand on ideas presented by children.					
5.4	Staff encourage communication among children, including those with disabilities.					
19. Fine motor						TA and Workshop. Make teacher made puzzles. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some developmentally appropriate fine motor materials of each type accessible. <i>Some means at least 2 examples of each of the following types: small building toys, art materials, manipulatives, and puzzles</i>	109.01.4	Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: c) Puzzles and manipulative toys; e) Art materials such as finger and tempera paints, clay, play dough, crayons, collage materials, markers, scissors, and paste.			
3.2	Most of the materials are in good repair and complete.					
<i>Good</i>						

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.1	<p>Many developmentally appropriate fine motor materials of each type accessible for a substantial portion of the day.</p> <p><i>Many means at least 3 to 5 different examples of each type (based on a maximum enrollment of 15 – more is required for more children.</i></p>				\$451.55	
5.2	Materials are well organized.					
5.3	Materials on different levels of difficulty accessible.					
20. Art						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some art materials accessible for at least 1 hour a day.	109.01.4.e	Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: e) Art materials such as finger and tempera paints, clay, play dough, crayons,			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			collage materials, markers, scissors, and paste.			
3.2	Some individual expression permitted with art materials.					
<i>Good</i>						
5.1	Many and varied art materials accessible a substantial portion of the day. <i>Many means at least 3 to 5 different materials from at least 4 of the 5 art categories: drawing materials (required), paints, three-dimensional materials, collage materials, and tools (safe scissors, staplers, etc.)</i>				\$258.15	
5.2	Much individual expression in use of art materials.					
21. Music and movement						TA and Workshop. Teacher made instruments. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some music	109.01.4.d	Developmentally	\$119.95	\$119.95	

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	materials accessible for children's use. <i>Some means at least 2 examples</i>		age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: d) Picture books, records, and musical instruments.			
3.2	Staff initiate at least one music activity daily.					
3.3	Some movement/dance activity done at least weekly.					
<i>Good</i>						
5.1	Many music materials accessible for children's use. <i>Many means enough musical instruments for at least half of maximum enrollment number plus music</i>					
5.2	Various types of music are used with the children. <i>Various types means at least 3 genres of music are used regularly (at</i>				\$59.95	

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<i>least once a week) with children</i>					
22. Blocks						TA and Workshop. Homemade blocks. Labels for the blocks. Materials at R&Rs.
<i>Minimal</i>						
3.1	Enough blocks and accessories are accessible for at least two children to build independent structures at the same time.	109.01.4.b	Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: b) Unit blocks and accessories.			
3.2	Some clear floor space used for block play.					
3.3	Blocks and accessories accessible for daily use.	109.01.4.b	Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: b) Unit blocks and accessories.			
<i>Good</i>						
5.1	Enough space, blocks, and accessories are accessible for three or more children to build at the same time.				\$311.84	
5.2	Blocks and					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	accessories are organized according to type.					
5.3	Special block area set aside out of traffic, with storage and suitable building surface.					
5.4	Block area accessible for play for a substantial portion of the day.					
23. Sand/water						TA and Workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some provision for sand <i>or</i> water play accessible either outdoors <i>or</i> indoors.			\$100.00	\$100.00	
3.2	Some sand/water toys accessible.	109.01.4.g	Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: g) sand and water toys.			
<i>Good</i>						
5.1	Provisions for sand <i>and</i> water play (either outdoors <i>or</i> indoors).					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.2	Variety of toys accessible for play. <i>Variety in terms of the characteristics of the toys such as size, transparency, shape, color, or level of challenge as well as differences in functions of the toys.</i>				\$69.95	
5.3	Sand or water play available to children for at least 1 hour daily.					
24. Dramatic play						TA and Workshop. Make menus and labels for different area from recycled materials. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some dramatic play materials and furniture accessible, so children can act out family roles themselves.	109.01.4.f	Developmentally age-appropriate toys shall be available and accessible for preschoolers, and shall include but not be limited to the following: f) Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, and puppets.	\$289.95	\$289.95	
3.2	Materials are accessible for					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	at least 1 hour daily.					
3.3	Separate storage for dramatic play materials.					
<i>Good</i>						
5.1	<p>Many dramatic play materials accessible, including dress-up clothes.</p> <p><i>Many that 3 or more children can use the materials at one time without undue competition, and the materials are plentiful enough to encourage more complex play. Children should have choices for how they want to combine the materials, and different possibilities should exist in terms of what they can pretend.</i></p>				\$436.75	
5.2	Materials accessible for a substantial portion of the day.					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.3	<p>Props for at least two different themes accessible daily.</p> <p><i>Themes include: house-keeping, different kinds of work, fantasy, and leisure. Requires enough material for meaningful play.</i></p>				\$118.85	
5.4	<p>Dramatic play area clearly defined, with space to play and organize storage.</p>					
25. Nature science						TA and Workshop out of recycled materials. Materials at R&Rs.
<i>Minimal</i>						
3.1	<p>Some developmentally appropriate games, materials, or activities from two nature/science categories.</p> <p><i>Some means at least 2 examples for each of the two required (categories</i></p>			\$90.80	\$90.80	

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<i>include: collection of natural objects; living thing;, nature/science books, games, or toys; and nature/science activities)</i>					
3.2	Materials accessible daily.					
3.3	Children encouraged to bring in natural things to share with others or add to collections.					
<i>Good</i>						
5.1	Many developmentally appropriate games, materials, and activities from three categories accessible. <i>Many means at least 3 to 5 examples for the three required categories (3 to 5 is based on maximum enrollment of 15 children)</i>				<i>(see books above)</i> \$231.95	
5.2	Materials are accessible for a substantial portion of the day.					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
5.3	Nature/science materials are well organized and in good condition.					
5.4	Everyday events used as a basis for learning about nature/science.					
26. Math/number						TA and Workshop out of recycled materials. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some developmentally appropriate math/number materials accessible. <i>Some means at least 2 different examples from 3 of the 5 types (counting, measuring, comparing quantities, recognizing shapes, and written numbers)</i>			\$242.55	\$242.55	
3.2	Materials accessible daily.					
<i>Good</i>						
5.1	Many developmenta				\$266.50	

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	<p>lly appropriate materials of various types accessible.</p> <p><i>Many means at least 3 to 5 different examples from each of the types (3 to 5 is based on a maximum enrollment of 15 children)</i></p>					
5.2	Materials are accessible for a substantial portion of the day.					
5.3	Materials are well organized and in good condition.					
5.4	Daily activities used to promote math/number learning.					
27. Use of TV, video, and/or computer						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	All materials used are nonviolent and culturally sensitive.	109.01.7	Television viewing by preschool children shall be limited to two hours per day and shall be educational programming only. Television viewing by staff is not permitted in areas occupied by			

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			children except for the purposes as described herein.			
3.2	Alternative activities accessible while TV/computer is being used.					
3.3	Time children allowed to use TV/video or computer is limited.	109.01.7	Television viewing by preschool children shall be limited to two hours per day and shall be educational programming only. Television viewing by staff is not permitted in areas occupied by children except for the purposes as described herein.			
<i>Good</i>						
5.1	Materials used are limited to those considered "good for children."					
5.2	Computer used as one of many free choice activities.					
5.3	Most of the materials encourage active involvement.					
5.4	Staff are actively involved in use of TV, video, or computer.					

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
28. Promoting acceptance of diversity						TA and Workshop. Make pictures for the classroom on diversity. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some racial and cultural diversity visible in materials.			<i>(see materials listed above)</i>		
3.2	Materials show diversity in a positive way.					
3.3	Staff intervene appropriately to counteract prejudice shown by children or other adults.					
<i>Good</i>						
5.1	Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles.			<i>(see materials listed above)</i>		
5.2	Some props representing various cultures included for use in dramatic					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ₂	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
	play.					
INTERACTION						TA and workshop. Materials at R&Rs.
29. Supervision of Gross motor activities						
<i>Minimal</i>						
3.1	Supervision is adequate to protect children's health and safety.	107.01.1 107.01.2 110.09.4	<ul style="list-style-type: none"> The staff-to-child ratio shall be maintained at all times, to include when children are arriving and departing the facility. Children shall not be left unattended at any time. Video monitors cannot be used as a substitute for the physical presence of a caregiver in a room. The outdoor playground area shall be well arranged so that all areas are visible to staff at all times. 			
3.2	Some positive staff-child interaction.					
<i>Good</i>						
5.1	Staff act to prevent dangerous situations before they occur.					

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
5.2	Most staff-child interactions are pleasant and helpful.					
5.3	Staff assist children to develop skills needed to use equipment.					
30. General supervision of children (other than gross motor)						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Sufficient supervision to protect children's safety.	107.01.1 107.01.2	<ul style="list-style-type: none"> The staff-to-child ratio shall be maintained at all times, to include when children are arriving and departing the facility. Children shall not be left unattended at any time. Video monitors cannot be used as a substitute for the physical presence of a caregiver in a room. 			
3.2	Attention given to cleanliness and to prevent inappropriate use of materials.					
3.3	Most supervision is non-punitive, and control is	113	Discipline and Guidance			

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	exercised in a reasonable way.					
<i>Good</i>						
5.1	Careful supervision of all children adjusted appropriately.					
5.2	Staff give children help and encouragement when needed.					
5.3	Staff show awareness of the whole group even when working with one child or a small group.					
5.4	Staff show appreciation of children's efforts and accomplishments.					
31. Discipline						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Staff do not use physical punishment or severe methods.	113	Discipline and Guidance			
3.2	Staff usually maintain enough control to prevent children from hurting one another.					

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
3.3	Expectations for behavior are largely appropriate for age and developmental level of children.					
<i>Good</i>						
5.1	Staff use non-punitive discipline methods effectively.					
5.2	Program is set up to avoid conflict and promote age-appropriate interaction.					
5.3	Staff react consistently to children's behavior.					
32. Staff-child interactions						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Staff usually respond to children in a warm, supportive manner.					
3.2	Few, if any, unpleasant interactions.					
<i>Good</i>						
5.1	Staff show warmth through appropriate					

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	physical contact.					
5.2	Staff show respect for children.					
5.3	Staff respond sympathetically to help children who are upset, hurt, or angry.					
33. Interactions among children						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Peer interaction encouraged.					
3.2	Staff stop negative and hurtful peer interactions.					
3.3	Some positive peer interaction occurs.					
<i>Good</i>						
5.1	Staff model good social skills.					
5.2	Staff help children develop appropriate social behavior with peers.					
PROGRAM STRUCTURE						TA and workshop. Materials at R&Rs.

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
		108.05.2	school age children shall have a minimum of two hours of outdoor activities per day, weather permitting. Children who attend at a facility for seven hours per day or less shall have a minimum of 30 minutes of outdoor activity per day, weather permitting.			
3.4	Both gross motor and less active play occur daily.	109.01.8	<ul style="list-style-type: none"> The daily activity schedule shall demonstrate that preschoolers are given opportunities to do a variety of activities, including both quiet and active, such as block play, art activities, puzzles, books, and learning games, and that stories are read to and discussed with each child every day. 			
<i>Good</i>						
5.1	Schedule provides balance of structure and flexibility.					
5.2	A variety of play activities occur each day, some teacher directed and some child					

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
			materials such as dolls, dress-up clothes and props, child-sized furniture, and puppets; g) Sand and water toys.			
<i>Good</i>						
5.1	Free play occurs for a substantial portion of the day both indoors and outdoors.					
5.2	Supervision provided to facilitate children's play.					
5.3	Ample and varied toys, games, and equipment provided for free play.					
36. Group time						TA and workshop. Materials at R&Rs.
<i>Minimal</i>						
3.1	Some play activities done in small groups or individually.					
3.2	Some opportunity for children to be a part of self-selected small groups.					
<i>Good</i>						
5.1	Whole-group gatherings limited to					

ECERS Items and Indicators ¹	ECERS-R criteria	Licensure Regulations ²	Licensure Criteria	Materials Cost ³ (minimal)	Materials cost ³ (good)	R & R Support
			dressing, and other personal care procedures.			
3.3	Some involvement of parents and classroom staff in setting goals.					
3.4	Some involvement of children with disabilities in the ongoing activities with the other children.	119.01.01	The child care facility areas to be utilized by a child with special needs shall be adapted as necessary to accommodate special devices that may be required for the child to function independently, as appropriate.			
<i>Good</i>						
5.1	Staff follow through with activities and interactions recommended by other professionals to help children meet identified goals.					
5.2	Modifications made in environment, program, and schedule so that children can participate in many activities with others.					
5.3	Parents frequently involved in					

ECERS Items and Indicators¹	ECERS-R criteria	Licensure Regulations²	Licensure Criteria	Materials Cost³ (minimal)	Materials cost³ (good)	R & R Support
	sharing information with staff, setting goals, and giving feedback about how program is working.					
				\$3,154.68	\$6,078.72	

¹ Harms, T., Cryer, D., & Clifford, R.M. (2006). *Early childhood environment rating scale, revised edition*. New York: Teachers College Press.

² Mississippi Department of Health (2009). *Regulations governing licensure of child care facilities*.

³ All prices quoted are from the Kaplan Early Learning Company's 2011-2012 catalog, early childhood edition (unless otherwise noted)

APPENDIX C

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EARLY LEARNING GUIDELINES: THREE YEAR OLDS

For more information on Mississippi's Early Learning Guidelines for Three and Four Year-Olds, see:

<http://www.mde.k12.ms.us/acad/id/curriculum/laer/earlylearning.html>

Introduction

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* were developed to help educators and caregivers meet the challenge of providing quality care for young children in all types of center-based care, home-based care, and public school pre-kindergarten programs. *The Guidelines were developed for licensed programs but may be utilized by all programs serving three year old children.*

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* were designed to provide research-based strategies that ensure high quality learning standards for Mississippi's early childhood programs.

Early childhood teachers, caregivers, and parents play an important role in guiding young children, setting and conveying expectations for behaviors and learning, and transmitting shared values of our society, such as compassion, service to others, success through effort, tolerance, and responsibility for one's actions. "The knowledge and skills of teachers are among the most important factors in determining how much a young child learns" (National Research Council, 2001, p.275). Children thrive when all of the adults they encounter reinforce these basic messages and set clear, consistent, and high expectations.

This document represents the expertise and experience of a writing team of early childhood professionals who have worked to interpret appropriate practice in quality programs that provide challenging and achievable activities that engage children in higher-level thinking, exploration through guided play, and real conversations with peers and adults. Children's current strengths, skills, and experiences should be used to extend individual conceptual understandings.

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* contain the following components:

- **Benchmarks** (what the child should know and be able to do upon exit of the three year old program)
- **Expectations** (what the teacher/caregiver expects the child to be able to do as progress is made toward the accomplishment of the benchmark)
- **Assessment Guidelines** (what the teacher/caregiver observes the child doing to determine if benchmarks are being met)
- **Suggested Teaching Strategies** (what the teacher/caregiver can do to ensure the child is making progress toward the accomplishment of the benchmark)
- **Developmental Checklist** (a record of what the child's progress is toward the accomplishment of the benchmark at the beginning, the middle, and the end of the year)

Acknowledgements

The Mississippi Department of Education gratefully acknowledges the contribution of the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* work groups for graciously providing their expertise, time, and efforts in developing this curriculum resource guide for teachers and caregivers of three year old children.

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Philosophy and Goals

The pre-kindergarten program as outlined in this document is built on scientifically-based child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers and responsive interactions with adults where opportunities are provided for children to acquire skills and concepts involving problem-solving, decision-making, questioning, evaluating, and discovering.

The realistic goals for pre-kindergarten education are as follows:

- To help the child develop a positive self-concept;
- To help the child achieve intellectual growth;
- To help the child enlarge his/her world of people, experiences, ideas, and things;
- To help the child increase competencies and skills in oral language, literacy, writing, listening, and thinking;
- To help the child increase the skills involved in physical coordination, both gross and fine motor skills;
- To help the child increase competence in dealing with emotional feelings and social situations;
- To help the child increase competence in self-direction and independence;
- To help the child develop cooperative, trusting relationships;
- To help the child develop his/her natural curiosity and his/her creative potential;
- To help the child develop self discipline; and
- To help the child develop a love of learning.

Learning Principles

Effective educational planning for three year old children takes into account knowledge of human growth and development. The learning principles that guide this planning include the following:

- Children learn as total persons (emotionally, socially, physically, and intellectually).
- Children go through similar stages of development, but at individual rates.
- Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
- Children learn through active involvement (exploring, playing, manipulating, and problem solving).
- Children learn through attitudes and examples as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
- Children learn through experiences; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the children.

Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

Overview

The information in this section is intended to serve as a starting point for Mississippi teachers, caregivers, and program administrators who are dedicated to the development of quality pre-kindergarten programs for three year old children. The information is presented as a means to direct the learning experiences of young children and to ensure that no child is left behind.

The purpose of the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* is to provide an optional resource guide that will help early childhood educators and caregivers define and implement a comprehensive curriculum that will enable young children to make connections to the world in which they live. Three year old children learn about the world in which they live through first-hand experiences and exploration, listening to adult explanations, listening to adults read books aloud, and interacting and engaging in conversations with adults and peers.

The consistency of the research-based learning principles, philosophies, and goals within Mississippi's three to five year old curriculum continuum indicates the Mississippi Department of Education's strong belief that children should be active participants in their learning. The three to five year old curriculum continuum places the teacher/caregiver alongside the child teaching and scaffolding learning through child initiated guided play, hands-on activities, and guided conversations about what they do, how they do it, and why they do what they do. If three year old children are to successfully master the curriculum benchmarks the teacher/caregiver must:

- learn about the children they are teaching through on-going observations and record keeping;
- build on children's background knowledge and existing strengths and skills;
- provide a safe, healthy classroom environment that exemplifies good health practices;
- plan activities and instruction for children while individualizing the curriculum to reflect the varied strengths, interests, needs, and learning styles of each child;
- plan the instructional day so that a daily routine is present and followed to the greatest degree possible;
- develop the classroom environment into one that offers a variety of educational materials that are appropriate for the continuum of development represented in a classroom of three year old children (two to four year old developmental continuum) and that is aesthetically pleasing;
- involve the children's parents in ways that allow them to contribute their knowledge to the classroom as well as in providing them with information and ideas to share with their child at home;

- guide the children's play by interacting with them in the learning center activities inside the classrooms and during outside learning opportunities;
- stimulate the children's thinking by presenting them with problems to solve;
- nurture the children through the social/emotional and physical connections made during daily interactions in the classroom;
- promote the children's language and other early literacy skills through developmentally or age appropriate intentional pre-reading and language instruction;
- provide a literacy-rich environment;
- establish a community of learners and support within the classroom which accepts individual needs and learning styles; and
- enjoy life from the three year olds' perspective so that age appropriate instructional practices promote learning as a joyous experience and not a chore.

In developmentally appropriate early childhood programs, the assessment of children's individual development and learning is essential for planning and implementing an appropriate curriculum. The assessment or the definition of the child's individual progress is to be determined through the teacher's/caregiver's on-going observations. The teacher/caregiver will observe activities in which the child practices a specific skill in a natural classroom setting rather than responding to an evaluation instrument that requires the child to perform tasks out of the learning context. The observations will be recorded and placed in individual portfolios. References in the *Suggested Teaching Strategies* section of the *Guidelines* relate to examples of meaningful learning activities for use in learning centers, large and small groups, and one-on-one instruction to demonstrate children's accomplishment of a specific benchmark.

Play is crucial to the growth and development (cognitive, physical, social, and emotional) of young children. Children are learning when they explore, discover, investigate, role-play, and use tools and materials in creative ways. Three year old children may exhibit characteristics of different stages of play, depending on the context of their play, developmental level, and cultural backgrounds.

Appropriate screening of young children is critical to determine if an individual child is in need of further assessment in the form of an in-depth developmental evaluation. A list of screening/assessment instruments is listed (*See Appendix A*). Child care programs can contact their local educational agency and health department for guidance in selecting screening instruments and assessments. Compatibility with other assessments administered by the program as well as cost, time of administration, and training of individuals administering the assessment must be considered prior to purchasing any instrument or program. Should the screening reveal that a child requires further assessment, a conference with the child's parents must occur and upon obtaining parental consent, referral must be made to the local educational agency's special education department or other appropriate agency. If the child's evaluation reveals the need for early intervention programs and/or services, prompt enrollment and participation will greatly enhance the child's chance to advance and enter kindergarten with appropriate readiness skills.

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* provide direction and guidance for teachers/caregivers and program administrators in the establishment and assessment of program elements such as staff ratios, physical space

requirements, curriculum and instructional components, and organizational structures. The research-based guidelines address components of a quality program serving three year old children. **The guidelines exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi Board of Health in many program areas and should be used in addition to licensing standards when planning, implementing, and/or maintaining a program serving three year old children.**

**Mississippi Pre-Kindergarten Curriculum Guidelines
for
Three Year Old Children**

Communities of Care

How Young Children Learn Best

The challenging responsibility of educating young children is bigger than one person or group can undertake. Parents are the child's first and most influential teachers. How can communities support parents in this critical role? The connections between the child, the family, and community organizations are critical in the child's acquisition of skills necessary for successful school achievement and overall healthy development. A brief summary outlining the contributions of specific agencies/organizations critical to the support of young children in their educational journey is given below. Using this as a guide to convene agencies serving children and families, child advocates, and interested individuals, a plan that coordinates available services for the developing child can be created and implemented. The extent of collaboration will vary based on the community, but any time service providers work together, the children in the community will benefit.

The following list of various agencies and services rendered can be used to guide discussions and thinking about developing communities of care. Communities that lift up their children and families are communities that will not only grow, but also flourish.

Local Health Department

- Provides expanded hours of operation for parents so children can receive immunizations and other health services during non-traditional hours.
- Provides health screenings at child care program sites for the purpose of identifying developmental delays.
- Conducts health fairs in conjunction with child care centers in the community for the purpose of promoting healthy lifestyles.
- **First Steps**— provides in-depth screening, services, and family support for children (birth to age three) who have developmental delays or disabilities.

- Works with child care staff for the purpose of sharing information on all services provided for supporting children and families.
- Administers the child care certificate program to families who qualify to enable subsidized child care payments being made to their child care providers for services.
- Provides information on child abuse to child care teachers and the community at large.
- Investigates reports of child abuse.

Mississippi Department of Health

- Provides licensing for child care facilities.
- Provides training for child care staff.

Mississippi Department of Education/Local Education Agencies (local school districts)

- Provides training for child care teaching staff (*Pre-K RAISE, Integrating Learning Centers, and BRIDGES*).
- Provides information concerning the Child and Adult Care Food Program.
- Provides resources for teachers on developmentally appropriate instruction.
- Provides information concerning teacher licensure and child development certification.
- Provides information concerning blending services to provide quality programs for young children.
- Provides information concerning Even Start and Head Start programs.
- Provides information through parent centers.
- Provides federal funding through entitlement programs and grants.
- Provides information about children with disabilities.

Mississippi Department of Mental Health Early Intervention Programs

- Provides screenings for children at risk for developmental delay or with developmental delays.
- Provides information and training to child care providers for children with disabilities and their families.
- Provides services to eligible children with disabilities in the child care setting.

Regional Mental Health Centers

- Provides training for parents meeting in child care settings on mental health issues such as stress management and depression.

Mississippi Educational Broadcasting (Mississippi Educational Television)

- Provides training for child care staff.

Mississippi Library Services

- Provides materials for vision and hearing impaired adults and children.
- Provides children's programs at local libraries.

Civic Groups

- Lions, Kiwanis, Civitan, Junior Auxiliary, and Women's Clubs can provide funding for books and other educational supplies.
- Mississippi Homemaker Volunteers, Inc.

Local Professionals

- Dentists
- Ministers
- Physicians/Nurse Practitioners
- Retired teachers, librarians, counselors, social workers, and business leaders make excellent volunteers to read to children and assist with other special events.

Local Businesses

- Local businesses can provide funds for educational materials.
- Local businesses can serve as locations for educational seminars for parents.
- Local businesses can organize a local child care appreciation day to honor those educating the children of employees.
- Local businesses can serve as locations for field trips.

Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

Including Benchmarks, Expectations, Assessment Guidelines, and Developmental Checklists

The guidelines for three year old children exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi State Board of Health. The guidelines in this document are developed for programs that wish to exceed the licensing standards of the Mississippi Department of Health's *Regulations Governing Licensing of Child Care Facilities* and are not intended to replace the licensing standards. It should be noted that current licensing standards state that child care programs can be exempted from following licensing regulations if accredited by the Mississippi Department of Education, Mississippi Private School Association, Southern Association of Colleges and Schools, Christian Schools, and Christian Schools International. *The Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children are to be followed in addition to the Mississippi Department of Health's licensing regulations if programs are to be accredited by the Mississippi Department of Education.*

In order to fully implement the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*, terms as defined below should be used to clarify the guidelines.

Definitions

Agency

Any entity that follows the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

Assessment

On-going observations and recordings of progress that occur within the context of the child's everyday experiences and interactions with adults and peers in the learning environment and are shared with the parents at regularly scheduled intervals.

Assistant Teacher/Caregiver Assistants

Curriculum

A variety of play/center-based activities presented in meaningful contexts that the child engages in during the course of the day.

Instructional Day

A minimum of 7 hours that the child spends in a child-centered program that includes learning center activities, individual, small and large group instruction, rest and outside periods, and nutritional meals and snacks.

Learning Center(s)

A designated area(s) in the classroom where the child can actively engage in exploration, thinking, conversation, inquiry, acquisition of literacy skills, construction, and/or role playing while working (playing) with age appropriate learning materials selected by the teacher/caregiver for the purpose of teaching the child a concept or skill specific to the curriculum guidelines as outlined in this document.

Play

Play is active learning and is the work of a child. The various stages of play behavior observed in a three year old child will vary between solitary play, parallel play, onlooker, and cooperative play.

Portfolio

An on-going collection of the child's work, teacher observations, and parent feedback that is kept during the course of the enrollment period of the child.

Preschool Child

A child who has not entered a kindergarten program.

Teacher/Caregiver

An individual 18 years or older who has met the criteria as outlined in Section 6.5 of the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

1.0 Curriculum

- 1.1 The instructional day shall include all aspects of the child's day.
- 1.2 Subjects for three year old children shall be integrated through a thematic/unit format.
- 1.3 The curriculum must include the benchmarks as presented in this document and activities to address oral language and literacy, music, art, mathematics, social studies, science, dramatic play, and physical activities, as well as activities to develop social/emotional competencies and self-help skills.
- 1.4 The primary instructional method for the delivery of the curriculum will be learning centers (*See Appendix B*). A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, shall be in simultaneous use during each designated center time. All centers will include non-fiction and fiction books and writing materials that are appropriate to the child's developmental stage. To best integrate the content of the benchmark areas, as well as unit concepts into learning centers, the following emphasis should be reflected in the materials and learning opportunities provided in these suggested centers:
 1. Creative Arts Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical development.)
 2. Science Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and science concepts.)
 3. Math Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and physical development.)
 4. Language Development Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development and social/emotional development.)
 5. Cooking Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development and physical development.)
 6. Blocks, Wheel Toys, and Construction Center (Benchmark areas to be addressed

in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development and physical development [which includes fine and gross motor skills].)

7. Sand and/or Water Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical development.)
8. Woodworking Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and physical development [which includes fine and gross motor skills].)
9. Music Center (Benchmark areas to be addressed in this center can be language an vocabulary development, mathematical concepts development, social/emotional development, and physical development.)
10. Library Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and social/emotional development.)
11. Listening Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development.)
12. Dramatic Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development.)
13. Creative Writing Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development [including fine motor skills].)
14. Social Studies Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and social/emotional development.)
15. Technology Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and physical development [including fine motor skills].)
16. ABC Center (Benchmark areas to be addressed can be language, vocabulary, and early literacy development and physical development [including fine motor skills].)

17. Motor Development Center (Benchmark areas to be addressed can be language, vocabulary, and early literacy development and physical development.)

1.5 Every child is to be engaged in learning center activities for a minimum of 120 minutes per day in a 7-hour program. Every child is to be engaged in learning center activities for a minimum of 150 minutes in an 8-hour program and 180 minutes in a 9+ hour program.

1.6 Teachers are to use, at a minimum, the resources developed by the Mississippi Department of Education in curriculum planning. Other research-based resources that are developmentally appropriate may be added as desired by each agency.

2.0 Organizational Procedures

2.1 The teacher:child ratio shall be 1:7 maximum. If an assistant teacher is assigned to the pre-kindergarten (three year old) classroom, the teacher:child ratio shall not exceed 2:14.

2.2 If the program is located in a public school, the length of the school day should be 7 hours minimum.

2.3 If the program is located in a public school, the length of the school term should be the same as that of the other grades of the elementary school unless the pre-kindergarten (three year old) program is part of the school's extended year program. If the program is located in a center not affiliated with a public school, the length of the school term should conform to center policy.

2.4 Children will engage in 60 minutes of quiet/rest time daily that shall not exceed 90 minutes regardless of the length of the day. Activities during quiet time may include individual activities, listening to books on tape, drawing, or resting as appropriate for each individual child.

2.5 Children will engage in a minimum of 60 minutes of indoor/outdoor physical activities during the day. A minimum of 90 minutes of indoor/outdoor physical activities during the day is required in a nine-hour program.

3.0 Health and Hygiene

3.1 *Refer to 12-2, 12-3, 12-5, 12-6, 12-7, 16-1, 16-2, 16-3, 16-4, 16-5, 16-6 Child Health in the Mississippi Department of Health's Regulations Governing Licensure of Child Care*

5.0 Outside Play

- 5.1 Children shall not simultaneously share an area with children six years or older during designated outside periods.
- 5.2 Playground equipment and landscape design must be developmentally appropriate for three year old children according to *National Standards* adopted by the Mississippi Department of Health.

6.0 Staff

- 6.1 Each agency having multiple sites shall designate an Early Childhood Coordinator with Pre-K, K-1, K-3 or K-8 licensure (K-3 and K-8 must have at least 12 hours in Early Childhood Education college/university coursework) and expertise in working with young children. In public schools, the principal or a teacher of three year old children may serve as Coordinator. In child care centers, the center director, assistant director, or director designee may serve as the Coordinator.
- 6.2 The agency must provide 15 contact hours of annual training specifically related to early childhood development, such as early childhood curriculum development, assessment, early literacy and language instruction, and other areas specific to young children's growth and development, to center/program directors, center owners, principals, teachers/caregivers, and assistant teachers of three year old children.
- 6.3 All persons responsible for the supervision of teachers/caregivers, assistant teachers of three year old children, and program coordinators must obtain annually 15 contact hours of staff development as required by the Mississippi Department of Health in the areas of child development, early childhood curriculum, and/or program organization. In addition, it is recommended that staff attend workshops and/or seminars sponsored by the Mississippi Department of Education.
- 6.4 Teachers/caregivers of three year old children are to be certified N-1, K-1, K-3, K-8, SPED or hold a degree from an accredited university/college in child development. K-3, K-8 and SPED certified teachers must have at least 9 hours in Early Childhood Education. An individual with an Associate's degree in Child Development Technology/Early Childhood Education may serve in a teaching position if immediately supervised by an on-site certified N-1, K-1, K-3, K-8, SPED teacher or a person with a degree in child development from an accredited university/college. All teachers must complete annually 15 contact hours of staff development related to early childhood development, curriculum, and/or program organization.

7.0 Entrance Age

- 7.1 A child shall have reached the age of three years on or before September 1.
- 7.2 A birth certificate and immunization record is required for all children and shall be

presented to the proper agency. If the Pre-K (three year old) program is located in a public school setting, the information provided in Section 1 (37-15-1) of the *Mississippi Cumulative Folders and Permanent Records* document must be followed.

8.0 Educational Materials

- 8.1 The initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies shall be adequate to equip a classroom of fourteen (14) children or the number being served if less than 14.
- 8.2 The agency is to replenish the consumable supplies and instructional materials in each classroom on a yearly basis.
- 8.3 Educational materials shall reflect the instructional needs and implementation of learning activities described for three year old children.

9.0 Parent Participation

- 9.1 Each agency shall develop and distribute a parent handbook that addresses program philosophy, goals, and policies.
- 9.2 Teacher/parent conferences shall be conducted twice during the year to inform parents or guardians of the child's progress. If documented attempts to meet with parents or other responsible persons fail, telephone conferences can be substituted. It should be noted that parents/guardians should be encouraged to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skill or profession, and sharing their talents through conducting musical and/or art activities in conjunction with the teacher.

10.0 Assessment

- 10.1 Pencil-paper standardized tests are *not* appropriate evaluation measures for three year old children and will *not* be used.
- 10.2 Assessment of three year old children's progress and acquisition of skills should be documented through the use of a variety of techniques and procedures including, but not limited to, portfolios of children's work, age-appropriate checklists, performance scales, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments.

11.0 Transportation

11.1 Transportation is optional.

11.2 All agencies choosing to transport students shall refer to **MS Code Section 37-41-3**. All liability and related expenses are the responsibility of the agency or program entity.

11.3 In addition to the *National Highway Transportation Safety Association (NHTSA) Guidelines* (February 1999), the following caregiver:child ratio should be followed when transporting students (*Refer to Guidelines in Appendix D*).

- If 5 to 16 Pre-Kindergarten children are being transported on a bus, one caregiver in addition to the driver must be on the bus.
- If 17 to 32 Pre-Kindergarten children are being transported on a bus, two caregivers in addition to the driver must be on the bus.
- Caregivers must be 18 years of age or older.
- Caregivers must be an agency employee.

Mississippi Early Learning Guidelines for Four Year Old Children

Overview

The information in this section is intended to serve as a starting point for Mississippi early childhood educators and program administrators who are dedicated to the development of quality programs for four year old children. The information is presented as a means to direct the learning experiences of young children and to ensure that “no child is left behind.”

The purpose of the *Mississippi Early Learning Guidelines for Four Year Old Children* is to provide a resource guide to help early childhood educators and program administrators define and implement a set of learning guidelines that will enable young children to make connections to the world in which they live. Four year old children learn about the world in which they live through first-hand experiences and exploration, listening to adult explanations, listening to adults read books aloud, and interacting and engaging in conversations with adults and peers.

The consistency of the research-based learning principles, philosophies, and goals within Mississippi's Early Learning Guidelines indicates the Mississippi Early Learning Guidelines Writing Team's strong belief that children should be active participants in their learning. The early learning guidelines place early childhood educators alongside the child, teaching and scaffolding learning through child-initiated guided play, hands-on activities, and guided conversations with adults and peers. If Mississippi's young children are to be successful, the early childhood educator must:

- learn about the children they are teaching through on-going observations and record keeping;
- build on children's background knowledge and existing strengths and skills;
- provide a safe, healthy classroom environment that exemplifies good health practices;
- plan activities and instruction for children while individualizing the curriculum to reflect the varied strengths, interests, needs, and learning styles of each child;
- plan the instructional day so that a daily routine is present and followed to the greatest degree possible;
- develop the classroom environment into one that offers a variety of educational materials that are appropriate for the continuum of development represented in a classroom of four year old children that is aesthetically pleasing;
- involve the children's parents in ways that allow them to contribute their knowledge to the classroom as well as in providing them with information and ideas to share with their child at home;
- guide children's play by interacting with them in the learning center activities inside the classrooms and during outside learning opportunities;
- stimulate children's thinking by presenting them with problems to solve;
- nurture children through the social/emotional and physical connections made during daily interactions in the classroom;

- promote children's language and other early literacy skills through developmentally or age appropriate intentional pre-reading and language instruction;
- provide a literacy-rich environment;
- establish a community of learners and support within the classroom which accepts individual needs and learning styles; and
- enjoy life from the four year olds' perspective so that age appropriate instructional practices promote learning as a joyous experience.

In developmentally appropriate early childhood programs, the assessment of children's individual development and learning is essential for planning and implementing an appropriate curriculum. The assessment or the definition of the child's individual progress is to be determined through the early childhood educator's on-going observations. The early childhood educator will observe activities in which the child practices a specific skill in a natural classroom setting rather than responding to an evaluation instrument that requires the child to perform tasks out of the learning context. The observations will be recorded and placed in individual portfolios. References in the *Suggested Teaching Strategies* section of the *Guidelines* relate to examples of meaningful learning activities for use in learning centers, large and small groups, and one-on-one instruction to demonstrate children's accomplishment of a specific competency.

Play is crucial to the growth and development (*cognitive, physical, social, emotional*) of young children. Children are learning when they explore, discover, investigate, role-play, and use tools and materials in creative ways. Four year old children may exhibit characteristics of different stages of play, depending on the context of their play, developmental level, and cultural backgrounds.

Appropriate screening of young children is critical to determine if an individual child is in need of further assessment in the form of an in-depth developmental evaluation. A list of screening/assessment instruments can be found in *Appendix A: Meeting the Needs of Diverse Learners*. Child care programs can contact their local educational agency and health department for guidance in selecting screening instruments and assessments. Compatibility with other assessments administered by the program as well as cost, time of administration, and training of individuals administering the assessment must be considered prior to purchasing any instrument or program. Should the screening reveal that a child requires further evaluation, a conference with the child's parents must occur and upon obtaining parental consent, referral must be made to the local educational agency's special education department or other appropriate agency. If the child's evaluation reveals the need for early intervention programs and/or services, prompt enrollment and participation will greatly enhance the child's chance to advance and enter kindergarten with appropriate readiness skills.

The *Mississippi Program Guidelines for Four Year Old Children* provides direction and guidance for early childhood educators and program administrators in the establishment and assessment of program elements such as staff ratios, physical space requirements, curriculum and instructional components, and organizational structures. The research-based guidelines address components of a quality program serving four year old children. **These program guidelines exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi Department of Health's *Regulations Governing Licensing of***

Child Care Facilities in many program areas and should be used in addition to licensing standards when planning, implementing, and/or maintaining a program serving four year old children.

It should be noted that current licensing standards state that child care programs can be exempted from following licensing regulations if accredited by the Mississippi Department of Education, Mississippi Private School Association, Southern Association of Colleges and Schools, Christian Schools, and Christian Schools International. *The Mississippi Early Learning Guidelines for Four Year Old Children are to be followed in addition to the Mississippi Department of Health's licensing regulations if programs are to be accredited by the Mississippi Department of Education.*

Mississippi Early Learning Guidelines for Four Year Old Children

Program Guidelines

1.0 Curriculum

- 1.1 The instructional day should include all aspects of the child's day (e.g., *learning center activities, large and small group activities, individual instruction, lunch, outside play*).
- 1.2 Learning content for four year old children should be integrated through thematic units.
- 1.3 Educational materials and activities should address the competencies as presented in the following sections to develop children's knowledge in the areas of language, vocabulary, and early literacy, mathematics, scientific inquiry, creative arts, social and emotional, and physical and motor development.
- 1.4 Instructional delivery should be organized primarily around learning centers (*See the Suggested Learning Centers section in Appendix B: Early Learning Environments*). A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, should be in simultaneous use during each designated center time. All centers will include non-fiction and fiction books and writing materials that are appropriate to the child's developmental stage. The centers should integrate thematic unit concepts with the content of the competency areas as indicated below:
 - Creative Arts Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical and motor development.
 - Science Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific investigation, and physical and motor development.
 - Math Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific investigation, and physical and motor development.

- Blocks, Wheel Toys, and Construction Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical and motor development.
- Sand and/or Water Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical and motor development.
- Woodworking Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, and physical and motor development.
- Music Center: This center addresses language and vocabulary development, mathematical concepts development, social/emotional development, and physical and motor development.
- Library Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific inquiry, and social/emotional development.
- Listening Center: This center addresses language, vocabulary, and early literacy development, and social/emotional development.
- Dramatic Center: This center addresses language, vocabulary, and early literacy development, social/emotional development, and physical and motor development.
- Creative Writing Center: This center addresses language, vocabulary, and early literacy development, social/emotional development, and physical and motor development.
- Social Studies Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific inquiry, and social/emotional development.
- Technology Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific inquiry, and physical and motor development.
- Motor Development Center: This center addresses language, vocabulary, and early literacy development, and physical and motor development.

1.5 Every child should be engaged in learning center activities for a minimum of 120 minutes per day in a seven-hour program, 150 minutes per day in an eight-hour program, and 180 minutes per day in a nine-hour or greater program.

- 1.6 Early childhood educators should use, at a minimum, the resources developed by the Mississippi Department of Education in curriculum planning. Other research-based resources that are developmentally appropriate may be added as desired by each agency.

2.0 Organizational Procedures

- 2.1 The teacher-child ratio should be 1:10 maximum. If an assistant teacher is assigned to the four year old classroom, the teacher-child ratio shall not exceed 2:20.
- 2.2 The school day for programs located in public schools should be a minimum of seven hours.
- 2.3 The school term for programs located in public schools should be the same as that for the other grades of the school unless the four year old program is part of the school's extended year program. If the program is located in a center not affiliated with a public school, the length of the school term should conform to center policy.
- 2.4 Children may engage in 60 to 90 minutes of quiet/rest time daily. Activities during quiet/rest time should include opportunities for individual activities (e.g., *listening to books on tape, listening to music, drawing*) in addition to resting as appropriate for each individual child.
- 2.5 Children will engage in a minimum of 60 minutes of indoor/outdoor physical activities during the day for seven-hour or eight-hour programs. Children will engage in a minimum of 90 minutes of indoor/outdoor physical activities during the day for a nine-hour program.

3.0 Health and Hygiene

- 3.1 *Refer to 12-2, 12-3, 12-5, 12-6, 12-7, 16-1, 16-2, 16-3, 16-4, 16-5, 16-6* Child Health Regulations in the Mississippi Department of Health's *Regulations Governing Licensure of Child Care Facilities* for the specific requirements related to child's health and hygiene.

4.0 Physical Settings for Existing Structures

- 4.1 The classroom will consist of a minimum of 600 square feet.
- 4.2 The classroom will be located no more than 125 feet from a bathroom.
- 4.3 Furniture will be of an appropriate height for young children. Tables and chairs are required rather than desks.
- 4.4 Early Childhood classrooms are to be located at ground level.
- 4.5 Every closet latch should be operable by a child from the inside.

- 4.6 Every bathroom door lock should be designed to permit opening of the locked door from the outside in an emergency. The opening device should be readily accessible to the staff.
- 4.7 The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit shall not exceed 100 feet.

5.0 Physical Settings for New Structures

- 5.1 All physical settings shall conform to the applicable sections of Southern Building Codes, Life Safety Codes, the American Disabilities Act, and *Appendix B: Early Learning Environments of the Mississippi Early Learning Guidelines for Four Year Old Children*.
- 5.2 The classroom should be a minimum of 1,000 square feet.
- 5.3 The minimum classroom width should be 24 feet except in pod-type structures.
- 5.4 Each classroom shall contain a minimum of one bathroom that shall consist of a toilet and lavatory. At the district's option the lavatory may be omitted if the work counter area is equipped with a sink and is in close proximity to the toilet room. A toilet paper holder is required to be placed within a child's reach from the toilet. Individual toilet rooms are required to accommodate the physically handicapped and must be in compliance with ADA regulations.
- 5.5 Open storage units, known as cubbies, should be provided for each child.
- 5.6 Built-in cabinets or portable storage areas shall be constructed to promote accessibility of materials to the child in order to encourage the selection of activities and to facilitate room clean-up.
- 5.7 Wall receptacles shall be placed 10 to 15 feet apart in each classroom. Any receptacles in the counter area should not be located near a sink. A minimum of six outlets is required.
- 5.8 Classroom lighting should contain operable standard fluorescent lights with area controls that provide adequate lighting. Switches placed within reach of the children will be located at the doors. Toilet rooms will contain lighting fixtures.
- 5.9 Furniture should be an appropriate height for the children.
- 5.10 Early learning classrooms for four year old children are to be located at ground level.
- 5.11 The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the interior classroom door at the corridor to an exit shall not exceed 100 feet.
- 5.12 Every closet latch should be operable by a child from the inside.

5.13 Every bathroom door lock should be designed to permit opening of the locked door from the outside in an emergency. The opening device should be readily accessible to the staff.

6.0 Outside Play Area

6.1 During the school day, a supervised designated area for outside physical activities should be provided.

6.2 Children should not simultaneously share an area with children six years or older during designated outside periods.

6.3 The outside play area should have defined boundaries to protect children from environment hazards such as traffic and/or stray animals.

6.4 Playground equipment and landscape design must be developmentally appropriate for four year old children according to *National Standards* adopted by the Mississippi Department of Health.

7.0 Staff

7.1 Each agency having multiple sites shall designate an Early Childhood Coordinator with Pre-K, K-1, K-3 or K-8 licensure (K-3 and K-8 must have at least 12 hours in Early Childhood Education college/university coursework) and expertise in working with young children. In public schools, the principal or teacher of four year old children may serve as Coordinator. In child care centers, the center director, assistant director, or director designee may serve as the Coordinator.

7.2 The agency should provide 15 contact hours of annual training specifically related to early childhood development, such as early childhood curriculum development, assessment, early literacy and language instruction, and other areas specific to young children's growth and development, to center/program directors, center owners, principals, early childhood educators, and assistants of four year old children.

7.3 All persons responsible for the supervision of early childhood educators, assistants, and program coordinators must obtain annually 15 contact hours of staff development as required by the Mississippi Department of Health in the areas of child development, early childhood curriculum, and/or program organization. In addition, it is recommended that the staff attend workshops and/or seminars sponsored by approved trainers including state agencies, colleges and universities, and professional organizations (e.g., *Mississippi Department of Education, Mississippi State University Extension Services, Mississippi State University Early Childhood Institute, Mississippi Early Childhood Association*).

7.4 Early childhood educators of four year old children are to be certified N-1, K-1, K-3, K-8, SPED or hold a degree from an accredited university/college in child development. K-3, K-8 and SPED certified teachers must have at least nine hours in Early Childhood Education. An individual with an Associate's degree in Child Development Technology/ Early Childhood Education may serve in a teaching position if immediately supervised by an on-site certified N-1, K-1, K-3, K-8, SPED teacher or a person with a degree in child

development from an accredited university/college. All early childhood educators must complete annually 15 contact hours of staff development related to early childhood development, curriculum, and/or program organization.

8.0 Entrance Age

- 8.1 A child shall have reached the age of four years on or before September 1.
- 8.2 A birth certificate and immunization record is required for all children and shall be presented to the proper agency. If the Pre-K (four year old) program is located in a public school setting, the information provided in Section 1 (37-15-1) of the *Mississippi Cumulative Folders and Permanent Records* document must be followed.

9.0 Educational Materials

- 9.1 The initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies should be adequate to equip a classroom of 20 children or the number being served if less than 20.
- 9.2 The agency is to replenish the consumable supplies and instructional materials in each classroom at least once yearly.
- 9.3 Educational materials should reflect the instructional needs of and the implementation of learning activities described for four year old children.

10.0 Parent Participation

- 10.1 Each agency should develop and distribute a parent handbook that addresses program philosophy, goals, and policies.
- 10.2 Parent conferences should be conducted at least three times during the year to inform parents or guardians of the child's progress. If documented attempts to meet with parents or other responsible persons fail, telephone conferences may be substituted. It should be noted that parents or guardians should be encouraged to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skills or profession, or sharing their talents through conducting musical and/or art activities.

11.0 Assessment

- 11.1 Pencil-paper standardized tests are *not* appropriate evaluation measures for four year old children and should *not* be used.
- 11.2 Assessment of four year old children's progress and their acquisition of skills should be documented through the use of a variety of techniques and procedures including, but not limited to, portfolios of children's work, age-appropriate checklists, performance scales, anecdotal records, observational reports, video and audio tape recordings, experience

charts, photographs, and other informal assessments.

- 11.3 Continuous assessment through use of a variety of techniques, procedures, and tools will be used to determine each child's individual progress and needs.

12.0 **Transportation**

- 12.1 Transportation is optional.

- 12.2 All agencies choosing to transport students shall refer to **MS Code Section 37-41-3**. All liability and related expenses are the responsibility of the agency or program entity.

- 12.3 In addition to the *National Highway Transportation Safety Association (NHTSA) Guidelines* (February 1999), the following caregiver-child ratio should be followed when transporting students: *(Note: Refer to the Transportation Guidelines in Appendix D: Additional Program Guidelines)*.

- If 5 to 16 Pre-Kindergarten children are being transported on a bus, one caregiver in addition to the driver must be on the bus.
- If 17 to 32 Pre-Kindergarten children are being transported on a bus, two caregivers in addition to the driver must be on the bus.
- Caregivers must be 18 years of age or older.
- Caregivers must be an agency employee.

Mississippi Early Learning Guidelines for Four Year Old Children

Competencies and Objectives

Language, Vocabulary, and Early Literacy Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Exhibits developmentally appropriate receptive language**
 - 1.1 Listens to others with understanding
 - 1.2 Listens attentively to stories
 - 1.3 Recognizes environmental sounds
 - 1.4 Listens to music
 - 1.5 Listens to the sounds produced by musical instruments
 - 1.6 Understands and follows simple two or three-step directions

- 2. Exhibits developmentally appropriate oral language for communication purposes**
 - 2.1 Shows an increase in vocabulary by using specialized vocabulary when communicating with others
 - 2.2 Identifies common objects and interprets pictures
 - 2.3 Uses language to express actions
 - 2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation
 - 2.5 Uses language to recall a sequence of events or retell a familiar story
 - 2.6 Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context

- 3. Demonstrates phonological and phonemic awareness**
 - 3.1 Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)
 - 3.2 Begins to recognize rhyming words
 - 3.3 Distinguishes sound units/ syllables (clapping/stomping/finger tapping)
 - 3.4 Orally segments, blends, and deletes syllables
 - 3.5 Begins to notice beginning phonemes/sounds (not graphemes/letters)
 - 3.6 Begins to notice ending phonemes/sounds (not graphemes/letters)
 - 3.7 Begins to blend onset and rime

4. Demonstrates an awareness of print

- 4.1 Recognizes local environmental print
- 4.2 Understands that print conveys meaning
- 4.3 Holds a book correctly and begins to understand directionality
- 4.4 Recognizes first name in print
- 4.5 Begins to recognize letters of the alphabet
- 4.6 Attempts writing (scribble/drawing)
- 4.7 Understands that different text forms are used for different purposes

5. Constructs meaning when responding to a story or a picture

- 5.1 Shows an interest in books and reading
- 5.2 Joins in reading of familiar predictable/pattern books
- 5.3 Demonstrates understanding of literal meaning of story through questions and comments
- 5.4 Begins to predict an outcome
- 5.5 Begins to develop an awareness of cause and effect
- 5.6 Begins to differentiate reality from fantasy
- 5.7 Begins to connect information from a story to life experiences

Language, Vocabulary, and Early Literacy Developmental Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Exhibits developmentally appropriate receptive language			
1.1 Listens to others with understanding			
1.2 The child listens attentively to stories			
1.3 The child recognizes environmental sounds			
1.4 The child listens to the sounds produced by musical instruments			
1.5 The child listens to music			
1.6 The child understands and follows simple two or three-step directions			
2. Exhibits developmentally appropriate oral language for communication			
2.1 Shows increasing complexity in vocabulary development			
2.2 Identifies common objects and interprets pictures			
2.3 Uses language to express actions			
2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation			
2.5 Uses language to recall a sequence of events or retell a familiar story			
2.6 Shows awareness of the structure of language by using simple sentences, new vocabulary, and positional words in proper context			
3. Demonstrates phonological and phonemic awareness			
3.1 Distinguishes words in a sentence			
3.2 Recognizes rhyming words			
3.3 Distinguishes syllables (units of sound) by clapping, stomping, or finger tapping			
3.4 Orally segments, blends, and deletes syllables			
3.5 Begins to notice beginning phonemes (sounds)			
3.6 Begins to notice ending phonemes (sounds)			
3.7 Begins to blend onset and rime			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
4. Demonstrates an awareness of print			
4.1 Recognizes local environmental print			
4.2 Understands that print conveys meaning			
4.3 Holds a book correctly and begins to understand directionality			
4.4 Recognizes first name in print			
4.5 Begins to recognize letters			
4.6 Attempts writing (scribble/drawing)			
4.7 Understands that different text forms are used for purposes			
5. Constructs meaning when responding to a story or a picture			
5.1 Shows an interest in books and reading			
5.2 Joins in reading of familiar/predictable/ pattern books			
5.3 Demonstrates understanding of literal meaning of story through questions and comments			
5.4 Begins to predict an outcome			
5.5 Develops an awareness of cause and effect			
5.6 Begins to differentiate reality from fantasy			
5.7 Connects information from a story to life experiences			

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Competencies and Objectives

Mathematical Concepts Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Develops an awareness of and uses number sense, numbers, and operations**
 - 1.1 Develops number sense and awareness of numbers in the environment
 - 1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25
 - 1.3 Matches quantities and numerals for 1-5, then 6-9
 - 1.4 Counts with understanding and recognizes *how many* in sets of objects
 - 1.5 Begins to compare numbers of concrete objects using language (e.g., *same, more than, less than*)
 - 1.6 Begins to identify concepts of a fraction *whole and half* by using real objects
 - 1.7 Begins to identify the position of objects in a series (e.g., *first, second, third, middle, next, last*)
 - 1.8 Begins to develop the ability to combine, separate, and name *how many* objects

- 2. Develops an awareness of relations and patterns**
 - 2.1 Begins to recognize, describe, reproduce, and extend simple patterns
 - 2.2 Matches, sorts, and classifies objects based on their similarities and differences.

- 3. Develops an awareness of and uses geometry and spatial reasoning**
 - 3.1 Recognizes, names, describes, and compares two-dimensional shapes (e.g., *circle, square, rectangle, triangle*)
 - 3.2 Begins to recognize, name and compare three-dimensional shapes (e.g., *cylinder, cube, cone, sphere*)
 - 3.3 Identifies positions of objects in space using language (e.g., *under, over, beside, behind, inside*) to describe and compare their relative positions

- 4. Develops an awareness of and uses measurement**
 - 4.1 Sorts and compares objects by size, length, weight, area, and temperature (e.g., *bigger/smaller, hotter/colder, longer/shorter, more than/less than*).
 - 4.2 Uses nonstandard measurement units (e.g., *unit blocks, paper clips, hand span*)
 - 4.3 Uses common measuring instruments (e.g., *measuring cups, simple balance scales*)
 - 4.4 Begins to use time related words (e.g., *day/night, yesterday/today/tomorrow*)

- 5. Begins to analyze and interpret data**
 - 5.1 Creates graphs using concrete objects or pictures
 - 5.2 Represents ideas or experiences using graphs
 - 5.3 Uses graphs to answer questions

Mathematical Concepts Developmental Checklist

Child's Name: _____

Teacher's Name: _____

School/Center Name: _____

Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Develops an awareness of and uses number sense, numbers, and operations			
1.1 Develops number sense and awareness of numbers in the environment			
1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, 20, 25			
1.3 Matches quantities and numerals for 1-5, then 6-9			
1.4 Counts with understanding and recognizes <i>how many</i> in sets of objects			
1.5 Begins to compare numbers of concrete objects using language (e.g., <i>same, more than, less than</i>)			
1.6 Begins to identify concepts of a fraction <i>whole and half</i> by using real objects			
1.7 Begins to identify the position of objects in a series (e.g., <i>first, second, third, middle, next, last</i>)			
1.8 Begins to develop the ability to combine, separate, and name <i>how many</i> objects			
2. Develops an awareness of relations and patterns			
2.1 Begins to recognize, describe, reproduce, and extend simple patterns			
2.2 Matches, sorts, and classifies objects based on their similarities and differences			
3. Develops an awareness of and uses geometry and spatial reasoning			
3.1 Recognizes, names, describes, and compares two-dimensional shapes (e.g., <i>circle, square, rectangle, triangle</i>)			
3.2 Begins to recognize, name, and compare three-dimensional shapes (e.g., <i>cylinder, cube, cone, sphere</i>)			
3.3 Identifies positions of objects in space using language (e.g., <i>under, over, beside, behind, inside</i>) to describe and compare their relative positions			
4. Develops an awareness of and uses measurement			
4.1 Sorts and compares objects by size, length, weight, area, and temperature (e.g., <i>bigger/smaller, hotter/colder, longer/shorter, more than/less than</i>)			
4.2 Uses nonstandard measurement units (e.g., <i>units blocks, paper clips, hand span</i>)			
4.3 Uses common measuring instruments (e.g., <i>measuring cups, simple balance scales</i>)			
4.4 Begins to use time related words (e.g., <i>day/night, yesterday/today/tomorrow</i>)			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
5. Begins to analyze and interpret data			
5.1 Creates graphs using concrete objects or pictures			
5.2 Represents ideas or experiences using graphs			
5.3 Uses graphs to answer questions			

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Competencies and Objectives

Scientific Investigation

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Develops awareness of living and non-living things**
 - 1.1 Names and describes plants, animals, and humans
 - 1.2 Explores plants, animals, and human life cycles
 - 1.3 Recognizes the needs of living things
 - 1.4 Begins to recognize parts of the human body
 - 1.5 Observes and describes characteristics of non-living things

- 2. Develops awareness of the five senses**
 - 2.1 Recognizes the five senses and body parts that utilize the five (5) senses
 - 2.2 Identifies tastes
 - 2.3 Identifies smells
 - 2.4 Identifies sights
 - 2.5 Identifies sounds
 - 2.6 Sorts materials by texture

- 3. Engages in practices to promote routine good health, nutrition, and safety**
 - 3.1 Observes and demonstrates a daily routine of healthy habits
 - 3.2 Recognizes and selects healthy foods
 - 3.3 Demonstrates appropriate safety skills

- 4. Develops awareness of observable properties of objects and materials**
 - 4.1 Recognizes properties (e.g., *color, size, shape, states of matter*) and compares weight, texture, and temperature
 - 4.2 Recognizes and demonstrates use of positional and motion words

- 5. Develops awareness and appreciation for the environment**
 - 5.1 Explores the idea that the earth includes the land, water, and air
 - 5.2 Explores caring for the environment
 - 5.3 Understands time-related vocabulary
 - 5.4 Describes weather

- 6. Engages in simple investigations using science process**
 - 6.1 Becomes aware of investigative process
 - 6.2 Makes careful observations, using all of the senses
 - 6.3 Describes, compares, sorts and classifies, and orders
 - 6.4 Uses a variety of simple tools to extend observations
 - 6.5 Explores materials, objects, and events and notices cause and effect
 - 6.6 Engages in simple investigations
 - 6.7 Describes and communicates observations, results, and ideas
 - 6.8 Works collaboratively with others

Scientific Investigations Developmental Checklist

Child's Name: _____

Teacher's Name: _____

School/Center Name: _____

Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Develops awareness of living and non-living things			
1.1 Names and describes plants, animals, and humans			
1.2 Explores plants, animals, and human life cycles			
1.3 Recognizes the needs of living things			
1.4 Begins to recognize parts of the human body			
1.5 Observes and describes characteristics of non-living things			
2. Develops awareness of the five senses			
2.1 Recognizes the five senses and body parts that utilize the five (5) senses			
2.2 Identifies tastes			
2.3 Identifies smells			
2.4 Identifies sights			
2.5 Identifies sounds			
2.6 Sorts materials by texture			
3. Engages in practices to promote routine good health, nutrition, and safety			
3.1 Observes and demonstrates a daily routine of healthy habits			
3.2 Recognizes and selects healthy foods			
3.3 Demonstrates appropriate safety skills			
4. Develops awareness of observable properties of objects and materials			
4.1 Recognizes properties (e.g., <i>color, size, shape, state of matter</i>) and compares characteristics (e.g., <i>weight, texture, temperature</i>)			
4.2 Recognizes and demonstrates use of positional and motion words			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
5. Develops awareness and appreciation for the environment			
5.1 Explores the idea that the earth includes the land, water, and air			
5.2 Explores caring for the environment			
5.3 Understands time-related vocabulary			
5.4 Describes weather			
6. Engages in simple investigations using science process			
6.1 Becomes aware of investigative process			
6.2 Makes careful observations, using all of the senses			
6.3 Describes, compares, sorts and classifies, and orders			
6.4 Uses a variety of simple tools to extend observations			
6.5 Explores materials, objects and events and notices cause and effect			
6.6 Engages in simple investigations			
6.7 Describes and communicates observations, results, and ideas			
6.8 Works collaboratively with others			

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Competencies and Objectives

Social and Emotional Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Demonstrates a positive self-concept**
 - 1.1 Accepts attention, affection, and appreciation
 - 1.2 Expresses needs and preferences clearly and appropriately
 - 1.3 Describes feelings and thoughts using words, pictures, and stories
 - 1.4 Makes positive statements about self and takes pride in accomplishments

- 2. Demonstrates control over emotions and behavior in various settings**
 - 2.1 Transitions attention from one activity to another with ease
 - 2.2 Accepts not being first and begins to wait his/her turn in activities
 - 2.3 Begins to cope effectively with disappointment
 - 2.4 Begins to express frustration and anger appropriately (e.g., *without harming self, others, or property*)
 - 2.5 Begins to accept the consequences of her/his actions

- 3. Develops positive engagement in the learning environment**
 - 3.1 Shows interest in and actively participates in various classroom activities
 - 3.2 Begins to understand the concept of personal property versus classroom property or the property of others
 - 3.3 Demonstrates appropriate use and care of classroom and personal materials
 - 3.4 Shows an awareness of and care for living things such as a classroom pet or plant
 - 3.5 Follows established classroom rules and simple (*two- or three-step*) directions
 - 3.6 Selects tasks and begins to complete them independently

4. Develops positive relationships with adults and children

- 4.1 Approaches others positively and shows pleasure in being with others
- 4.2 Shows interest in others by exchanging information with them
- 4.3 Listens attentively to others when interacting with them
- 4.4 Begins to develop an awareness of others' feelings and begins to show empathy
- 4.5 Shows acceptance of individuals different from herself or himself through positive interactions
- 4.6 Begins to use positive language or demonstrate affection toward others
- 4.7 Uses acceptable ways of joining in an on-going activity or group
- 4.8 Plays in a small group of two to five children
- 4.9 Begins give and take cooperative play
- 4.10 Seeks help from others with difficult tasks
- 4.11 Begins to negotiate solutions and develop compromises appropriately

Social and Emotional Developmental Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Demonstrates a positive self-concept			
1.1 Accepts attention, affection, and appreciation			
1.2 Expresses needs and preferences clearly and appropriately			
1.3 Describes feelings and thoughts using words, pictures, and stories			
1.4 Makes positive statements about self and takes pride in accomplishments			
2. Demonstrates control over emotions and behavior in various settings			
2.1 Transitions attention from one activity to another with ease			
2.2 Accepts not being first and begins to wait his/her turn in activities			
2.3 Begins to cope effectively with disappointment			
2.4 Begins to express frustration and anger appropriately (e.g., <i>without harming self, others, or property</i>)			
2.5 Begins to accept the consequences of her/his actions			
3. Develops positive engagement in the learning environment			
3.1 Shows interest in and actively participates in various classroom activities			
3.2 Begins to understand the concept of personal property versus classroom property or the property of others			
3.3 Demonstrates appropriate use and care of classroom and personal materials			
3.4 Shows an awareness of and care for living things such as a classroom pet or plant			
3.5 Follows established classroom rules and simple two- or three-step directions			
3.6 Selects tasks and begins to complete them independently			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
4. Develops positive relationships with adults and children			
4.1 Approaches others positively and shows pleasure in being with others			
4.2 Shows interest in others by exchanging information with them			
4.3 Listens attentively to others when interacting with them			
4.4 Begins to develop an awareness of others' feelings and begins to show empathy			
4.5 Shows acceptance of individuals from different cultural and/or racial groups through positive interactions			
4.6 Begins to use positive language or demonstrate affection toward others			
4.7 Uses acceptable ways of joining in an on-going activity or group			
4.8 Plays in a small group of two to five children			
4.9 Begins give and take cooperative play			
4.10 Seeks help from others with difficult tasks			
4.11 Begins to negotiate solutions and develop compromises appropriately			

**Mississippi Pre-Kindergarten Curriculum Guidelines
for
Four Year Old Children**

Competencies and Objectives

Physical and Motor Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Develops a sense of body coordination and explores moving in space**
 - 1.1 Demonstrates a sense of balance and body coordination
 - 1.2 Begins to move in rhythm to songs and music

- 2. Develops gross motor skills**
 - 2.1 Demonstrates coordination of large muscles to perform simple motor tasks (e.g., *climbing, jumping, throwing a ball*)
 - 2.2 Participates in group activities involving gross motor movement

- 3. Develops fine motor skills**
 - 3.1 Demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., *lacing, folding, cutting*)
 - 3.2 Participates in group activities involving fine motor movement
 - 3.3 Uses a wide variety of writing tools and drawing materials
 - 3.4 Demonstrates coordination of small muscles using technology

Physical and Motor Developmental Checklist

Child's Name: _____

Teacher's Name: _____

School/Center Name: _____

Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Develops a sense of body coordination and explores moving in space			
1.1 Demonstrates a sense of balance and body coordination			
1.2 Begins to move in rhythm to songs and music			
2. Develops gross motor skills			
2.1 Demonstrates coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, throwing a ball)			
2.2 Participates in group activities involving gross motor movement			
3. Develops fine motor skills			
3.1 Demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., lacing, folding, cutting)			
3.2 Participates in group activities involving fine motor movement			
3.3 Uses a wide variety of writing tools and drawing materials			
3.4 Demonstrates coordination of small muscles using technology			

CHECKLIST FOR EARLY CHILDHOOD CURRICULUM

Does the curriculum . . .

- Promote interactive learning and encourage the child's construction of knowledge
- Help children achieve social, emotional, linguistic, physical, and cognitive goals
- Encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills
- Have expectations that are realistic and attainable at this time
- Include children with disabilities in the curriculum
- Build and elaborate on children's current knowledge and abilities
- Lead to conceptual understanding by helping children construct their own understanding in meaningful contexts
- Facilitate concept learning and skills development in an integrated and natural way
- Challenge children with disabilities to attain goals beyond those specified in the IEP/IFSP
- Permit flexibility for children and teachers
- Encourage active learning and frequently allow children to make meaningful choices
- Foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task
- Promote the development of higher order abilities, such as thinking, reasoning, problem solving, and decision making
- Promote and encourage social interaction among children and adults
- Respect children's psychological needs for activity, sensory stimulation, fresh air, rest, and nourishment
- Promote feelings of safety, security, and belonging
- Provide experiences that promote feelings of success, competence, and enjoyment of learning
- Promote positive relationships with families

Is it . . .

- Based on sound child development principles of how children grow and learn and grounded in the Head Start Program Performance Standards?
- Meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by linking it to personal experiences the children have had or can have easily?
- Sensitive to and respectful of cultural and linguistic diversity? Does the curriculum expect, allow, and appreciate individual differences?

"Checklist for Early Childhood Curriculum." Curriculum. Head Start Bulletin # 67. HHS/ACF/ACYF/HSB. 2001. English

Revised 2008

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Definition%20and%20Requirements/edudev_art_00527_030907.html

INFANT/TODDLER ENVIRONMENT RATING SCALE (ITERS)

Inadequate	Minimal		Good		Excellent	
1	2	3	4	5	6	7

24. Promoting acceptance of diversity

- 1.1 No evidence of racial or cultural diversity observed in materials.
- 1.2 Materials showing diversity present only negative stereotypes (Ex. races, cultures, ages, abilities, or gender shown negatively).
- 1.3 Staff demonstrate prejudice against others (Ex. against child or other adult from different race or cultural group; against person with disability).
- 3.1 At least 3 examples of racial or cultural diversity observed in materials (Ex. multiracial or multicultural dolls, books, pictures; music tapes or CDs from several cultures; in bilingual areas some materials accessible in children's primary language).
- 3.2 Materials show diversity in a positive way.
- 3.3 No prejudice is shown *or* staff intervene appropriately to counteract prejudice shown by children or other adults (Ex. explain similarities and differences; establish rules for fair treatment of others).
- 5.1 Many books, pictures, and materials showing diversity (Ex. people of different races, cultures, ages, abilities, and gender in non-stereotyping roles).
- 5.2 Dolls representing at least 3 races accessible (Ex. skin tones or facial features).
- 7.1 Non-sexist images in pictures or books accessible to children (Ex. men and women, boys and girls in similar work or play roles).
- 7.2 Cultural awareness shown in a variety of activities (Ex. various types of music, celebration of different holidays and customs, ethnic foods served).

Harms, T., Cryer, D., & Clifford, R.M. (2006). *Infant/toddler environment rating scale, revised edition*. New York: Teachers College Press.

EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS)

Inadequate	Minimal		Good		Excellent	
1	2	3	4	5	6	7

28. Promoting acceptance of diversity

- 1.4 No racial or cultural diversity visible in materials (Ex. all toys and pictures are of one race, all print materials are about one culture, all print and audio materials are in one language where bilingualism is prevalent).
- 1.5 Materials present only stereotypes of races, cultures, ages, abilities, and gender.
- 1.6 Staff demonstrate prejudice against others (Ex. against child or other adult from difference race or cultural group, against person with disability).
- 3.4 Some racial and cultural diversity visible in materials (Ex. multi-racial or multi-cultural dolls, books, or bulletin board pictures, music tapes from many cultures; in bilingual areas some materials accessible in children's primary language).
- 3.5 Materials show diversity (Ex. different races, cultures, ages, abilities, or gender) in a positive way.
- 3.6 Staff intervene appropriately to counteract prejudice shown by children or other adults (Ex. discuss similarities and differences; establish rules for fair treatment of others), *or* no prejudice is shown.
- 5.3 Many books, pictures and materials accessible showing people of different races, cultures, ages abilities, and gender in non-stereotyping roles (Ex. both historical and current images; males and females shown doing many different types of work including traditional and non-traditional roles).
- 5.4 Some props representing various cultures included for use in dramatic play (Ex. dolls of different races, ethnic clothing, cooking and eating utensils from various cultural groups).
- 7.3 Inclusion of diversity is part of daily routines and play activities (Ex. ethnic foods are a regular part of meals/snacks; music tapes and songs from different cultures included at music time).
- 7.4 Activities included to promote understanding and acceptance of diversity (Ex. parents encouraged to share family customs with children; many cultures represented in holiday celebration).

Harms, T., Clifford, R.M., & Cryer, D. (2005). Early childhood environment rating scale, revised edition. New York: Teachers College Press.

CLAS (CULTURALLY AND LINGUISTICALLY APPROPRIATE SERVICES) GUIDELINES: EMERGENT LITERACY

The following *Review Guidelines* are intended to help service providers and individuals involved in personnel preparation determine the congruence between the beliefs, values, and practices of the individuals in your community and current recommended practices in early childhood/special education. The *Review Guidelines* will first help you consider the overall effectiveness of presentation of a material. Next, questions follow which pertain specifically to the content area of **Emergent Literacy**.

It is important to realize that no material is likely to match the exact needs of individuals in your community. Therefore, in many instances, you may wish to make some simple **adaptations** to the materials before using them.

A separate set of *Review Guidelines* is available to help select materials that have been **translated** from one language to another. In addition, other **suggestions for choosing materials** are available on the CLAS Web site (<http://clas.uiuc.edu/>). It is our hope that you may use these *Review Guidelines* to engage in meaningful dialogue with families and colleagues in your community, as you decide which materials to use in your early childhood setting.

1. Effectiveness of Presentation

Please respond to all that apply.

Clarity

- a. Is the purpose of the material clear?
- b. Is the presentation of the information easy to follow?
- c. If there are directions on how to use the material, are they clearly stated?
- d. Does the material include an effective explanation of technical terms or jargon?
- e. Does the language in the material acknowledge diversity (e.g., family structures, multi-generations, disabilities, gender, ethnicity, socio-economic status, religion, etc.)?

- f. Is the format (e.g., print, audio, video, etc.) appropriate for the intended users of this material?
- g. Are contact agencies or persons for accessing additional information or support easily identifiable?

Comprehension Level

- *Easy* = mainly simple sentences with minimal or no technical jargon;
 - *Average* = a mix of simple and complex sentences with some technical jargon (e.g., *USA Today*);
 - *Difficult* = mainly complex sentences with a lot of technical jargon or discipline-specific terms (e.g., *College-level text* or *New York Times*).
- a. For printed materials, the reading level of the material is:
Easy | *Average* | *Difficult* | *N/A*
 - b. For video and audio materials, the comprehension level of the material is:
Easy | *Average* | *Difficult* | *N/A*

Graphics, Illustrations and Photos

Do the graphics:

- a. Represent a non-stereotypical view of cultural (e.g., contemporary dress) and linguistic groups?
- b. Represent a wide variety of groups (e.g., disabilities, gender, race, generation)?
- c. Enhance the materials (e.g., photo prints and designs are appropriate and of high quality)?

Establishing a Healthy Relationship Between Providers and Families

To what extent does the material ...

- a. Emphasize the importance of providers and families establishing a comfortable relationship prior to identifying, assessing, and addressing a child's literacy needs (e.g., *understanding values and beliefs*)?
- b. Acknowledge the importance of employing service providers who respect and are knowledgeable about the cultures and languages of the families served?
- c. Encourage the provision of services in the families' preferred language or through the assistance of a qualified translator/interpreter who can serve as a cultural mediator?
- d. Encourage providers to engage in self-reflection regarding their role, assumptions and beliefs, and how they may be perceived by the family (e.g., *supportive, interfering, guiding, intrusive*)?

- e. Encourage providers to clarify their role with families and to gather information regarding family expectations about literacy and language development?
- f. Offer strategies to address conflict or misunderstanding that may arise between suggested interventions and families' preferences?
- g. Acknowledge the importance of developing a climate of mutual respect and trust by responding to family concerns as they arise (*e.g., answering questions, providing resources, and changing the intervention program*)?
- h. Acknowledge that family members may differ in their availability or desire to participate in literacy activities, which may increase or decrease over time?

2. Intervention Strategies

a. General Intervention Strategies

To what extent does the material ...

1. Explain why service providers and families should be concerned about emergent literacy?
2. Explain and give examples to families and service providers how everyday literacy activities that occur in children's home, school and community can help facilitate children's literacy development?
3. Explain why second-language learners of English should be given the opportunity to develop their emergent literacy in their dominant or native language?
4. Explain the use of ESL techniques and native language support for all second language learners of English?
5. Acknowledge the language and communication style of the child, family, and community (*e.g., use of code-switching, regional dialect, multiple languages*)?
6. Acknowledge the variety of people who can influence the literacy development in young children (*e.g., parents, siblings, extended family, neighbors, and religious mentors*)?
7. Acknowledge the different ways in which young children may interact with adults and other children (*e.g., their responses to and asking of questions, their role as conversational partners, their view of authority, their narrative styles in story telling*)?
8. Include information acknowledging a variety of caregiving practices (*e.g., reading to young children, storytelling*) and the impact they may have on the child's literacy development?

9. Acknowledge the importance of using games, songs, and activities that are familiar to the family to promote literacy development?
10. Explain that a goal of emergent literacy is to facilitate children's enjoyment of literacy activities?
11. Explain the different ways in which young children may interact or "read" (*e.g., pretend read, read correctly some but not all words, etc.*)?
12. Encourage emergent literacy activities that provide options to support children in sharing life experiences (*e.g., birth of a sibling, incidences of social injustice, moving to a new home, etc.*)?
13. Encourage strategies that address multiple domains of development as opposed to a singular focus during intervention (*e.g., address motor and literacy development simultaneously through games and action songs*)?
14. Encourage adapting literacy activities, materials, equipment, environments, and intervention strategies as needed to accommodate the abilities and sensory needs of individual children?
15. Encourage literacy activities and strategies that take into account the environment in which the family lives (*e.g., living space, and safety considerations*) and in which literacy activities can occur (*e.g., home, school, and community*)? Strategies and activities should be environmentally sensitive, and may vary according to the setting.
16. Encourage collaboration among providers and family members in planning, implementing, and evaluating literacy activities and strategies (*e.g., reading instructor, parents or guardian, preschool teacher, speech language pathologist*)?
17. Provide useful explanations for how to support activities for families with diverse literacy abilities (*e.g., sharing family stories, conversations associated with daily life routines, sharing music or singing, or playing cards*)?
18. Emphasize that intervention services must be consistent with what is required under IDEA?

b. Assessment and Information Gathering

To what extent does the material ...

1. Suggest ways to obtain information and build on the caregiver's belief about his or her own role in supporting the child's literacy development?
2. Emphasize the importance of assessing second-language learners' emergent literacy development in the language they know best?

3. Provide an explanation for when and how bilingual children's emergent literacy development should be assessed in their two languages?

c. Instructional Activities in Center-Based Programs

To what extent does the material ...

1. Encourage the use of a variety of emergent literacy instructional activities (*e.g., book reading, rhyming games, opportunities to write, singing, sharing time, etc.*)?
2. Encourage providers to respect and support children's life experiences that may be reflected in emergent literacy activities or products (*e.g., field trips, family composition, relocation, or death in family*)?
3. Explain the purpose and implementation of the following emergent literacy instructional activities:
 - a. Adult-child book reading, with repeated reading of familiar and predictable stories
 - b. The recitation of poems, rhymes, riddles, and proverbs
 - c. Singing, chanting, and music
 - d. Use of the language experience approach
 - e. Acknowledgement and use of environmental print
 - f. Literacy-oriented centers
 - g. Wide access to writing and reading materials throughout the day
 - h. Time to look at or read a variety of books (*mini photo albums, any student-, teacher-, or family-made book, authentic texts which reflect the culture and language of the children*)
 - i. Support and development of multiple purposes for writing (*to label, write stories, write letters, make lists, describe a drawing, etc.*)
 - j. Support and development of multiple purposes for reading (*for pleasure, information, safety, etc.*)
 - k. Acceptance of invented spelling
 - l. Phonemic awareness, developmental writing, and participation in book reading.
 - m. Writing that approximates print according to the structure of the child's dominant language.

d. Instructional Activities at Home and Community

To what extent does the material ...

1. Suggest strategies, activities, and materials that can be embedded within the family's routines and environments?
2. Explain how to conduct adult-to-child storybook reading and child-to-adult reading for families?

3. Model Effectiveness

To what extent does the material ...

- a. Identify potential short-term outcomes for both the caregiver and/or the child?
- b. Identify potential long-term outcomes for both the caregiver and/or the child?
- c. Specify the cultural and linguistic groups with whom the approach has been used?

4. Evaluating Impact and Appropriateness of Intervention and Services

To what extent does the material ...

- a. Encourage providers to systematically evaluate the appropriateness of the interventions with families based on their changing needs and preferences?
- b. Suggest ways of ensuring that outcomes are important and meaningful to the families as well as the service providers?
- c. Include a variety of options for gathering information from families (*e.g., interviews, observations, checklists, etc.*) that respect families' cultural and linguistic background and considers families' level of acculturation?-

The following two questions are intended to deepen the analysis of the ways materials address issues of diversity. In some cases, these issues may have been addressed in the proceeding questions.

5. Does the material acknowledge and address complex and sometimes subtle aspects of diversity as they relate to emergent literacy, such as:

- a. **Power** (refers to the division of members of society into levels with unequal access to resources, knowledge, and authority)
- b. **Racism** (systems advantage based on race)

- c. **Prejudice** (refers to an adverse judgment or opinion based on preconceived beliefs and ideas about different groups)
 - d. **Socio-Economic Class** (refers to the division of society into levels with unequal wealth and prestige)
6. **Are there any spoken or unspoken assumptions, values, or beliefs in this material that could conflict with the delivery of culturally and linguistically appropriate services (e.g., assuming all parents view themselves as advocates or equal partners)?**

CLAS (CULTURALLY AND LINGUISTICALLY APPROPRIATE SERVICES):
EMOTIONAL/SOCIAL DEVELOPMENT

1. Establishing a Healthy Relationship Between Providers and Families

To what extent does...

- a. The material emphasize the importance of providers and families establishing a comfortable relationship prior to identifying, assessing, and addressing a child's developmental needs (*e.g., understanding values and beliefs*)?
- b. The material acknowledge the importance of employing service providers who respect and are knowledgeable about the cultures and languages of the families served?
- c. The material encourage the provision of services in the families' preferred language or through the assistance of a qualified translator/ interpreter who can serve as a cultural mediator?
- d. The material acknowledge the importance of providers and families sharing information on an ongoing basis about the child's current level of emotional/social development?

2. Intervention Strategies

To what extent ...

- a. Does the material acknowledge potential cultural variations in emotional/social behaviors, expectations, and strategies?
- b. Are variations in expectations for social interaction identified across settings?
- c. Do assessments found in the material consider the influence of language proficiency and cultural variations (*e.g., some children may not speak English, so modifications may be necessary*)?
- d. Does the material clearly define emotional/social skills to be taught and a rationale for their importance?
- e. Are clear procedures for implementing the intervention provided?
- f. Is the material practical? Are activities designed to be easily implemented within early education programs or families' homes?

- g. Does the material provide for a variety of intervention strategies that account for diverse learning styles?
- h. Does the material provide strategies for children to participate in social interaction interventions across multiple settings (*e.g., early childhood classroom, home, community playground*) with a variety of people (*e.g., family members, friends, other children, or community members*)?

3. Child and Adult Interactions

To what extent does the material ...

- a. Foster interactions with other children or adults that appear to be enjoyable and fun?
- b. Describe interventions that include children who are more socially skilled (*e.g., initiate interactions, share toys, respond to another child's initiations*) and supportive, responsive adults?
- c. Encourage a discussion of emotional/social expectations and strategies across home and programs?

4. Model Effectiveness

To what extent does the material ...

- a. Identify potential short-term outcomes for both the caregiver and/or child?
- b. Identify potential long-term outcomes for both the caregiver and/or child?
- c. Specify the cultural and linguistic groups with whom the approach has been used?

5. Evaluating Impact and Appropriateness of Emotional/Social Strategies

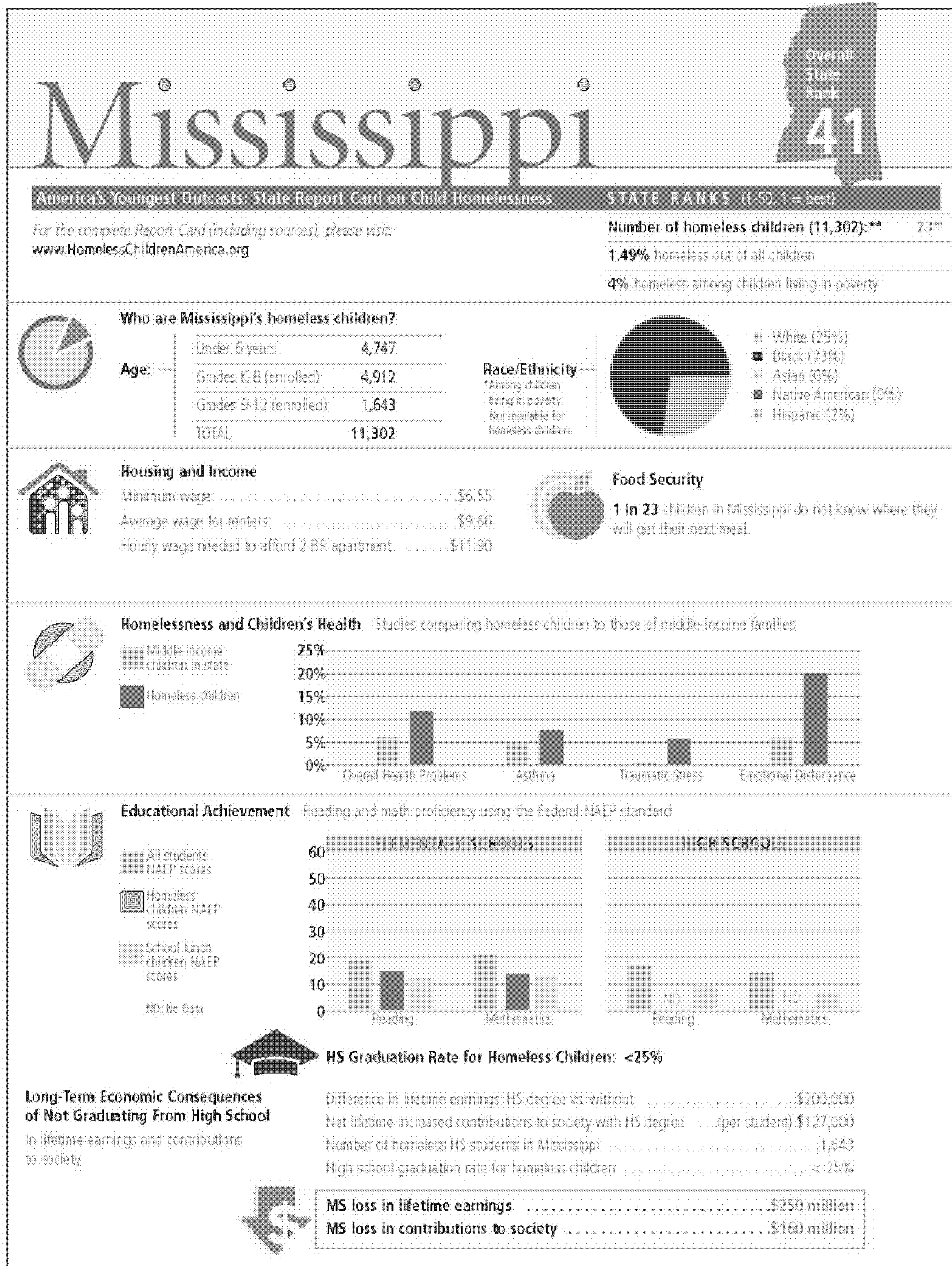
To what extent does the material ...

- a. Encourage providers to systematically evaluate the appropriateness of the interventions with families based on their changing needs and preferences?
- b. Suggest ways of ensuring that outcomes are important and meaningful to the families as well as the service providers?

- c. Include a variety of options for gathering information from families (*e.g., interviews, observations, checklists, etc.*) that respect families' cultural and linguistic background and considers families' level of acculturation?

The following two questions are intended to deepen the analysis of the ways materials address issues of diversity. In some cases, these issues may have been addressed in the preceding questions.

6. **Does the material acknowledge and address complex and sometimes subtle aspects of diversity as they relate to emotional/social developments, such as:**
 - a. **Power** (refers to the division of members of society into levels with unequal access to resources, knowledge, and authority)
 - b. **Racism** (refers to systems advantage based on race)
 - c. **Prejudice** (refers to an adverse judgment or opinion based on preconceived beliefs and ideas about different groups)
 - d. **Socio-Economic Class** (refers to the division of society into levels with unequal wealth and prestige)
7. **Are there any spoken or unspoken assumptions, values, or beliefs in this material that could conflict with the delivery of culturally and linguistically appropriate serves (e.g., assuming all parents view themselves as advocates or equal partners)?**



** The number of homeless children may be unusually high due to the 2005 hurricanes

Policy & Planning: MISSISSIPPI



Housing Policies

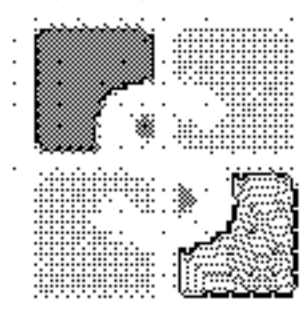
Emergency shelter units for homeless families	58
Transitional housing units for homeless families	109
Permanent supportive housing units	21
Total capacity	188

Does Mississippi have a State Housing Trust Fund?

Wait List Priorities:

	Section 8	Public Housing
Domestic violence	<input checked="" type="checkbox"/> YES	<input checked="" type="checkbox"/> YES
Homelessness	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES

Section 8 wait list: **75%** are extremely low income families
Public Housing wait list: **96%** are extremely low income families



Income/Wages

At minimum wage a full-time worker earns **55%** of what is needed to afford a 2-BR at FMR.

Per month, **364%** of TANF benefit would need to be spent on rent to afford a 2-BR at FMR.

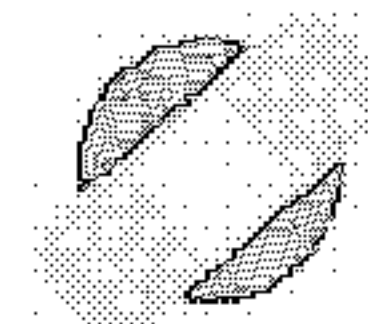
Does MS have a State Earned Income Tax Credit? YES
Is it refundable? NO N/A

Child Care

Average annual cost for child care (4-year old): **\$3,904**

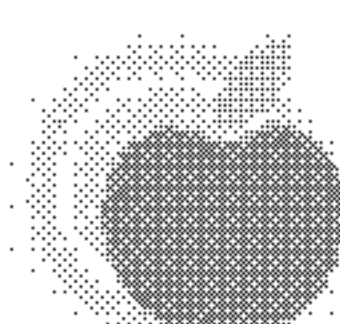
Families use child care vouchers for:
Employment: 75%
Training and education: 12%
Employment AND training/education: 8%

Does MS prioritize children who are homeless when distributing child care vouchers? NO YES



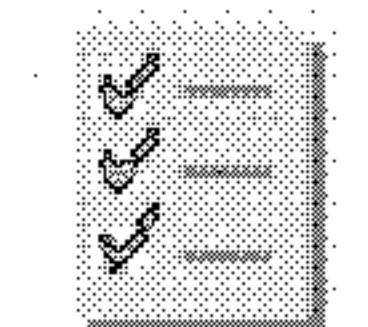
Health Policies

% uninsured children	16.2%
% total Medicaid expenditures spent on children	15.5%
Medicaid eligibility by % of Federal Poverty Level	
Infants	185%
Children ages 1-5	133%
Children ages 6-19	100%



Food Security Policies

% eligible children enrolled in food stamps	61%
% schools with school breakfast program (among schools who provide school lunch)	90.9%



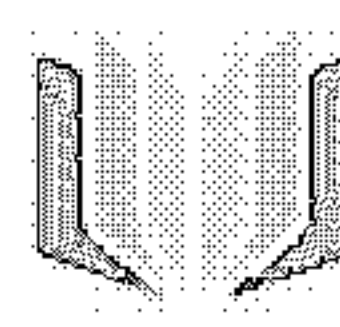
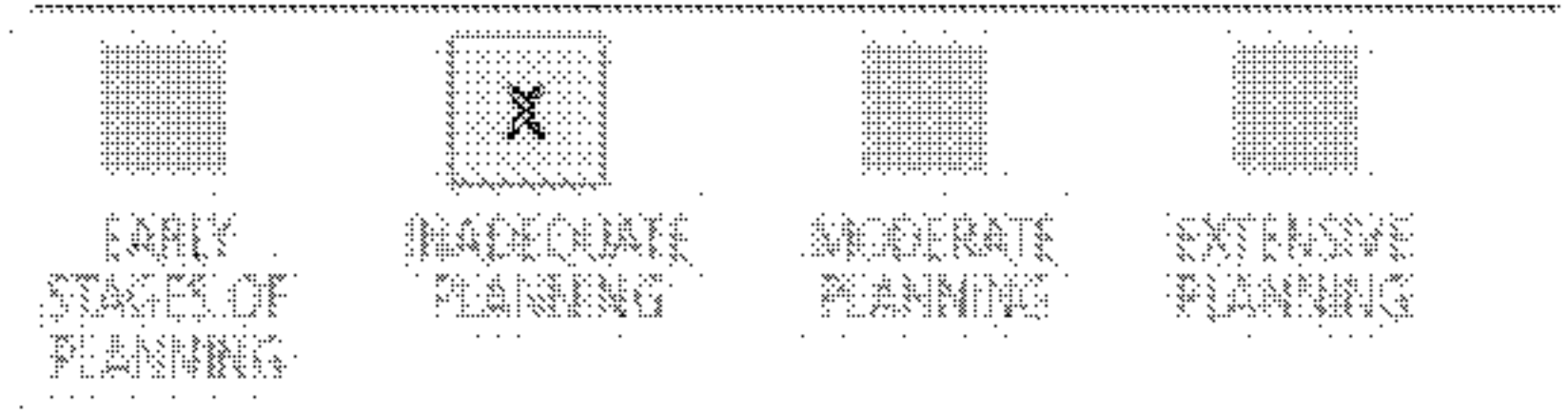
State Planning

Does Mississippi have an interagency council on homelessness? NO YES

What 10-year Planning Efforts Have Taken Place?

At the time of this publication, no statewide ten-year planning efforts have taken place in Mississippi.

State Planning Ranking for Mississippi



Education

Barriers reported by McKinney-Vento subgrantees:

Eligibility	11.1%	School Selection	22.2%
Immunizations	33.3%	School Records	44.4%
Other Med. Records	16.7%	Transportation	27.8%
Other Barriers	33.3%		

Additional funding allocated to schools for education of homeless children (per child): **\$73**

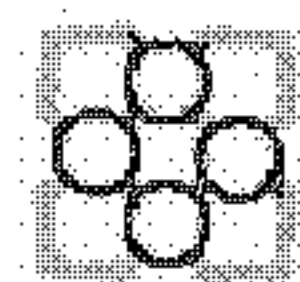
Dedicated state funding for homeless education? NO YES

*MISSISSIPPI'S RANKS

	RANK
Extent of child homelessness	32
Child well-being	16
Risk for child homelessness	39
State policy and planning	Inadequate
Overall Rank	41

*States ranked 1-50 with 1 being best and 50 worst.

For the complete Report Card (including sources), please visit: www.HomelessChildrenAmerica.org



THE NATIONAL CENTER ON
Family Homelessness
www.FamilyHomelessness.org

CLAS (CULTURALLY AND LINGUISTICALLY APPROPRIATE SERVICES) GUIDELINES: CHILD ASSESSMENT

The following *Review Guidelines* are intended to help service providers and individuals involved in personnel preparation determine the congruence between the beliefs, values, and practices of the individuals in your community and current recommended practices in early childhood/special education. The *Review Guidelines* will first help you consider the overall effectiveness of presentation of a material. Next, questions follow which pertain specifically to the content area of **Child Assessment**.

It is important to realize that no material is likely to match the exact needs of individuals in your community. Therefore, in many instances, you may wish to make some simple adaptations to the materials before using them.

A separate set of *Review Guidelines* is available to help select materials that have been translated from one language to another. In addition, other suggestions for choosing materials are available on the CLAS Web site (<http://clas.uiuc.edu>). It is our hope that you may use these *Review Guidelines* to engage in meaningful dialogue with families and colleagues in your community, as you decide which materials to use in your early childhood setting.

Effectiveness of Presentation

Please respond to all that apply.

Clarity

- a. Is the purpose of the material clear?
- b. Is the presentation of the information easy to follow?
- c. If there are directions on how to use the material, are they clearly stated?
- d. Does the material include an effective explanation of technical terms or jargon?
- e. Does the language in the material acknowledge diversity (e.g., family structures, multi-generations, disabilities, gender, ethnicity, socioeconomic status, religion, etc.)?
- f. Is the format (e.g., print, audio, video, etc.) appropriate for the intended users of this material?
- g. Are contact agencies or persons for accessing additional information or support easily identifiable?

Comprehension Level

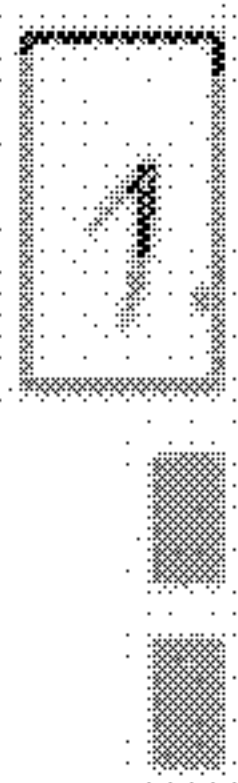
- *Easy* = mainly simple sentences with minimal or no technical jargon;
- *Average* = a mix of simple and complex sentences with some technical jargon (e.g., *USA Today*);

- **Difficult** = mainly complex sentences with a lot of technical jargon or discipline-specific terms (e.g., College-level text or New York Times).
- a. For printed materials, the reading level of the material is:
Easy | *Average* | *Difficult* | *N/A*
- b. For video and audio materials, the comprehension level of the material is:
Easy | *Average* | *Difficult* | *N/A*

Graphics, Illustrations and Photos

Do the graphics:

- a. Represent a non-stereotypical view of cultural (e.g., contemporary dress) and linguistic groups?
- b. Represent a wide variety of groups (e.g., disabilities, gender, race, generation)?
- c. Enhance the materials (e.g., photo prints and designs are appropriate and of high quality)?



Pre Assessment Planning

To what extent does the material ...

- a. Honor the families' preferred language or mode of communication (if other than spoken English) by: (1) suggesting that the persons conducting the assessment are fluent in that language, and (2) when the former is not possible, the material includes strategies for using a cultural guide to review assessment items and procedures to identify those that are insensitive or mismatched to cultural norms or language usage?
- b. Recommend that information and results from the screening activities are obtained from family or caregiver feedback, as well as through written reports?
- c. Encourage that information regarding the "reason for referral" be obtained from families as well as professionals during the initial special education eligibility process?
- d. Include strategies to obtain information from families in a culturally sensitive manner regarding their concerns about their child's behavior and development?
- e. Ensure that there is a match between what the professionals and families feel is the major concern regarding the child's behavior and development, as well as the reason for referral?
- f. Provide guidance for determining whether the referral for evaluation for special education services is appropriate?

- g. Provide guidance about the assessment of challenging behaviors, which might result in a child being diagnosed as having a behavior disorder? Does the material direct the assessment team to consider: (1) environmental factors (*e.g., discontinuity in practices between home and center*), or (2) cultural bias in labeling certain behaviors as problems?
- h. Provide strategies for assessing language dominance and proficiency to help distinguish between a suspected developmental delay and a language/dialectical difference?
- i. Provide strategies for distinguishing between suspected developmental delays and differences in achievement of developmental milestones, which may be influenced by child-rearing or cultural practices?

2

Planning the Assessment

To what extent does the material ...

- (a) Include recommendations for obtaining information from family members by:
 - 1. First increasing staff awareness of family cultural preferences and roles,
 - 2. Discussing how service providers can establish rapport with families before gathering information,
 - 3. Acknowledging that parental consent must be obtained before an evaluation is conducted?
 - 4. Helping providers to respect families' desires and readiness to share information and meeting families at their level of readiness,
 - 5. Including and supporting extended family members in this information-gathering stage,
 - 6. Including recommendations for obtaining and utilizing information from all caregivers working with the family, and
 - 7. Identifying and honoring the family's views on native language maintenance and the learning of another language?
- (b) Provide guidance to staff about the importance of:
 - 1. Inviting families to participate in their child's assessment in a manner that is comfortable for the family, and
 - 2. Sharing information with families about the assessment process?
- (c) Include recommendations for identifying and supporting family preferences on where and when professionals will observe and assess the child?

(d) Recommend that the assessment process include observations of the child in two or more environments on more than one occasion, whenever possible?

3

Conducting the Assessment and Determining Eligibility, Services, and Monitoring

To what extent does the material ...

- a. Recommend that professionals gather information from multiple sources and use multiple measures (e.g., norm-referenced, interviews, observations, etc.)?
- b. Include procedures and adaptations that accommodate the child's sensory and response capacities?
- c. Recommend that professionals employ individualized, developmentally compatible assessment procedures and materials that capitalize on the child's interests, interactions, communication style, language preference, and culture?
- d. Acknowledge that professionals should assess strengths as well as problems across all areas of the child's suspected disability?
- e. Recommend that professionals seek assistance from a family member or cultural guide to confirm their interpretations of the child's behavior during the assessment process?
- f. Address the need for using an interpreter/translator for children for whom spoken English is not their primary language?
- g. Acknowledge the need to ensure that the reason for a child's learning difficulty is not due to a lack of instruction in reading or math or limited English proficiency?
- h. Recognize the shortcomings of standardized and norm-referenced materials and therefore stress the importance of: 1. Selecting alternative methods for establishing a baseline for measuring progress for children who are culturally and linguistically diverse, and 2. If standardized and norm-referenced procedures must be used, then suggestions are included for culturally and linguistically competent modifications and interpretation of results?
- i. Emphasize that the measures and procedures are used to facilitate education and treatment rather than to diagnose and classify?
- j. Emphasize that eligibility decisions are to be based on the assessment information from the consensus of a team of professionals and the child's family as opposed to being based on information from one professional?

Analyzing and Reporting the Results in Written or Oral Format

To what extent does the material ...

- a. Provide guidelines for including a qualified representative of the child's cultural and/or linguistic group to assist in the interpretation of the results when bilingual professionals are not available? The role of this individual is to consider the degree to which perceived delays may be related to cultural or child-rearing practices, difficulties in language translation, or other factors that may have influenced the assessment process.
- b. Include recommendations for reporting information to families in a way that is understandable, useful, respectful, and in the preferred language?
- c. Address the range of reactions that a family may experience when assessment information is shared (*e.g., grief, denial, mistrust, anger*) and provide recommendations for providers to: 1. Be sensitive to and supportive of the family, and 2. Recognize that even the labeling of these reactions is often a culturally based perception?
- d. Emphasize that professionals maintain confidentiality and discretion when sharing information about the child and family?
- e. Recommend that professionals report child and family strengths, as well as priorities for promoting optimal development?
- f. Recommend that professionals report limitations of the assessment (*e.g., cultural bias, sensory requirements*), as well as conflicting interpretations of the assessment results?
- g. Recommend that professionals organize reports by developmental/functional domains or concerns, rather than by assessment devices?
- h. Acknowledge the need to gather information related to the child's involvement and progress in the general education curriculum?

The following two questions are intended to deepen the analysis of the ways materials address issues of diversity. In some cases, these issues may have been addressed in the preceding questions.

5

Does the material acknowledge and address complex and sometimes subtle aspects of diversity as they relate to child assessment, such as:

- a. Power (refers to the division of members of society into levels with unequal access to resources, knowledge, and authority)
- b. Racism (refers to systems advantage based on race)
- c. Prejudice (refers to an adverse judgment or opinion based on preconceived beliefs and ideas about different groups)
- d. Socio-Economic Class (refers to the division of society into levels with unequal wealth and prestige)

6

Are there any spoken or unspoken assumptions, values or beliefs in this material that could conflict with the delivery of culturally and linguistically appropriate services (e.g., assuming all parents view themselves as advocates or equal partners)?

Reading Standards for Literature Three-year-olds	PreK Reading Standards for Literature
Key Ideas and Details	Key Ideas and Details
1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask "What is the duck doing?" or respond to "Tell me about the duck?").	1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask "What is the duck doing?" or respond to "Tell me about the duck?")
2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.	2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversation, drama, props throughout the classroom, creative movement, art, and creative writing).
3. With guidance and support, identify common objects in pictures in books.	3. With prompting and support, identify some characters, settings, and/or major events in a story.
Craft and Structure	Craft and Structure
4. With guidance and support, exhibits curiosity and interest that print conveys meaning. a. Increase vocabulary through conversations with adults and peers. b. Identify real world print (e.g., labels in the classroom, signs in the community).	4. Exhibits curiosity and interest in learning words in print. a. Develops new vocabulary from stories. b. Identifies environmental print (e.g., word wall, class dictation).
5. With guidance and support, experience common types of books (., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	5. With prompting and support, interacts with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).
6. With guidance and support, identify the terms "author" and "illustrator".	6. With prompting and support, identify the role of the author and illustrator.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
7. With guidance and support, make connections between self and real life experiences as they relate to classroom books.	7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).
8. (Not applicable to literature)	8. (Not applicable to literature)
9. With guidance and support, recall a sequence of events in familiar stories.	9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).
Range of Reading and Level of Complexity	Range of Reading and Level of Complexity
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music, manipulatives).	10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

Reading Standards for Informational Text Three-year-olds	Print Reading Standards for Informational Text
Key Ideas and Details	Key Ideas and Details
1. With guidance and support, answer questions related to a variety of print materials.	1. With prompting and support, ask/and or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).
2. With prompting and support, identify the main topic/idea and express some details through play (e.g., dramatic play, art, writing, math, blocks, science, music, manipulatives).	2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
3. With guidance and support, identify the connections among self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).	3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., through art, dramatic play, creative writing, conversation).
Craft and Structure	Craft and Structure
4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word wall, classroom labels).	4. Exhibits curiosity and interest about words in a variety of informational text.
5. With guidance and support, recognize how books are read, and identify the front cover, back cover, and title page of a book.	5. With prompting and support, identify the front cover, back cover, and title page of a book.
6. With guidance and support, identify the terms "author" and "illustrator".	6. With prompting and support, identify the role of the author and illustrator in informational text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
7. With guidance and support, make connections between self and real life experiences as they relate to classroom books. No developmentally appropriate standard	7. With prompting and support, make connections between self and text and/or information and text.
No developmentally appropriate standard	8. With prompting and support, explore the purpose of the informational text as it relates to self.
	9. With prompting and support, identify similarities and difference of illustration between two texts on the same topic.
Range of Reading and Level of Complexity	Range of Reading and Level of Text Complexity
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music, manipulatives).	10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

Reading Standards: Foundational Skills Three-year-olds	PreK Reading Standards: Foundational Skills
Print Concepts	Print Concepts
<p>1. With guidance and support, demonstrate basic features of print.</p> <p>a. Recognize that spoken words can be written and convey meaning.</p> <p>b. Recognize and name some letters in their first name.</p> <p>c. Recognize some numbers.</p> <p>d. Recognize that print moves from left to right, top to bottom, and page by page.</p>	<p>1. With prompting and support, demonstrate understanding of conventions of print.</p> <p>a. Recognize an association between spoken and written words.</p> <p>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p> <p>d. Differentiate letters from numbers.</p> <p>e. Recognize words as a unit of print and understand that letters are grouped to form words.</p> <p>f. Understand that print moves from left to right, top to bottom, and page by page.</p> <p>g. Understand that words are separated by spaces in print.</p>
Phonological Awareness	Phonological Awareness
<p>2. With guidance and support, demonstrate an emerging understanding of spoken words and sounds.</p> <p>a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).</p> <p>b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> <p>c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).</p> <p>d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).</p>	<p>2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.</p> <p>a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p> <p>b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> <p>c. Demonstrate awareness of the relationship between sounds and letters.</p> <p>d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.</p> <p>e. With prompting and support, isolate and pronounce the initial sounds in words.</p> <p>f. Demonstrate an awareness of ending sounds in words.</p>
<p>3. With guidance and support, demonstrate emergent phonological awareness skills.</p> <p>a. Recognize first name in environmental print.</p>	<p>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. Recognize own name, environmental print, and some common high-frequency sight words.</p>
Fluency	Fluency
<p>4. With guidance and support, display emergent reading behavior through pretend reading and picture reading.</p>	<p>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</p>

Writing Standards Three-year-olds	PreK Writing Standards
Text Type and Purposes	Text Type and Purposes
1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbles, drawing, and letters) to represent stories, experiences, or ideas.	1. With prompting and support, recognizes that writing is a way of communicating for a variety of purposes. a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express and opinion. b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.
Production and Distribution of Writing	Production and Distribution of Writing
2. – 4. No developmentally appropriate standard	2. – 4. No developmentally appropriate standard
5. No developmentally appropriate standard	5. With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.
6. With guidance and support, begin to experiment with a wide variety of fine motor materials and hold age appropriate writing instruments (e.g., paint brushes, markers, large crayons, large pencils) to develop eye-hand coordination.	6. With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.
Research to Build and Present Knowledge	Research to Build and Present Knowledge
7. No developmentally appropriate standard	7. With prompting and support, participate in shared research and projects through emergent written representation (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
8. No developmentally appropriate standard	8. With prompting and support, recall information from experiences to answer questions.
9. No developmentally appropriate standard	9. No developmentally appropriate standard
Range of Writing	Range of Writing
10. No developmentally appropriate standard	10. No developmentally appropriate standard

Speaking and Listening Standards Three-year-olds	PreK Speaking and Listening Standards
Comprehension and Collaboration	Comprehension and Collaboration
1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).	1. With guidance and support, participate in collaborative conversations about prekindergarten topics and texts with peers and adults in small and large groups. a. Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings). b. Engage in extended conversations.
2. With guidance and support, demonstrate understanding of information by asking and answering questions and responding to directions.	2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge of Ideas	Presentation of Knowledge of Ideas
4. With guidance and support, describe familiar people, places, things, and events.	4. With prompting and support, describe familiar people, places, things, and events.
5. No developmentally appropriate standard	5. With prompting and support, add drawings or other visual displays to descriptions.
6. With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.	6. With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.

Language Standards Three-year-olds	PreK Language Standards
Conventions of Standard English	Conventions of Standard English
<p>1. With guidance and support, demonstrate age appropriate standard English.</p> <p>a. Ask and answer questions.</p> <p>b. Use simple prepositions (e.g., <i>in, out, on, off</i>).</p> <p>c. Uses proper words instead of slang or "motherese" (e.g., "baby talk").</p>	<p>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).</p> <p>e. Produce and expand complete sentences in shared language activities.</p>
2. No developmentally appropriate standard	<p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>a. Write first name, capitalizing the first letter.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.</p>
Knowledge of Language	Knowledge of Language
3. No developmentally appropriate standard	No developmentally appropriate standard
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
4. With guidance and support, demonstrate developing vocabulary with the majority of words spoken being understood by adults and peers.	<p>4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <p>a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</p>
<p>5. With guidance and support, explore word relationships and word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>5. With guidance and support, explore word relationships and word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., <i>run, walk; fast, slow; soft, hard</i>).</p> <p>c. Identify real-life connections between words and their use (e.g., find examples of things that are <i>smooth</i>).</p> <p>d. Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).</p>
6. With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).	6. With prompting and support, use words and phrases acquired through conversations, experiences, shared reading, being read to, and responding to texts.

Standards for Three-year-olds Counting and Cardinality	PreK Standards Counting and Cardinality
Know number names and the count sequence.	Know number names and the count sequence.
1. With guidance and support, recite numbers to 5 or beyond from memory.	1. With prompting and support, recite numbers to 30 in the correct order.
2. No developmentally appropriate standard	No developmentally appropriate standard
3. With guidance and support, experiment with combination of written representation (e.g., scribble, drawing, numbers).	3. With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.
Count to tell the number of objects.	Count to tell the number of objects.
4. No developmentally appropriate standard	4. With guidance and support, understand the relationship between numerals and quantities. a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials. b. Match quantities and numerals 0 – 5.
5. With guidance and support, experiment with counting concrete objects and actions up to 3.	5. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration. a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials.
Compare numbers.	Compare numbers.
6. With guidance and support, experience comparing quantities using concrete manipulatives to determine more, less, and same.	6. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , or <i>same</i>) to compare objects, using developmentally appropriate preK materials.
7. No developmentally appropriate standard.	No developmentally appropriate standard.

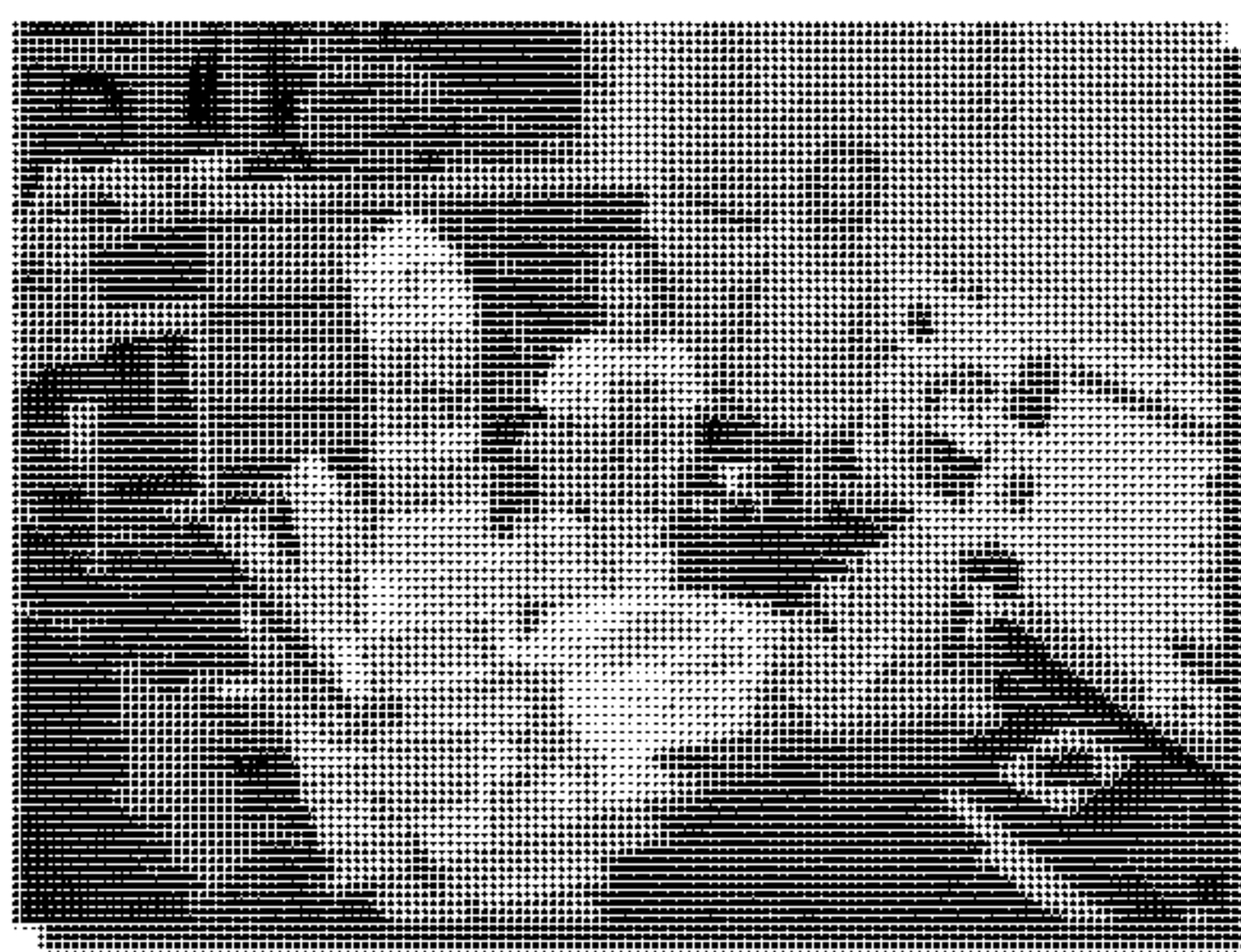
Standards for Three-year-olds Operations and Algebraic Thinking	PreK Standards Operations and Algebraic Thinking
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.
1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials.
2. No developmentally appropriate standard.	2. With guidance and support, model real-world addition and subtraction problems up through 5, using developmentally appropriate preK materials.
3. No developmentally appropriate standard	No developmentally appropriate standard
4. No developmentally appropriate standard	No developmentally appropriate standard
5. No developmentally appropriate standard	No developmentally appropriate standard
6. With guidance and support, experiment with patterning using developmentally appropriate materials. a. Duplicate simple patterns, using concrete objects and actions (e.g., counting bears, attribute blocks, clapping, stomping, patting).	6. With guidance and support, demonstrate an understanding of patterning, using developmentally appropriate preK materials. a. Duplicate and extend simple patterns, using concrete objects.

Standards for Three-year-olds Number and Operations in Base 10	PreK Standards Number and Operations in Base 10
No developmentally appropriate standard	No developmentally appropriate standard

Standards for Three-year-olds Measurement and Data	PreK Standards Measurement and Data
Describe and compare measurable attributes.	Describe and compare measurable attributes.
1. With guidance and support, experiment with measurable attributes of everyday objects, such as <i>big, little, tall, short, full, empty, heavy, light</i> .	1. With guidance and support, recognize measurable attributes of everyday objects, such as length, weight, and size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>).
2. With guidance and support, experiment with ordering two objects, using attributes of <i>big, bigger, long, longer, tall, taller, short, shorter</i> .	2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>). a. Use nonstandard units of measurement. b. Explore standard tools of measurement.
Classify objects and count the number of objects in each category.	Classify objects and count the number of objects in each category.
3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

Standards for Three-year-olds Geometry	PreK Standards Geometry
Explore, identify, and describe shapes (squares, circles, rectangles).	Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
1. With guidance and support, correctly name circles, squares, and triangles.	1. With guidance and support, correctly name shapes.
2. With guidance and support, recognize circles, squares, and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.
3. No developmentally appropriate standard	3. With guidance and support, explore the differences between two-dimensional and three dimensional shapes.
Analyze, compare, create, and compose shapes.	Analyze, compare, create, and compose shapes.
4. no developmentally appropriate standard	No developmentally appropriate standard
5. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	5. With guidance and support, create and represent shapes, using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
6. No developmentally appropriate standard	6. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).

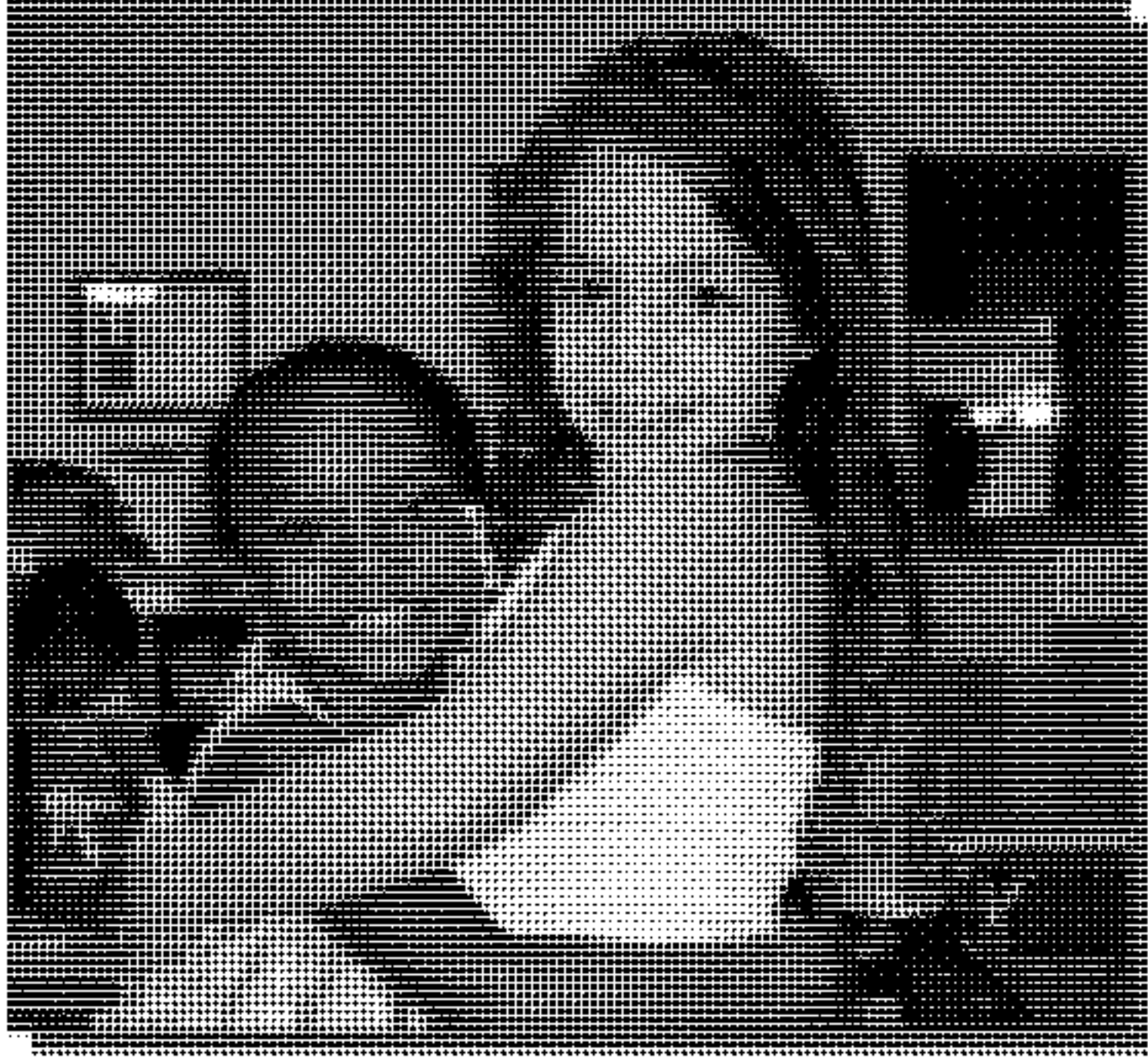
The Mississippi Prekindergarten Common Core standards in English Language Arts & Literacy and Mathematics are aligned with the Kindergarten Common Core standards, and include specific cognitive outcomes for young children. However, the early childhood classroom does not limit its focus on cognitive development, but provides children with learning opportunities that address a wide variety of developmental domains. Education and brain research conducted over the last few decades supports a play-based classroom environment for 4-year-olds, providing children with a classroom that supports the following:



Young children learn best when they are actively engaged with relevant, meaningful materials. Early care and education teachers facilitate learning by carefully selecting materials and activities that give children opportunities to explore, question, reason, and experiment in order to develop an understanding of the world around them.

Young children learn best through social interaction. They need the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development have been shown to have a direct impact on academic achievement, and must be included in the early childhood classroom curriculum in purposeful ways. Children learn how to function within society by practicing social interaction through play which encourages interaction, negotiation, sharing, and turn-taking.

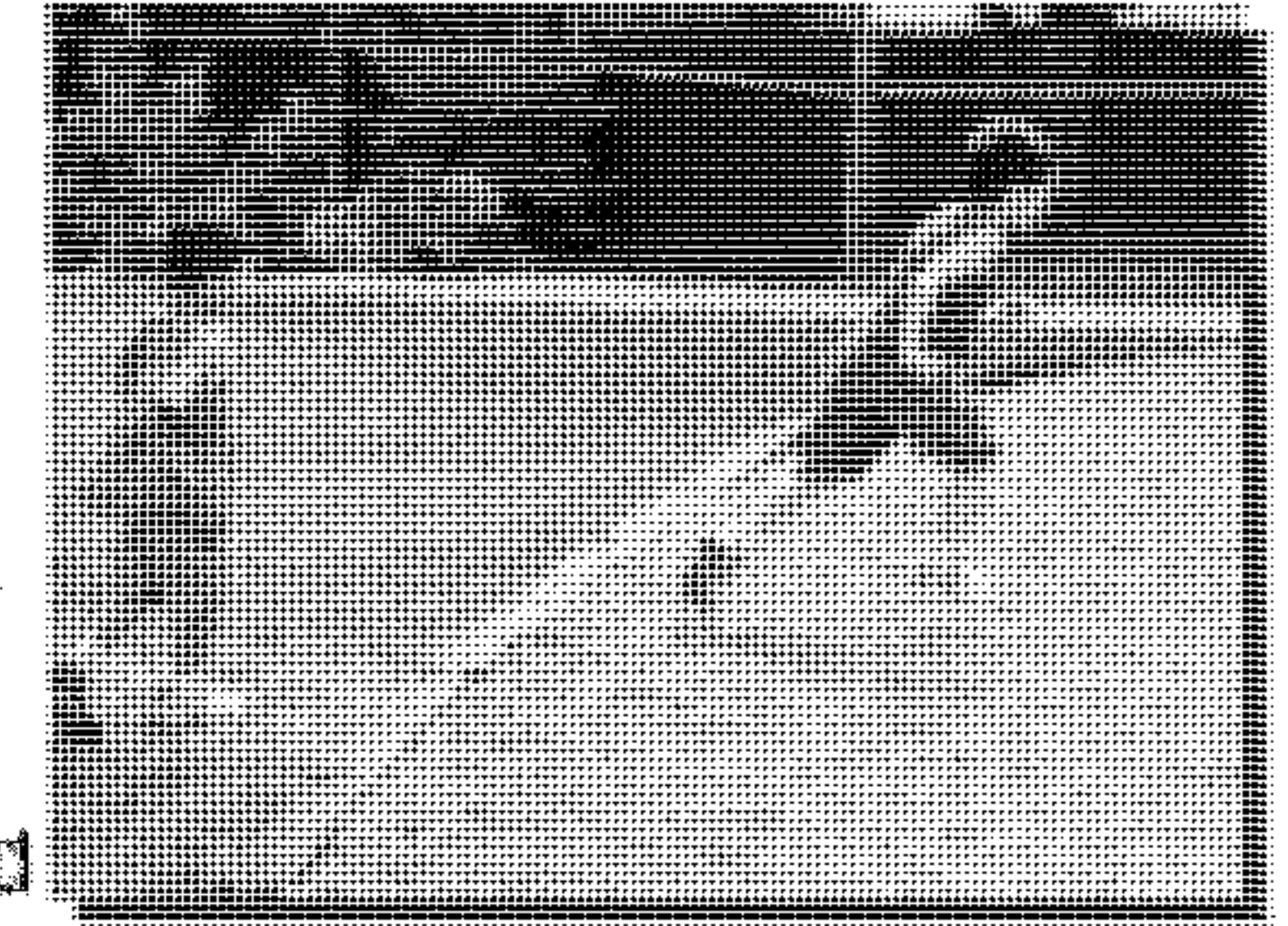




Young children learn best when their emotional needs are met. They develop the ability to express emotions in appropriate ways by practicing these skills in a social context. All emotions, either positive or negative, must be acknowledged and respected. Teachers must provide respectful guidance when children struggle with difficult emotions like anger, frustration, or sadness.



Young children learn best when their physical development is supported. In order to develop fine motor skills, they need daily experimentation with a variety of fine motor materials throughout the learning environment. Gross motor development cannot be limited to outdoor play activities, but must also include movement activities, both teacher-directed and child-chosen, within the classroom.



PreK Reading Standards for Literature	Kindergarten Reading Standards for Literature
Key Ideas and Details	Key Ideas and Details
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask <i>What is the duck doing?</i> or respond to <i>Tell me about the duck.</i>)	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversation, drama, props throughout the classroom, creative movement, art, and creative writing).	2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify some characters, settings, and/or major events in a story.	3. With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	Craft and Structure
4. Exhibits curiosity and interest in learning words in print. a. Develops new vocabulary from stories. b. Identifies environmental print (e.g., word wall, class dictation).	4. Ask and answer questions about unknown words in a text.
5. With prompting and support, interacts with common types of texts (e.g., fantasy, factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, identify the role of the author and illustrator.	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Complexity	Range of Reading and Level of Complexity
10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	10. Actively engage in group reading activities with purpose and understanding.

PreK Reading Standards for Informational Text	Kindergarten Reading Standards for Informational Text
Key Ideas and Details	Key Ideas and Details
1. With prompting and support, ask/and or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., through art, dramatic play, creative writing, conversation).	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	Craft and Structure
4. Exhibits curiosity and interest about words in a variety of informational text.	4. With prompting and support, ask and answer questions about unknown words in a text.
5. With prompting and support, identify the front cover, back cover, and title page of a book.	5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, identify the role of the author and illustrator in informational text.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
7. With prompting and support, make connections between self and text and/or information and text.	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, explore the purpose of the informational text as it relates to self.	8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify similarities and difference of illustration between two texts on the same topic.	9. With prompting and support, identify basic similarities in and difference between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	Range of Reading and Level of Complexity
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	10. Actively engage in group reading activities with purpose and understanding.

PreK Reading Standards: Foundational Skills	Kindergarten Reading Standards: Foundational Skills
Print Concepts	Print Concepts
<p>1. With prompting and support, demonstrate understanding of conventions of print.</p> <p>a. Recognize an association between spoken and written words.</p> <p>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually names.</p> <p>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p> <p>d. Differentiate letters from numbers.</p> <p>e. Recognize words as a unit of print and understand that letters are grouped to form words.</p> <p>f. Understand that print moves from left to right, top to bottom, and page by page.</p> <p>g. Understand that words are separated by spaces in print.</p>	<p>2. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lower-case letters of the alphabet.</p>
Phonological Awareness	Phonological Awareness
<p>2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.</p> <p>a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p> <p>b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> <p>c. Demonstrate awareness of the relationship between sounds and letters.</p> <p>d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.</p> <p>e. With prompting and support, isolate and pronounce the initial sounds in words.</p> <p>f. Demonstrate an awareness of ending sounds in words.</p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p>
<p>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. Recognize own name, environmental print, and some common high-frequency sight words.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
Fluency	Fluency
<p>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</p>	<p>4. Read emergent-reader texts with purpose and understanding.</p>

PreK Writing Standards	Kindergarten Writing Standards
Text Type and Purposes	Text Type and Purposes
1. With prompting and support, recognizes that writing is a way of communicating for a variety of purposes. a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express and opinion. b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occur, and provide a reaction to what happened.
Production and Distribution of Writing	Production and Distribution of Writing
No developmentally appropriate standard	4. (Begins in grade 3)
5. With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.	6. With prompting and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
Research to Build and Present Knowledge	Research to Build and Present Knowledge
7. With prompting and support, participate in shared research and projects through emergent written representation (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With prompting and support, recall information from experiences to answer questions.	8. With prompting and support from adults, recall information from experiences or gather information from provided sources to answer a question.
No developmentally appropriate standard	9. (Begins in grade 4)
Range of Writing	Range of Writing
No developmentally appropriate standard	10. (Begins in grade 3)

PreK Speaking and Listening Standards	Kindergarten Speaking and Listening Standards
Comprehension and Collaboration	Comprehension and Collaboration
1. With guidance and support, participate in collaborative conversations about <i>prekindergarten topics and texts</i> with peers and adults in small and large groups. a. Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings). b. Engage in extended conversations.	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns before speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	2. Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge of Ideas	Presentation of Knowledge of Ideas
4. With prompting and support, describe familiar people, places, things, and events.	4. Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
5. With prompting and support, add drawings or other visual displays to descriptions.	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.	6. Speak audibly and express thoughts, feelings, and ideas clearly.

PreK Language Standards	Kindergarten Language Standards
Conventions of Standard English	Conventions of Standard English
<p>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).</p> <p>e. Produce and expand complete sentences in shared language activities.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lower-case letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
<p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>a. Write first name, capitalizing the first letter.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first words in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
Knowledge of Language	Knowledge of Language
No developmentally appropriate standard	3. (Begins in grade 2)
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
<p>4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</p> <p>a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>

<p>5. With guidance and support, explore word relationships and word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., <i>run</i>, <i>walk</i>; <i>fast</i>, <i>slow</i>; <i>soft</i>, <i>hard</i>).</p> <p>c. Identify real-life connections between words and their use (e.g., find examples of things that are <i>smooth</i>).</p> <p>d. Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).</p>	<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>
<p>6. With prompting and support, use words and phrases acquired through conversations, experiences, shared reading, being read to, and responding to texts.</p>	<p>6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>

COMMON CORE PRE-K MATH

<p>PreK Standards Counting and Cardinality</p>	<p>Kindergarten Standards Counting and Cardinality</p>
<p>Know number names and the count sequence.</p>	<p>Know number names and the count sequence.</p>
<p>1. With prompting and support, recite numbers to 30 in the correct order.</p>	<p>1. Count to 100 by ones and tens.</p>
<p>No developmentally appropriate standard</p>	<p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
<p>3. With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.</p>	<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 – 20 (with 0 representing a count of no objects).</p>
<p>Count to tell the number of objects.</p>	<p>Count to tell the number of objects.</p>
<p>4. With guidance and support, understand the relationship between numerals and quantities.</p> <p>a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials.</p> <p>b. Match quantities and numerals 0 – 5.</p>	<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>
<p>5. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.</p>	<p>5. Count to answer “how many?” questions as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count that many objects.</p>

a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials.	
Compare numbers.	Compare numbers.
6. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , or <i>same</i>) to compare objects, using developmentally appropriate preK materials.	6. Identify whether the number of objects in one group is greater than, less than, of equal to the number of objects in another group, e.g., by using matching and counting strategies.
No developmentally appropriate standard.	7. Compare two numbers between 1 and 10 presented as written numerals.

<p style="text-align: center;">PreK Standards</p> <p style="text-align: center;">Operations and Algebraic Thinking</p>	<p style="text-align: center;">Kindergarten Standards</p> <p style="text-align: center;">Operations and Algebraic Thinking</p>
<p>Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.</p>	<p>Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.</p>
<p>1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials.</p>	<p>1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
<p>2. With guidance and support, model real-world addition and subtraction problems up through 5, using developmentally appropriate preK materials.</p>	<p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
<p>No developmentally appropriate standard</p>	<p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 1 + 4$).</p>
<p>No developmentally appropriate standard</p>	<p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., using objects or drawings, and record the answer with a drawing or equation.</p>
<p>No developmentally appropriate standard</p>	<p>5. Fluently add and subtract within 5.</p>
<p>6. With guidance and support, demonstrate an understanding of patterning, using developmentally appropriate preK materials.</p> <p>a. Duplicate and extend simple patterns, using concrete objects.</p>	

<p style="text-align: center;">PreK Standards</p> <p style="text-align: center;">Number and Operations in Base 10</p>	<p style="text-align: center;">Kindergarten Standards</p> <p style="text-align: center;">Number and Operations in Base 10</p>
<p>No developmentally appropriate standard</p>	<p>Work with numbers 11 – 10 to gain foundations for place value.</p>
	<p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>

PreK Standards Measurement and Data	Kindergarten Standards Measurement and Data
Describe and compare measurable attributes.	Describe and compare measurable attributes.
1. With guidance and support, recognize measurable attributes of everyday objects, such as length, weight, and size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>).	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>). a. Use nonstandard units of measurement. b. Explore standard tools of measurement.	2. Directly compare two objects with a measurable attribute in common, to see which object has “more of/less than” the attribute, and describe the differences. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
Classify objects and count the number of objects in each category.	Classify objects and count the number of objects in each category.
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

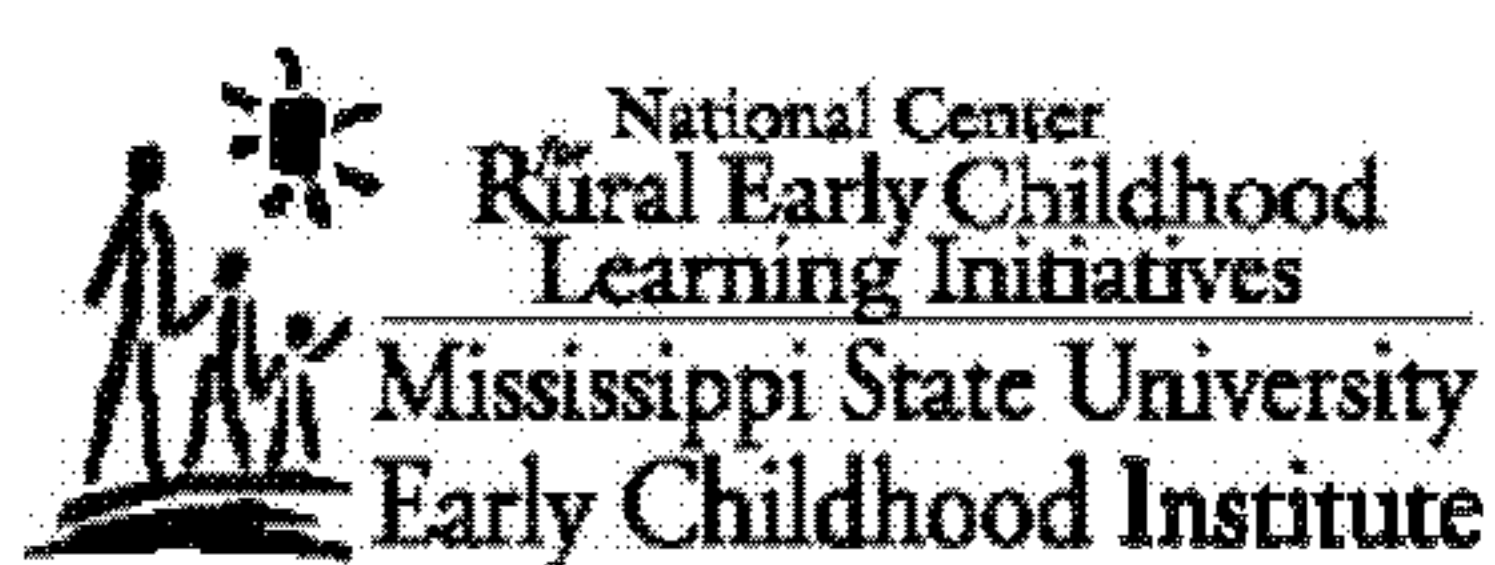
PreK Standards Geometry	Kindergarten Standards Geometry
Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
1. With guidance and support, correctly name shapes.	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, in front of, behind, and next to</i> .
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	2. Correctly name shapes regardless of their orientation or overall size.
3. With guidance and support, explore the differences between two-dimensional and three dimensional shapes.	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Analyze, compare, create, and compose shapes.	Analyze, compare, create, and compose shapes.
No developmentally appropriate standard	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
5. With guidance and support, create and represent shapes, using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).	6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>

LEARNING AND GROWING WITH NATIVE YOUNG CHILDREN: LEADERSHIP FOR NATIVE LANGUAGE LEARNING

Growing and Learning with Native Young Children is the result of a partnership between the Tribal Child Care Training and Technical Assistance Center (TriTAC) of the Child Care Bureau and the National Center for Rural Early Childhood Learning Initiatives, that began in conversations between Linda Kills Crow (Delaware) and Nicole Thompson, Ph.D. (Menominee/Mohican). How can interested tribal early childhood leaders address the issues related to preservation of native language and culture through the care and education of infants and toddlers? How can the tribal community become involved in

the development process? What basic facts about child development are to be applied in curriculum development and teaching of young children if a program is to be high quality and meeting the needs of the children and families in attendance?

This guide does not provide all the answers. Instead, it can enable leaders to facilitate workshops where teachers, parents, and others can plan changes. The real answers to the questions will come from the participants and program leaders involved in the small group discussions outlined here.



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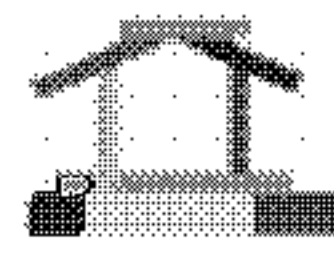
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Early Childhood Workforce Systems Initiative



State Policy Blueprint Planning Guide

Public policy work is often incremental. Sometimes successes are realized by steady movement along the same path. Sometimes great strides are made by starting over and doing something bold. There is not one single *right way* to approach policy work. But before any plans are made and actions are taken, it is crucial that all stakeholders are aware of the current policies and contexts. *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* (the Blueprint) provides a common framework that can help advocates and policy-makers take stock of existing workforce policies.

After a group has used the framework provided by the Blueprint to conduct an environmental scan, its guiding principles and essential policy areas can also assist with priority discussions given current opportunities and constraints. A shared vision of a competent and stable early childhood workforce offers an opportunity for state stakeholders to move forward rather than focusing on the negativity of what is not working.

The following provides five steps and guiding questions to help conduct an environmental scan of state early childhood workforce system policies and to begin planning action steps:

- Step 1. Gather and Describe: What are your current state workforce system policies?
- Step 2. Analyze: Do the policies apply or meet the policy-making principles?
- Step 3. Determine: What are your goals?
- Step 4. Discuss and Consider: What are your opportunities?
- Step 5. Plan: What are your priorities?

Step 1. Gather and Describe: What are your current state workforce system policies?

With your cross-sector partners gather and list the workforce policies your state has in each of the six essential policy areas:

1. **PROFESSIONAL STANDARDS:** the content of professional preparation and ongoing development.
2. **CAREER PATHWAYS:** routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated.
3. **ARTICULATION:** the transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits.
4. **ADVISORY STRUCTURE:** the coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state's governance structure.
5. **DATA:** to gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability.

6. **FINANCING:** the funding that all professional development systems need in order to operate, including needs-based support for early childhood professionals to obtain education and ongoing development, support for programs/workplaces that facilitate professional development, explicit rewards and compensation parity for attainment of additional education and development, and financing of the professional development system infrastructure.

Include policies that affect or relate to your state early childhood workforce at the Federal, statewide, regional, and local levels.

Additional tools

- See *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* (available at www.naeyc.org/policy/ecwsi/pdf/Workforce_Designs.pdf) for more details on each of the essential policy areas.
- Use the state policy database (available at www.naeyc.org/policy/ecwsi/database.asp) to help gather your state's policies in regulations, statutes, and executive orders. The database includes existing state policies in each of the six essential areas outlined by the Blueprint, and whether these policies meet the overarching principles. Users can access the actual language of policies in regulations, statutes, or executive orders. Policies can be viewed by state or by policy area. NAEYC will continue to update the database as states implement new statutes, regulations and other public policies.
- Record this information in this guide's companion Recording Tool for Environmental Scan.

Step 2. Analyze: Do the policies apply or meet the policy-making principles?

Use the following criteria in each of the six essential policy areas to assess whether current policies apply the four overarching policy-making principles of (1) integration; (2) quality assurance; (3) diversity, inclusion, and access; and (4) compensation parity.

PROFESSIONAL STANDARDS

- ✓ **Integration:** Does the policy specify that standards for preparation and ongoing development are designed for all early childhood professionals regardless of role or work setting; and/or that the standards integrate or align existing teacher licensing, state-based credentials, Head Start, prekindergarten, and other related standards from the various early childhood education sectors, across agencies and quality initiatives?
- ✓ **Quality Assurance:** Does the policy specifically require mechanisms and processes to ensure that standards are appropriate and current (incorporate national research-based criteria; are required to be reviewed and updated on a regular basis; etc.)?
- ✓ **Diversity, Inclusion, and Access:** Does the policy specify that the standards address and support diversity, inclusion, and access (standards are required to include a focus on cultural competence and language acquisition; integrate general and special education; incorporate or value adult learners' previous knowledge and skill acquisition; etc.)?
- ✓ **Compensation Parity:** Does the policy explicitly tie adult learners' proficiency in or mastery of professional standards to increased compensation (with a connection to career pathways and/or salary scales; through wage supplements; via quality rating and improvement systems; etc.)?



In your state's context: Are there additional questions that can help your group determine whether the professional standards policy(ies) meet the principles?

CAREER PATHWAYS

- ✓ **Integration:** Does the policy specify that pathways include and link or align professional opportunities across early childhood sectors and roles?
- ✓ **Quality Assurance:** Does the policy include specifications for systems to verify, record, update, and track individuals' qualifications and ongoing development; placement on career pathways; and/or evaluate such efforts?
- ✓ **Diversity, Inclusion, and Access:** Does the policy specifically require processes to inform professionals about and advise them on professional growth and career opportunities, and/or include varied entry points and qualification alternatives?
- ✓ **Compensation parity:** Does the policy specify advancement on career pathways linked to increased compensation or compensation comparable to other professions with similar requirements?



In your state's context: Are there additional questions that can help your group determine whether the career pathway policy(ies) meet the principles?

ARTICULATION

- ✓ **Integration:** Does the policy specify that articulation agreements support qualification requirements for all sectors—Head Start, child care programs, prekindergarten, and others; and/or that the agreements or systems connect institutions of higher education to each other and to community-based or non-credit training (including the acceptance of credit for prior learning, etc.)?
- ✓ **Quality assurance:** Does the policy include time specifications for implementation of agreements, requirements for review and revision of courses or agreements, reports on progress, and/or evaluations of progress or efficacy (e.g., review of student outcomes; matriculation rates; number/percentage of programs, departments, or institutions involved in agreements, etc.)?
- ✓ **Diversity, inclusion, and access:** Does the policy specifically require processes to inform students about and advise them on education options and requirements (e.g., student counseling/advising); include alternative methods of course and degree completion; and/or include other requirements specifically aimed at supporting, recruiting, or retaining minority student populations?
- ✓ **Compensation parity:** Does the policy specify attention to student financial aid, scholarships, attendance and degree completion incentives and other monetary supports, and/or attention to career placement/opportunities and salary prospectives?



In your state's context: Are there additional questions that can help your group determine whether the articulation policy(ies) meet the principles?

ADVISORY STRUCTURE

- ✓ **Integration:** Does the policy specify that the advisory structure include representatives from the various early childhood education sectors, across agencies and quality initiatives?

- ✓ **Quality Assurance:** Does the policy specifically require mechanisms and processes to ensure accountability (strategic planning; research and/or evaluation tied to planning processes; regular reviews of, or reports on progress; stakeholder/public input tied to planning and recommendations; etc.)?
- ✓ **Diversity, Inclusion, and Access:** Does the policy specify composition requirements for the advisory structure that include perspectives representing the diversity of the field (racial, ethnic, ability, role, etc.)?
- ✓ **Compensation Parity:** Does the policy explicitly state that the advisory structure address compensation related issues (as part of planning, as an objective, etc.)?



In your state's context: Are there additional questions that can help your group determine whether the advisory structure policy(ies) meet the principles?

DATA

- ✓ **Integration:** Does the policy specify that there be methods for collecting, sharing, and disseminating cross-sector data to stakeholders, funders, and the public?
- ✓ **Quality assurance:** Does the policy include specifications for systems to verify, record, update, and track individuals' qualifications and ongoing development; placement on career pathways; professional development offerings; and/or evaluate such efforts?
- ✓ **Diversity, inclusion, and access:** Does the policy specify the collection of workforce data by role, program setting, credential, demographic characteristics, experience in the field, population and age of children served, and/or compensation; data related to program sustainability, stability, and other access and support related issues; and/or that data systems be intentional in sharing data with those it represents and who need it?
- ✓ **Compensation parity:** Does the policy specify the collection and analysis of data on compensation (salaries and benefits); that data are collected on other professions for which parity is sought for early childhood professionals; and/or collection includes retention data by role and in the early education field?



In your state's context: Are there additional questions that can help your group determine whether the data policy(ies) meet the principles?

FINANCING

- ✓ **Integration:** Does the policy specify that Federal, state, and/or private sources are coordinated to fund professional development system needs?
- ✓ **Quality Assurance:** Does the policy specify that there be transparency in where and how resources are being directed and why; and/or that review processes and/or other accountability measures are tied to financial programs or spending?
- ✓ **Diversity, Inclusion, and Access:** Does the policy specify that funders, administrators, participants, and families know what fiscal resources are available; that barriers to financial aid and scholarships are examined and relevant access policies are crafted; and/or does it include financing of the governance and institutional aid to higher education and to early childhood programs?

- ✓ **Compensation Parity:** Does the policy explicitly address workforce compensation and/or include specific financing in all sectors of the system to support compensation equivalent to positions within and across fields requiring similar preparation and experience?



In your state's context: Are there additional questions that can help your group determine whether the financing policy(ies) meet the principles?

Additional tools

- See *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* (available at www.naeyc.org/policy/ecwsi/pdf/Workforce_Designs.pdf) for more details on each of the principles for policy-making.
- Use the state policy database (available at www.naeyc.org/policy/ecwsi/database.asp) to determine whether your state's policies in regulations, statutes, and executive orders meet the criteria for each of the overarching principles.
- Record this information in this guide's companion Recording Tool for Environmental Scan.

***NOTE:** Since the next three steps are related to strategic planning, groups might want to consider engaging or designating a facilitator. Facilitation at this point in the process can help the group establish ground rules and keep the group and work focused and goal oriented.

Step 3: Determine: What are your goals?

State policies should create an integrated system of professional development uniting the early childhood sectors of child care, Head Start, prekindergarten, public schools, early intervention and special education services. The goal of such a system is to develop and retain a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals.

Does the above statement articulate your system's goal? If not, discuss and record your additional state system goals.

Additional tools




- Gain ideas, tips, and resources from the NAEYC Advocacy Toolkit (available at www.naeyc.org/policy/toolbox/pdf/toolkit.pdf).

Step 4: Discuss and Consider: What are your opportunities?

In your cross-sector group, discuss and consider your state's current opportunities and related state and local contexts.

“Effective public policy advocacy work requires intentionality, which in turn requires organization. If all of us work independently without a well-defined

vision and capacity to act and react to changing political, social and economic contexts, we will not make the progress that is needed. If we work together strategically, we can cause the changes that we seek for children, families and the professionals in the field” (NAEYC Advocacy Toolkit, 2004).

-  Can all of your state policies be put together to support an integrated system?
-  Are key policies missing? If so, what are they and why are they missing?
-  Are there policies that could or should be revised?

Apply the Principles. Every time a policy is examined—for development, revision, or any other purpose—there should be reflection on whether the four policy-making principles are being addressed. Step 2 focused on analyzing whether current policies meet the four policy-making principles. For the policies that did not meet the principles, consider and discuss how policies can be created or revised to incorporate them.

Additional tools

- ➔ See *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* (available at www.naeyc.org/policy/ecwsi/pdf/Workforce_Designs.pdf) for more details on each of the principles for policy-making.
- ➔ Use the state policy database (available at www.naeyc.org/policy/ecwsi/database.asp) as a tool to examine other states’ policies in the essential areas.
- ➔ Gain ideas, tips, and resources from the NAEYC Advocacy Toolkit (available at www.naeyc.org/policy/toolbox/pdf/toolkit.pdf).

Step 5. Plan: What are your priorities?

Steps 1 through 4 should provide your group with foundational information, direction, and next step ideas that need to be prioritized. Given your state’s current status, context, and goals, discuss and determine your immediate, mid- and long-term priorities. In these discussions, include the “w” questions of *what, why, when, who, where, and with what*.

- ✓ **What:** What objective are you prioritizing? Which essential policy area(s) does it address?
- ✓ **Why:** How does this priority tie to your overall goal(s)? Why is it a priority? Your group should be able to clearly articulate the impetus and importance of any desired policy change or revision (importance often includes expected outcomes).
- ✓ **Where:** Does this priority require action at the local-, regional-, or state-level, or does it require action at all levels?
- ✓ **When:** Is it an immediate, mid- or long-term priority, or does it require attention and action at all stages? Are there specific times that this work or focus should occur (e.g., are there other efforts or legislative processes that it should coincide with, avoid, or follow)?
- ✓ **Who:** Which partners can leverage the most resources, relationships, and public will related to this priority? Which entity(ies) will take the lead on this priority and which will

lend a second tier of support? As possible, identify individuals and their specific responsibilities.

- ✓ **With what:** What resources are needed to undertake the actions related to this priority? Consider in-kind, fiscal, human, and other resources.

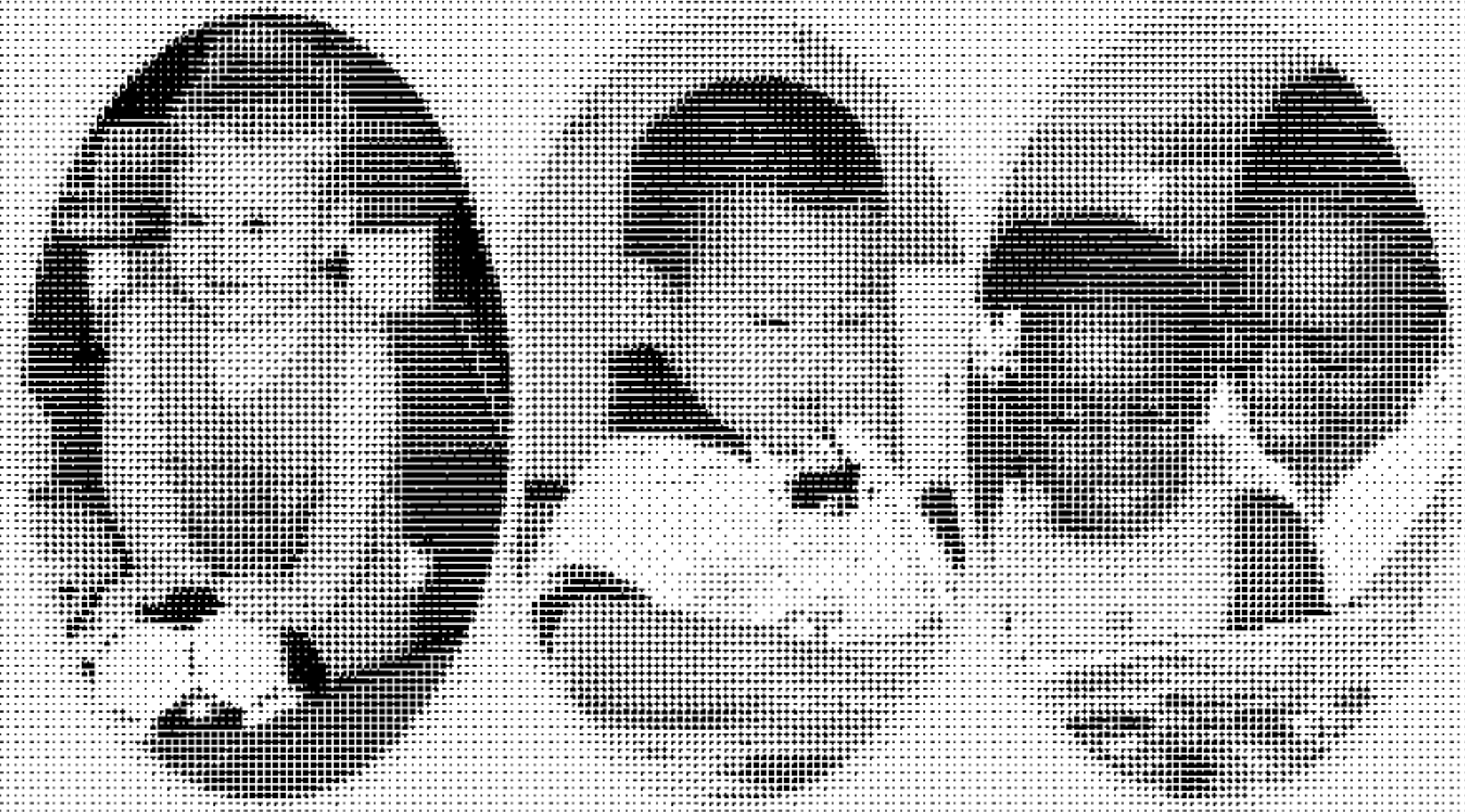
Additional tools

- Gain ideas, tips, and resources from the NAEYC Advocacy Toolkit (available at www.naeyc.org/policy/toolbox/pdf/toolkit.pdf).
- Use the state policy database (available at www.naeyc.org/policy/ecwsi/database.asp) as a tool to examine other states' policies in the essential areas.
- Record this information in this guide's companion Plan Recording Tool.

This tool is intended to serve as a starting point and guide for state analysis, discussions and actions. It is part of NAEYC's Early Childhood Workforce Systems Initiative work to assist states in creating a common understanding of the current system and in moving policy efforts related to integrated professional development systems forward. NAEYC suggests that the steps included in this guide are revisited and reconsidered on a regular basis as state and local partners and contexts change.







NAEYC's Early Childhood Workforce Systems Initiative, which developed the state policy blueprint and this guide, is funded by the Birth to Five Policy Alliance and Cornerstones for Kids. We thank them for their support. The recommendations presented in the blueprint and this guide are those of NAEYC alone.

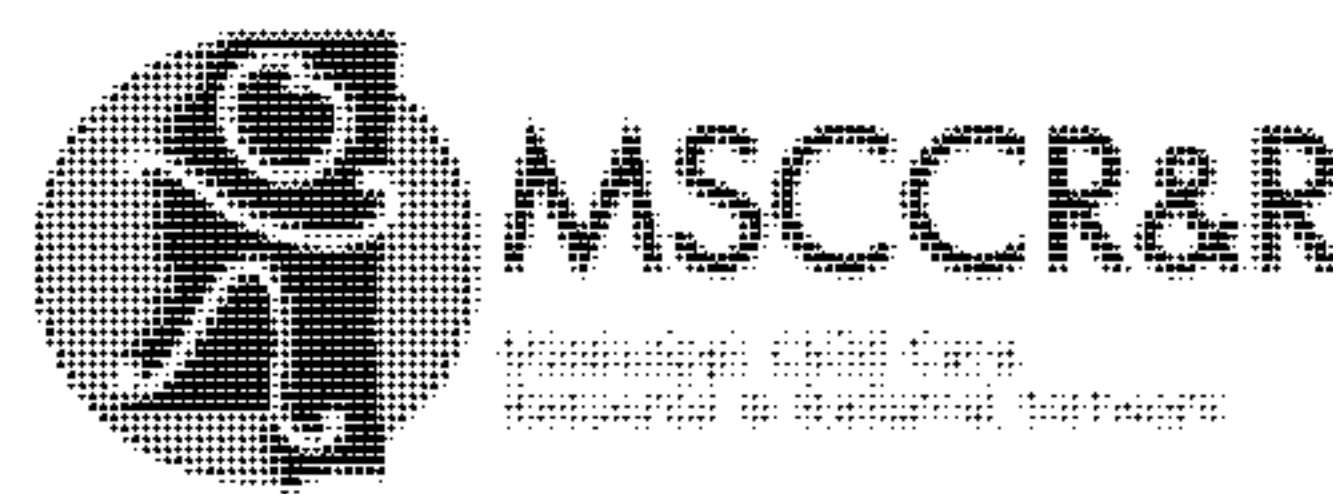
Comments and questions regarding this guide and related work are welcomed. Please direct your comments to Sarah LeMoine, NAEYC Director of the Early Childhood Workforce Systems Initiative at slemino@naeyc.org



**Mississippi Child Care Resource & Referral Network
2010-2011 Professional Development Course Catalog**

Mississippi Child Care Resource & Referral Network, part of the Mississippi State University Extension Service, offers statewide professional development opportunities for early care and education providers, workshops for parents, and educational materials through its Resource Centers. Our goal is to improve the quality of care for Mississippi's youngest and most vulnerable population through education, outreach, and research. For further information and to see our Course Calendar, go to www.childcaremississippi.org or call 1-866-706-8827.

- Infants & Toddlers (Birth to 2.5 years) 
- Preschool (2.5 to 5 years) 
- All Ages (Birth to 5 years) 
- School Age (5 years & older) 
- Distance 
- Special Needs 



Please pre-register for all professional development trainings by calling the contact person listed on the Course Calendar located online at www.childcaremississippi.org, call 1-866-706-8827 or email mccr@ext.msstate.edu for further information.

Infants and Toddlers: Birth to 2.5 years



Course Title	Course Description	Contact Hours
<p><i>The Creative Curriculum Series</i> Based on <i>The Creative Curriculum for Infants & Toddlers</i>, this series of thirteen workshops includes the following sessions:</p> <ul style="list-style-type: none"> • Why Quality Matters • Defining Curriculum for Infants & Toddlers • The Central Role of Caregivers/Teachers • Knowing Infants & Toddlers • Observing Infants and Toddlers • Planning and Individualizing • Working with Families • Creating a Welcoming Environment • Promoting Health and Safety • Guiding Children's Behavior • The Routine of Routines • Activities Day by Day • Early Literacy Experiences • Choosing Toys and Games 	<p>Designed as a comprehensive investigation of best practices for infant and toddler teachers, <i>The Creative Curriculum</i> workshops focus on specific topics that support responsive care. Each two-hour training session provides practical tips for engaging young children in early learning experiences based on their individual needs and development. From creating a safe and nurturing environment to understanding appropriate methods of guiding behavior, these workshops offer valuable information and insight for both the new and the experienced early care and education provider.</p>	<p>2 contact hours for each workshop</p>

Course Title	Course Description	Contact Hours
Right from Birth	This video series is designed to teach parents and early care and education providers key ways to increase school success through early educational experiences.	6
Toddler Art	Participants in this hands-on workshop will learn fun ways to teach young children important concepts through age-appropriate art activities.	2
Creative Activities with Infants & Toddlers (Make & Take)	Using inexpensive items found around the house, workshop participants will create age-appropriate toys.	2
Your Young Child: What to do When Baby Cries	This course discusses the reasons infants cry, signs and causes of infant colic, techniques for soothing fussy infants, and ways to cope with the stress of a crying child.	2
Your Young Child: Helping Baby Sleep	Participants will learn about infant sleep patterns, the impact of culture on parenting, and effective ways of encouraging children to self-soothe themselves to sleep.	2
Your Young Child: Learning to Say Goodbye	This workshop addresses transitions from home to child care, comforting techniques, and ways to deal with the stress of leaving a child in someone else's care.	2
Your Young Child: When All You Hear is "NO!"	Participants will learn components of effective discipline for young children, behavioral management strategies, and how parenting styles impact children's behavior.	2
Your Young Child: Making Mealtimes Manageable	This class focuses on eating habits, why some children become "choosy" eaters, and strategies to make mealtimes easier.	2
Your Young Child: The Exploring Toddler	Participants will define age-appropriate toddler behavior, recognize the benefits of safe exploration in home and child care environments, and learn strategies for interacting with children as they engage in their environments.	2

Preschool: 2.5 to 5 years



Course Title	Course Description	Contact Hours
<p>The ELG Series is divided into Part 1, Part 2, and individual content workshops.</p> <p>Part 1: How Children Learn, The Learning Environment, Thematic Units</p> <p>Part 2: Social/Emotional Development, Assessments & Observations</p> <p>Content Trainings:</p> <ul style="list-style-type: none"> • Language, Vocabulary, & Literacy Development • Mathematical Concepts • Scientific Investigation • Physical Development 	<p>The ELG Series, based on the <i>Mississippi Early Learning Guidelines for Three-Year-Old Children</i> and the <i>Mississippi Early Learning Guidelines for Four-Year-Old Children</i>, provides a comprehensive educational foundation for preschool teachers and early care and education providers serving three- and four-year-olds. From the latest research to activities for classroom use, each ELG training offers practical information for building academic, social, and motor skills.</p> <p>Part 1 and Part 2 are taught in their entirety. No exceptions will be made to divide the content into separate trainings, even for special conferences.</p>	<p>Part 1: 6 contact hours</p> <p>Part 2: 6 contact hours</p> <p>Content Trainings: 2 contact hours for each workshop</p>

Course Title	Course Description	Contact Hours
<p>The <u>Care to Read Series</u> is comprised of the following workshops:</p> <ul style="list-style-type: none"> • Understanding Early Language and Literacy Development • Creating Literacy-Rich Environments • Where Conversation Leads • Reading Aloud • Making My Mark • Supporting Language and Literacy Every Day 	<p>The <u>Care to Read Series</u> focuses on the environment and activities conducive to building language and literacy skills in the preschool setting. Whether learning to select appropriate books for reading aloud, discovering ways to arrange the room, developing listening and speaking skills, or understanding the connection between reading and writing, each workshop in this series increases participants' understanding of the simple methods they can use to engage children in communication activities every day.</p>	<p>2 contact hours for each workshop</p>
<p>The <u>Creative Curriculum for Preschool Series</u> contains the following training sessions:</p> <ul style="list-style-type: none"> • How Children Develop & Learn • The Learning Environment • The Teacher's Role • The Family's Role • Art • Blocks • Toys and Games • Music & Movement • Sand and Water • Cooking • Computers • Outdoors • Dramatic Play • Discovery • Library 	<p>These workshops look at the preschool setting from the perspective of implementing <u>The Creative Curriculum for Preschool</u>, a research-based program for three to five year olds. After establishing foundational principles in the first four workshops, content area trainings focus on several of the interest areas implemented in the curriculum framework. From selecting age-appropriate toys and evaluating them for their safety to understanding the importance of sand and water play, these workshops balance theory and research with practical activities and information. This series complements implementation of the <u>Mississippi Early Learning Guidelines for Three-Year-Old Children</u> and the <u>Mississippi Early Learning Guidelines for Four-Year-Old Children</u>, as well as the Early Childhood Environmental Rating Scale (Revised), known as the ECLERS-R, in planning high quality early educational experiences for preschool-age children.</p>	<p>2 contact hours for each workshop</p>
<p>The <u>Limited Resources, Unlimited Creativity: Applying ELG Concepts in Your Preschool Classroom</u> series includes these trainings:</p> <ul style="list-style-type: none"> • The Math Center • The Science Center • The Language Center • The Art Center • The Music Center • The Dramatic Play Center • The Block Center 	<p>The Limited Resources, Unlimited Creativity series focuses on using recycled, donated, and low-cost items to stock learning centers with appropriate learning activities in the preschool classroom. Participants will apply their knowledge of the Mississippi Early Learning Guidelines, recommendations based on the Early Childhood Environmental Rating Scale (Revised), and best practices reviewed during the workshop to create activities and learning materials from reusable resources. Each two-hour course includes Make & Take activities.</p>	<p>2 contact hours for each workshop</p>

Course Title	Course Description	Contact Hours
Cooking Up Some Fun	Cooking, a natural part of every child's life, is an ideal way to teach children lifelong healthy eating habits while promoting knowledge, skills, and creativity.	2
Awesome Ocean	Discover the underwater world in this course designed to strengthen planning for thematic units.	2
Winter Science	Participants will learn to plan seasonal science activities using everyday "kitchen science" items. This training focuses on a hands-on approach to scientific discovery.	2
Spaces are Special Places	This course focuses on actively engaging participants in identifying effective room arrangement for meeting the needs of children and facilitating discovery-based learning.	2
Going to School	This readiness campaign will aid parents and early care and education providers in helping preschool children succeed in school and prepare them for a lifetime of learning.	2
Creative Arts No More Coloring Sheets	Learn how to set up the art center and engage children in age-appropriate activities with materials that foster creativity and cultural sharing, and contribute to all areas of development.	2
Putting the Print in Print-Rich	Participants will discover the importance of incorporating print and language into early childhood classrooms. Examples of materials and activities to include in a print-rich environment will be provided.	2
Shovel & Sift, Splish & Splash	This course emphasizes the significance of sand and water play and the variety of activities and materials that can be used in the sand and water table for sensory exploration.	2
Between the Lions: Get Wild About Reading Preschool Professional Development	Based on the PBS television show, the "Between the Lions" Preschool Literacy Initiative is designed to help children develop a strong foundation in early literacy. Materials include several episodes of the television program and related activities.	2
Ready to Read: Sesame Street <i>For teachers of 3 year olds</i>	Developed by MSU's Early Childhood Institute, this workshop uses the Sesame Workshop DVD "Every Day is a Reading and Writing Day" to share language and literacy concepts with early care and education providers.	2
Ready to Read: Between the Lions <i>For teachers of 4 year olds</i>	Developed by MSU's Early Childhood Institute, this workshop features language and literacy lessons and activities designed especially for four-year-old children using the PBS television show "Between the Lions."	2
When Disaster Strikes: Disaster Preparedness Training	Learn how to prepare your center, your families, and the children in your care for all kinds of natural and manmade disasters. Training also includes tips on helping children cope.	2
What Do You Do with the Mad that You Feel?	In this workshop, early care and education providers will learn strategies for teaching children self-control and management of powerful emotions.	3

Course Title	Course Description	Contact Hours
We Are the Same, We Are Different: Bringing Diversity Into the Classroom	This training emphasizes the importance of using books, activities, and stories to enhance diversity and appreciation of other cultures in the classroom on a daily basis, with a special focus on the ECERS-R.	2
Challenging Behaviors: Where Do We Begin?	Challenging behaviors are difficult not only for the child who is exhibiting them but also their teachers, peers, and families of children in the class. This workshop will provide insight into managing challenging behaviors and teaching self-regulation.	3
Play to Learn: The Importance of Play in Preschool	This new research-based training focuses on the impact of play in all its forms on children's cognitive, social, emotional, and physical development. Learning has never been such fun!	2
Smart & Healthy Kids	This training is comprised of three components. "Healthy Start" focuses on children ages 3 to 5 and their families. "Animal Trackers" and "Healthy Hops" are two programs that emphasize physical activity and nutrition.	4
From Lullabies to Literacy: The Importance of Relationship	A strong and nurturing relationship between a child and his or her early care and education provider is critically important to language development and emergent literacy. Join Mr. Rogers and gain insight into the connection between songs, word games, books, writing experiences, and the child-provider relationship.	3
Learning Discipline: Connecting Discipline, Communication, and Relationships	Nurturing the development of self-discipline in young children is a key part of the early care and education provider's role. This workshop will teach providers to help children respond positively to external guidance and shift to internal discipline.	3
Let's Explore! Encouraging Curiosity in Young Children	Children are naturally curious and thus born scientists. However, many early care and education providers are challenged to include hands-on science activities with children. This training, which includes video of Mr. Rogers, gives attendees practical tips and inspiration for engaging children in what they love most: exploring their world.	3

Intermediate Level Courses

Course Title	Course Description	Contact Hours
Play to Learn: The Role of the Teacher	Designed to be taken after the Basic Level "Play to Learn: The Importance of Play in the Preschool Classroom" workshop, this training delves into current research about play and focuses on how teacher interaction builds complexity and expands learning opportunities.	2

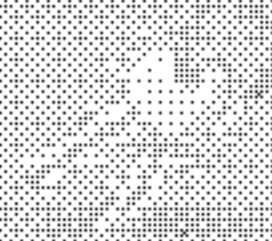
Intermediate Level Courses

Course Title	Course Description	Contact Hours
Promoting Emotional Resilience	Developed by MSU's Early Childhood Institute, this intermediate level course helps participants learn how to develop emotional resilience in children ages 4-6 years old. Emotional resilience is an important component of comprehensive emergency management in early childhood programs.	3
The Learning Environment: ELG Intermediate Level	This workshop addresses room arrangement emphasizing the use of learning centers and how to best utilize those centers. Special attention will be paid to the Early Childhood Environmental Rating Scale (ECERS-R) and incorporating the Early Learning Guidelines into the curriculum framework.	2
Thematic Units: ELG Intermediate Level	Building on the foundation established in the Basic Level training, this hands-on workshop delves into planning strategies for teaching with thematic units in three- and four-year-old classes. Emphasis will be placed on incorporating the Mississippi Early Learning Guidelines into lesson plans.	2
Language, Vocabulary, & Literacy Development ELG Intermediate Level	From the "Whole Language versus Phonics" debate to the latest trends in literacy instruction, this workshop includes research-based information and practical tools for building language skills in the preschool classroom -- without worksheets, flashcards, or expensive programs!	2

Out-Of-School

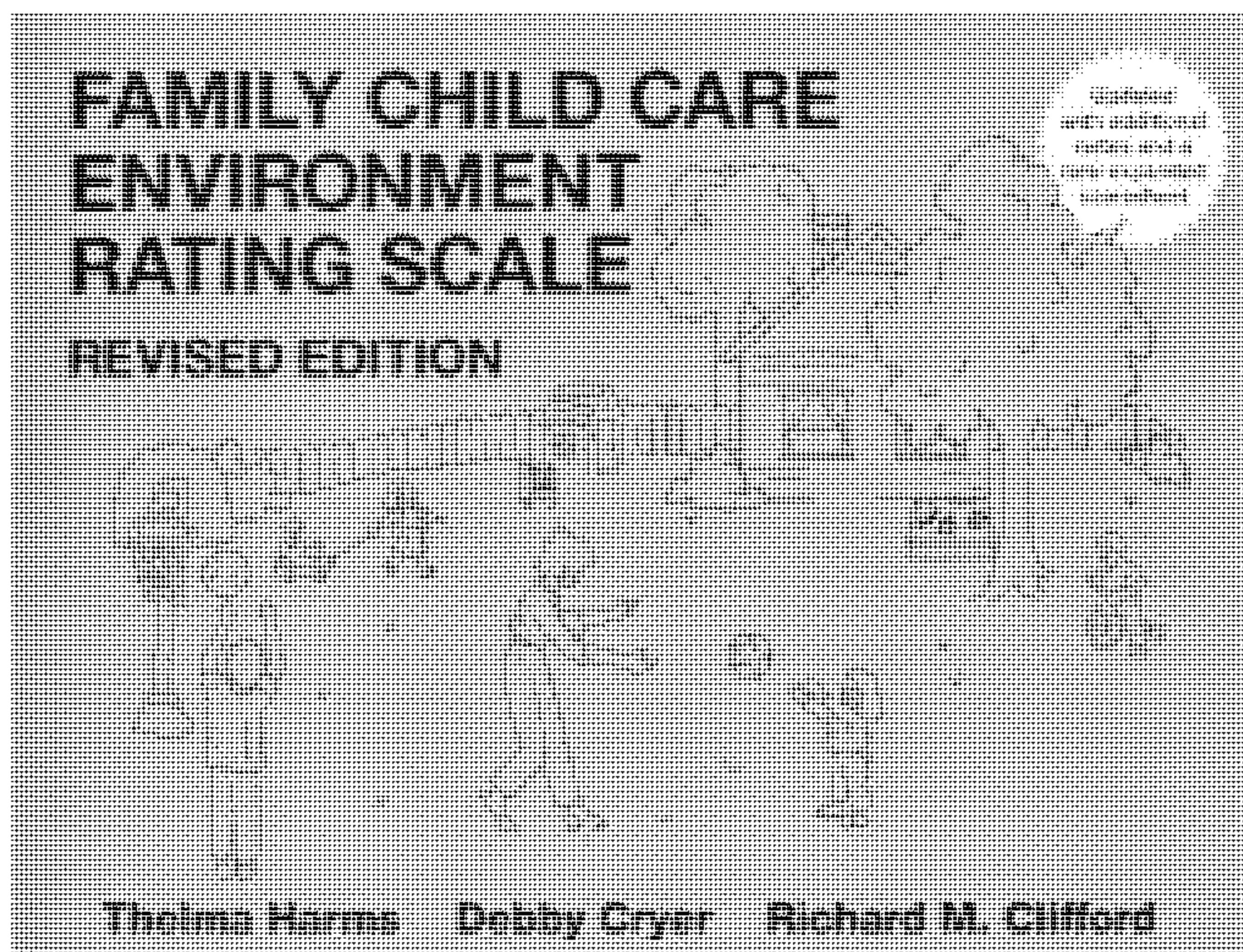
Course Title	Course Description	Contact Hours
Beyond the Bell: An Introduction to Quality School-Age Care	In order to build a quality program for school-age children during times they're not at school, such as holidays, summer time, and after school hours, providers and directors will learn the basics of child development, guidance, the learning environment, scheduling, curriculum, and activities.	4

Directors



Course Title	Course Description	Contact Hours
Early Learning Guidelines: Director's Training	This training will familiarize directors and director-designees with the <i>Mississippi Early Learning Guidelines for 3-Year-Old Children</i> and the <i>Mississippi Early Learning Guidelines for 4-Year-Old Children</i> . These guidelines provide research-based strategies that ensure high quality learning standards for early childhood programs.	6
Child Care As a Business One Day Renewal	Busy directors who have already taken the 16-hour "Childcare As a Business" course can get the latest updates on licensure regulations, QRS, and other programs while also benefitting from sessions on leadership and professionalism in the workplace. Quality improvements begin with the director's vision, so join us for this one-day renewal course and network with other directors for some inspiration and practical tips.	6
Child Care As a Business	This intensive three-day workshop is designed for those who want to start their own childcare business, or are currently serving as directors in established childcare centers. Topics include: how to get started, record keeping, determining prices to charge, marketing, licensure regulations, professionalism, room arrangement, food safety, meal/snack planning, Child and Adult Care Food Program, discipline and communicating with parents. Speakers from a variety of professions as well as state and local organizations participate in the series.	16

A. Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R)



A thorough revision of the original FCCRS, designed to assess family child care programs conducted in a provider's home for children from infancy through school-age.

Scale consists of 37 items organized into 7 subscales:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Provider

New for the Revised Edition:

- Accommodates the wider age range often found in family child care programs.
- A deeper focus on sensitivity to cultural and socioeconomic diversity.
- The special needs of exceptional children have been added to the main scale items and indicators.
- An additional subscale called "Program Structure."
- An expanded score sheet that includes space and forms to collect specific information needed for accurate scoring.

- A new layout, with each item on a separate page along with the Notes for Clarification and Questions.

B. Development of the FCCERS-R

The Family Child Care Environment Rating Scale–Revised Edition (FCCERS–R) is a thorough revision of the original Family Day Care Rating Scale (FDCRS, 1989). It is one of a series of four scales that share the same format and scoring system but vary considerably in requirements, because each scale assesses a different age group and/or type of child care and education setting. The FCCERS–R retains the original broad definition of environment including organization of space, interaction, activities, schedule, and provisions for parents and provider. The 38 items are organized into seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Provider. Since family child care homes frequently enroll a wide age range of children, this scale is designed to assess programs serving children from birth through school-agers, up to 12 years of age, including the provider’s own children if present. Therefore, the FCCERS–R contains items to assess provision in the environment for a wide age range, to ensure protection of children’s health and safety, appropriate stimulation through language and activities, and warm, supportive interaction.

Family child care providers often tell us that their program is “good” because the children they care for are treated just as their own children would be. But this point does not necessarily ensure the positive development we want for every child. In fact, it is challenging for any parent to meet the developmental needs of even one child to maximize positive development. In family child care, where a provider must meet the needs of a group of similarly aged children, or of a group of children who differ substantially in ages and abilities, the challenges multiply exponentially. A comprehensive, reliable, and valid instrument that assesses process quality and quantifies what is observed to be happening in a family child care home, can play an important role in improving the quality of care and educational experiences received by the children.

In order to define and measure quality, the FCCERS–R draws from three main sources: research evidence from a number of relevant fields (health, development, and education), professional views of best practice, and the practical constraints of real life in a family child care setting. The requirements of the FCCERS–R are based on what these sources judge to be important conditions for positive outcomes in children both while they are in the program and long afterward. The guiding principle here, as in all of our environment rating scales, has been to focus on what we know to be good for children.

Process of Revision

The process of revision drew on four main sources of information: (1) research on development in the early and school years and findings related to the impact of child care environments on children’s health and development; (2) a content comparison of the original FDCRS with other assessment instruments designed for similar age groups and settings, and additional documents describing aspects of family child care program quality; (3) feedback from FDCRS users, solicited through a questionnaire that was circulated and also put on our website as well as suggestions given to us as we talked with the many people who use the FDCRS; and (4) intensive use over the years, and across states and countries, by the FCCERS-R co-authors and their team of associates at the Frank Porter Graham Child development Institute, University of North Carolina at Chapel Hill.

The data from studies of family child care program quality using the FDCRS gave us information about the range of scores on various items, the relative difficulty of items, and their validity. The content comparison helped us to identify items to consider for addition or deletion. By far the most helpful guidance for the revision was the feedback from direct use in the field. Colleagues from the US, Canada, and Europe who had used the FDCRS in research, monitoring, and program improvement gave us valuable suggestions based on their experience with the scale. Using input from focus groups that were convened during the revisions of the ECERS and ITERS, we were able to consider what was needed to make the revised FCCERS-R more sensitive to issues of inclusion and diversity.

C. Overview of the Subscales and Items of the FCCERS-R

38 Items organized into 7 Subscales

Space and Furnishings

1. Indoor space used for child care
2. Furniture for routine care, play, and learning
3. Provision for relaxation and comfort
4. Arrangement of indoor space for child care
5. Display for children
6. Space for Privacy

Personal Care Routines

7. Greeting/departing
8. Nap/rest
9. Meals/snacks
10. Diapering/toileting
11. Health practices
12. Safety practices

Listening and Talking

13. Helping children understand language
14. Helping children use language
15. Using books

Activities

16. Fine motor

17. Art
18. Music and movement
19. Blocks
20. Dramatic play
21. Math/number
22. Nature/science
23. Sand and water play
24. Promoting acceptance of diversity
25. Use of TV, video, and/or computer
26. Active physical play

Interaction

27. Supervision of play and learning
28. Provider-child interaction
29. Discipline
30. Interactions among children

Program Structure

31. Schedule
32. Free play
33. Group time
34. Provisions for children with disabilities

Parents and Provider

35. Provisions for parents
36. Balancing personal and caregiving responsibilities
37. Opportunities for professional growth
38. Provisions for professional needs

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. Early childhood environment rating scale, regulations governing licensure of child care facilities, and creative resources for the early childhood classroom were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included having a positive attitude, being at work every day and on time, and having reading, writing, communication, and math skills. Occupation-specific skills stated included knowing the theories of child development, atypical child development, the fundamental principles of child nutrition, and principles of administration. Health and safety practices emphasized included practicing all health and safety regulations and first aid and CPR training.

Instructors from colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. Specific comments related to this program included statements from Advisory Committee members including that this is a good program that covers the needs of industry. Changes suggested for the curriculum included the detailed integration of Mississippi Department of Health Regulations Governing Licensure of Childcare Facilities, Mississippi Early Learning Guidelines, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8 Academic Standards*
- 21st Century Skills Standards
- *National Educational Technology Standards for Students*
- National Association for the Education of Young Children Associate Degree Standards, Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children, and Mississippi Pre-Kindergarten Curriculum Guidelines for Four Year Old Children
- Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the October 23–24, 2008 curriculum revision meeting included:
 - All program descriptions, competencies, and objectives were reviewed to ensure accuracy and appropriateness.

- The competency wording was strengthened and updated to revised standards.
- The Recommended Tools and Equipment list was reviewed.

Assessment

Students will be assessed using the *Postsecondary Early Childhood Education Technology CPAS Test*.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- How to use the program Blackboard site
- Keyboarding skills
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course, and review the additional resources.

Articulation

Statewide articulations are subject to change as secondary and postsecondary curriculum revisions occur.

All articulations listed in this document are effective as of July 1, 2008, unless otherwise noted.

SEC Program	PS Program	PS Courses
S Early Childhood Services & Education (CIP 19.0709)	PS Early Childhood Education Technology (CIP 19.0709)	CDT 1113 – Early Childhood Profession

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational–technical programs. Federal and state legislation calls for articulation

between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational–technical course in this sequence has been written using a common format that includes the following components:

- Course Name – A common name that will be used by all community/junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community/junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Vocational–technical core – A required vocational–technical course for all students
 - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Vocational–technical elective – An elective vocational–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level.

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised
 - Activities that implement components of the Mississippi TechPrep initiative, including integration of academic and vocational–technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
 - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.
- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
 - 3 semester credit hours Math/Science Elective
 - 3 semester credit hours Written Communications Elective
 - 3 semester credit hours Oral Communications Elective
 - 3 semester credit hours Humanities/Fine Arts Elective
 - 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program so that students complete some academic and vocational–technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational–technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
 - students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction and
 - students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the Baseline Competencies are to:
 - assist community/junior college personnel in developing articulation agreements with high schools and
 - ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The Baseline Competencies may be taught as special “Introduction” courses for 3–6 semester hours of institutional credit that will not count toward associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the “Introduction” courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their areas.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- adding new competencies and suggested objectives,
- revising or extending the suggested objectives for individual competencies,
- integrating baseline competencies from associated high school programs, or
- adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- resequencing courses within the suggested course sequence,
- developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval), or

- utilizing the technical elective options in many of the curricula to customize programs.

Transfer Your Credits to Improve Your Credentials!

Many of the courses you complete for an associate degree can be applied to a baccalaureate degree. This chart shows you the courses in baccalaureate programs that match courses in associate programs.

Baccalaureate institutions may require prerequisites, which are courses you must take before taking other courses. For example, most four-year colleges require students to complete Child Development I before taking Child Development II.

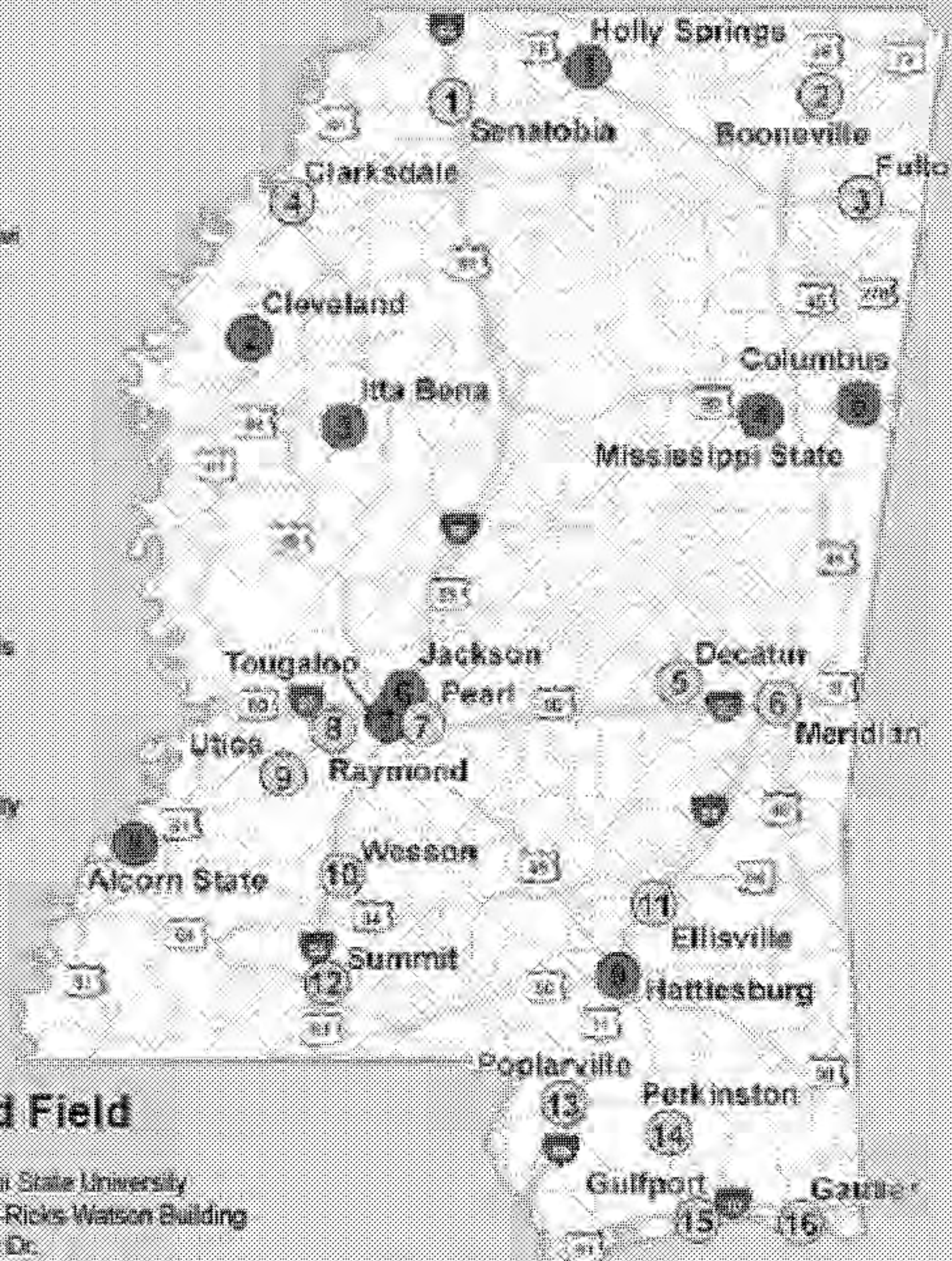
Associate Courses			Institutions That Award Baccalaureate Degrees in Child Development, Early Childhood Education, or Related Fields	Baccalaureate Courses		
Title	#	Credits		Title	#	Credits
Early Childhood Profession	CDT 1113	3	Alcorn State University	Professional & Field Experiences	CD 103	1
			Jackson State University	Practical Child Care Experiences	EDCI 120	3
			Mississippi University for	Professional Issues in Family	FS 203	2
			Mississippi Valley State	Principles of Early Childhood	EC 310	3
			Rust College	Principles of Early Childhood	EDEC 230	3
Child Development I	CDT 1214	4	Tougaloo College	Professional Seminar	ECD/EDE 101	3
			Alcorn State University	Child Development I	CD 253	3
			Delta State University	Individual & Family Development	FCS 270	3
			Jackson State University*	Innovations, Problems, & Issues in Childcare	EDCI 121	3
			Mississippi State University	Prenatal & Infant Development	HS 2803	3
Creative Arts for Young Children	CDT 1314	4	Tougaloo College*	Infant & Toddler Development	EDU 300	3
			University of Southern	Infant Development	CD 451/L	3
			Alcorn State University	Creative Arts	CD 367	3
Child Health and Safety*	CDT 1343	3	Mississippi Valley State	Creative Arts for the Young Child	EC 404	3
			Rust College	Creative Expressions	EDEC 236	3
Child Development II*	CDT 1224	4	Alcorn State University	Family Health	HS 224	3
			Delta State University	First Aid/CPR	HSE 244	3
			Jackson State University	Concepts of Health & First Aid	SE 101/SE 113	3
Language and Literacy Development for Young Children	CDT 1713	3	Alcorn State University**	Child Development II	CD 353	3
			Jackson State University**	Innovations, Problems, & Issues in Childcare	EDCI 121	3
			Mississippi State University	Child Development I	HS 2813	3
			Tougaloo College**	Infant & Toddler Development	EDU 300	3
Guiding Social and Emotional Behavior	CDT 2233	3	Jackson State University	Pre-Reading Skills for Preschoolers	RE 204	3
			Mississippi State University	Teaching Children's Literature	EDE 2233	3
			Mississippi Valley State University	Language Development in Early Childhood	EC 306	3
			Rust College	Teaching Language Arts	EDEC 233	3
Nutrition for Young Children	CDT 1513	2	Alcorn State University**	Guidance of Young Children	CD 320	3
			Jackson State University	Child Guidance-Early Childhood	EDCI 305	3
			Mississippi Valley State University	Guidance & Management for the Learning Environment	EC 316	3
			University of Southern	Behavior & Guidance of Young	CD 352/L	3
Student Teaching I	CDT 2915	5	Alcorn State University	Maternal & Child Nutrition	ND 348	3
			Mississippi State University	Child Health and Nutrition	HS 2283	3
			Mississippi Valley State	Nutrition for the Young Child	EC 205	3
Methods and Materials	CDT 2613	3	Alcorn State University	Practicum I	CD 350	3
			Jackson State University**	Field Experiences in Childcare	EDCI 320	3
			Tougaloo College**	Organization & Administration	ECD 400	3
			University of Southern	Behavior & Guidance of Young	CD 352/L	3
Student Teaching II	CDT 2613	3	Jackson State University	Methods & Materials for Early Childhood	EDCI 208	3
			Rust College	Curriculum & Methods of Early Childhood Education	EDEC 231	3
Atypical Child Development	CDT 2413	3	Jackson State University**	Field Experiences in Childcare	EDCI 320	3
			Delta State University	Survey of the Exceptional Child	CSP 340	3
			Jackson State University	Organizational Procedures for Special Education	SPED 304	3
			Mississippi State University	Psychology & Education of Exceptional Children and Youth	EDX 3213	3
			Mississippi Valley State	Survey of Exceptional Children	SE 325	3
			Rust College	Psychology of Exceptional Children	PSYC 331	3
			Tougaloo College	Introduction to Exceptional	EDU 317	3
Administration of Programs for Young Children	CDT 2813	3	University of Southern Mississippi	Developmental Disabilities in Early Childhood	CD 477	3
			Jackson State University	Administration of Childcare	EDCI 221	3
			Mississippi Valley State	Child Care Administration	EC 313	4
			Tougaloo College**	Organization & Administration	ECD 400	3
Social Studies, Math, & Science for the Young Child	CDT 2714	4	Rust College	Teaching Math & Science	EDEC 232	3
English Composition I	ENG 3	3	All Baccalaureate Institutions	English Composition I	ENG 101	3
English Composition II	ENG 3	3	All Baccalaureate Institutions	English Composition II	ENG 102	3
College Algebra	MAT 3	3	All Baccalaureate Institutions	College Algebra	MAT 101	3
Public Speaking I	SPT 3	3	All Baccalaureate Institutions	Varies	Varies	3
Fine Arts Elective	Varies	3	All Baccalaureate Institutions	Varies	Varies	3
Social/Behavioral Science Elective	Varies	3	All Baccalaureate Institutions	Varies	Varies	3

*With SACS-approved instructor

**Prerequisites apply

Institutions that Award Associate Degrees In Child Development Or Early Childhood Education

- 1 Northwest Mississippi Community College
4975 US 51 North, Senatobia, MS 38688
(662) 562-3219
<http://www.nwmscc.edu/admissions/admissionshome.html>
- 2 Northeast Mississippi Community College
100 Cunningham Blvd., Booneville, MS 38829
(800) 555-2154
<http://www2.nemcc.edu/Admissions/index.htm>
- 3 Itawamba Community College
602 W. Hill St., Fulton, MS 38843
(662) 862-8138
https://itawabz.com.edu/pls/prod/bswskalog.p_displgimew
- 4 Coahoma Community College
3240 Friars Point Rd., Clarksdale, MS 38814
(662) 821-4167
<http://www.ccc.ms.us/admissions/index.html>
- 5 East Central Community College
275 West Broad St., Decatur, MS 39327-8899
(877) 602-EDOC
<http://warrior.ecoc.edu/future/Shared%20Documents/how2becomeawarrior.aspx>
- 6 Meridian Community College
910 Hwy 19 North, Meridian, MS 39307
(601) 481-1376
<http://www.meridiancc.edu/admissions/>
- 7 Hinds Community College – Pearl
3806 Hwy 90 East, Pearl, MS 39208-4295
(601) 938-5524
<http://www.hindscc.edu/Admissions/default.aspx>
- 8 Hinds Community College – Raymond
501 E. Main St., Raymond, MS 39154-1160
(601) 837-3134
<http://www.hindscc.edu/Admissions/default.aspx>
- 9 Hinds Community College – Utica
34175 Hwy 18 West, Utica, MS 39175-9599
(601) 895-7117
<http://www.hindscc.edu/Admissions/default.aspx>
- 10 Copiah-Lincoln Community College
1028 JC Redd Dr., Wesson, MS 39191
(601) 843-9490
<http://www.ccl.edu/get-enrolled/office-of-admissions>
- 11 Jones County Junior College
900 S. Court St., Ellisville, MS 39437
(601) 477-4119
<http://www.jcc.edu/admissions.php>
- 12 Southwest Mississippi Community College
1156 College Dr., Summit, MS 39066
(601) 276-3809
http://www.smcc.ms.us/index.php?option=com_content&view=article&id=43&Itemid=340
- 13 Pearl River Community College
181 US 11 North, Poplarville, MS 39470
(601) 403-1249
<http://www.prc.edu/welcomeweb/index.html>
- 14 Mississippi Gulf Coast Community College – Perkinston
51 Perkinston-Silver Run Rd., Perkinston, MS 39073
(601) 529-9420
http://www.mgccc.edu/admissions/how_to_apply.php
- 15 Mississippi Gulf Coast Community College – Jefferson Davis
22226 Switzer Rd., Gulfport, MS 39507
(228) 897-3782
http://www.mgccc.edu/admissions/how_to_apply.php
- 16 Mississippi Gulf Coast Community College – Jackson County
2300 Hwy 90 West, Gautier, MS 39553
(228) 497-7656
http://www.mgccc.edu/admissions/how_to_apply.php



Institutions that Award Baccalaureate Degrees in Child Development, Early Childhood Education, or Related Field

- 1 Rust College
150 Rust Ave.
Holly Springs, MS 38835
(662) 252-8000
http://www.rustcollege.edu/office_of_enrollment_services.html
- 2 Delta State University
Hwy 8 West
Cleveland, MS 38733
(662) 848-4020
<http://www.deltastate.edu/pages/175.asp>
- 3 Mississippi Valley State University
1400 US 82 West
Ita Bena, MS 38841
(662) 254-9041
http://www.mvsu.edu/prospective_students/admissions/index.php
- 4 Mississippi State University
116 Lloyd-Ricks-Watson Building
255 Tracy Dr.
Mississippi State, MS 39762
(662) 326-2234
<http://www.admissions.msstate.edu/>
- 5 Mississippi University for Women
1100 College St.
Columbus, MS 39701
(877) 462-3439
<http://web2.muw.edu/index.php/admissions>
- 6 Tougaloo College
500 W. County Line Rd.
Tougaloo, MS 39174
(601) 977-7700
<http://www.tougaloo.edu/admissions/index.htm>
- 7 Jackson State University
1400 Lynch St.
Jackson, MS 39217
(800) 945-6817
<http://www.jsu.ms.edu/prospective.php>
- 8 Alcorn State University
1000 ASU Dr.
Alcorn State, 39090-7500
(601) 877-6147
<http://www.alcorn.edu/offices/Admissions/Default.aspx?id=388>
- 9 University of Southern Mississippi
115 College Dr.
Hattiesburg, MS 39426-0001
(601) 266-1000
<http://www.usm.edu/admissions/>

Education Options For Early Childhood Careers in Mississippi



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Design

Lynn Bell

Map

Center for Applied Research and Environmental Systems, University of Missouri

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MISSISSIPPI STATE UNIVERSITY
Early Childhood Institute

Attend Workshops

Contact the Child Care Resource & Referral office in your area to get dates and topics of upcoming workshops:

Mississippi Child Care Resource & Referral Network
msucare.com/childcare/

Become a Child Development Associate

The Child Development Associate (CDA) credential recognizes your teaching competence. The national Council for Professional Recognition awards the credential to individuals who meet certain requirements.

Contact one of these programs for information about scholarships and other assistance for earning the CDA:

Mississippi Child Care Resource & Referral Network
msucare.com/childcare/

Mississippi Child Development Associate Scholarship Program
662-325-4836

Earn an Associate Degree

You can earn an associate (two-year) degree in child development technology or early childhood education technology at any of 12 community colleges in Mississippi. These degrees are known as "A.A." or "A.A.S." degrees for "Associate of Arts" or "Associate of Applied Science." With an associate degree, you will have the fundamental knowledge you need to work in the early childhood workforce as an assistant teacher in an early childhood program.

Earn a Baccalaureate Degree

You can earn a baccalaureate (four-year) degree in child development, early childhood education, or a related field at one of nine colleges and universities in Mississippi. These degrees are known as "B.S." or "B.A." degrees for "Bachelor of Science" or "Bachelor of Arts." With a baccalaureate degree, you will have the knowledge you need to work as a lead teacher in an early childhood program.

Earn a Graduate Degree

You can earn a graduate (post-baccalaureate) degree in child development, early childhood education, or a related field at one of seven colleges and universities in Mississippi. These degrees are known as "M.S." or "M.A." degrees for "Master of Science" or "Master of Arts." With a graduate degree, you will have the knowledge you need to work in professional positions such as a program director or technical assistant as well as in higher education positions such as a community college instructor.

MS-CPAS2 Blueprint Summary

Assessment:	Early Childhood Education Technology - Year 1
Test Code:	20529Y1-2009
CIP Code:	190709
Course Codes:	Year 1
Type:	PS

The MS-CPAS2 Blueprint Summary indicates the number of assessment questions related to each unit on the assessment and indicates the relative emphasis placed on each unit. All of the listed competencies will appear on the assessment, but because of the length of the assessment, not every competency will be equally represented in the assessment.

The MS-CPAS2 Blueprint Summary includes a variety of information, which is explained below:

Term and Definition	
Assessment:	This signifies the name of the assessment, which corresponds with the name of the pathway or program.
CIP Code:	Developed by the U.S. Department of Education's National Center for Education Statistics (NCES), CIP Codes are a federal coding system utilized for assessment and reporting of fields of study and program completions activity tracking.
Test Code:	A unique code that serves to numerically identify a specific assessment.
DOK Levels:	Based on Webb's Depth of Knowledge (DOK), this signifies the assessment item difficulty factor to be expected in each unit. The three levels are as follows: <i>1 = Recall and Reproduction, 2 = Skills and Concepts, 3 = Short-term Strategic Thinking</i> Some postsecondary programs will not use DOK levels until the next revision.
Instructional Hours:	The total number of hours assigned to a unit per the pathway's curriculum.
Total Items:	The total number of items assigned to each unit on the assessment. It is calculated as follows: <i>(Unit Instructional Hours / Total Instructional Hours) * Total Active Items</i>
Active Items:	The number of items on the assessment that will be graded.
Field-test Items:	The number of items that are being field-tested, or piloted, to determine their eligibility for inclusion as an Active Item on future assessments. These items are not graded and, thus, will not impact the student's final score.
Total Assessed Items:	The total number of items on the given assessment. It is calculated as follows: <i>Active Items + Field-test Items</i>

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Assessment:	Early Childhood Education Technology - Year 1			
Test Code:	20529Y1-2009			
CIP Code:	190709	DOK Level(s)	Instructional Hours	Total Items
Total Hours:	25			
CDT 1113: Early Childhood Profession			3	5
<ol style="list-style-type: none"> 1. Explain the Early Childhood Education Technology (CDT) program philosophy and policies. 2. Use systematic approach to observing and recording child behavior. 3. Discuss early childhood education and child care movements to include history, theories, and practice. 4. Describe types of early childhood programs and employment opportunities. 				
CDT 1314: Creative Arts for Young Children			4	6
<ol style="list-style-type: none"> 1. Discuss the stages of art, music, and movement development in young children. 2. Identify ways teachers promote creativity in young children in the classroom environment. 				
CDT 1214: Child Development I			4	7
<ol style="list-style-type: none"> 1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. 2. Demonstrate the responsibilities of the caregiver role. 3. Plan an infant and toddler curriculum. 				
CDT 1343: Child Health and Safety			3	5
<ol style="list-style-type: none"> 1. Discuss lifesaving procedures for young children. 2. Explain universal precautions. 3. Discuss child abuse and the responsibilities of a caregiver. 4. Discuss common communicable diseases. 5. Develop a safe environment for young children. 6. Explore developmentally appropriate practices for introducing young children to basic health and safety concepts. 				
CDT 1224: Child Development II			4	6
<ol style="list-style-type: none"> 1. Identify the cognitive, physical, emotional, and social developmental characteristics of the child. 2. Demonstrate the responsibilities of the caregiver role. 3. Plan an infant and toddler curriculum. 				
CDT 1713: Language and Literacy Development for Young Children			3	5
<ol style="list-style-type: none"> 1. Explain how language is acquired. 2. Examine the four areas of language arts, including listening, speaking, reading, and writing. 				
CDT 2714: Social Studies, Math, and Science for Young Children			4	6
<ol style="list-style-type: none"> 1. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children. 2. Discuss the importance of developmentally appropriate math experiences in the classroom for young children. 3. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children. 				
Active Items				40
Field-Test Items				10
TOTAL ASSESSED ITEMS				50

MS-CPAS2 Blueprint Summary

Assessment:	Early Childhood Education Technology - Year 2
Test Code:	20529Y2-2009
CIP Code:	190709
Course Codes:	Year 2
Type:	PS

The MS-CPAS2 Blueprint Summary indicates the number of assessment questions related to each unit on the assessment and indicates the relative emphasis placed on each unit. All of the listed competencies will appear on the assessment, but because of the length of the assessment, not every competency will be equally represented in the assessment.

The MS-CPAS2 Blueprint Summary includes a variety of information, which is explained below:

Term and Definition	
Assessment:	This signifies the name of the assessment, which corresponds with the name of the pathway or program.
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Test Code:	A unique code that serves to numerically identify a specific assessment.
DOK Levels:	Based on Webb's Depth of Knowledge (DOK), this signifies the assessment item difficulty factor to be expected in each unit. The three levels are as follows: <i>1 = Recall and Reproduction, 2 = Skills and Concepts, 3 = Short-term Strategic Thinking</i> Some postsecondary programs will not use DOK levels until the next revision.
Instructional Hours:	The total number of hours assigned to a unit per the pathway's curriculum.
Total Items:	The total number of items assigned to each unit on the assessment. It is calculated as follows: <i>(Unit Instructional Hours / Total Instructional Hours) * Total Active Items</i>
Active Items:	The number of items on the assessment that will be graded.
Field-test Items:	The number of items that are being field-tested, or piloted, to determine their eligibility for inclusion as an Active Item on future assessments. These items are not graded and, thus, will not impact the student's final score.
Total Assessed Items:	The total number of items on the given assessment. It is calculated as follows: <i>Active Items + Field-test Items</i>

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Assessment: Early Childhood Education Technology - Year 2		DOK Level(s)		Instructional Hours	Total Items
Test Code:	20529Y2-2009				
CIP Code:	190709				
Total Hours:	15				
CDT 2233: Guiding Social and Emotional Behavior				3	8
<ol style="list-style-type: none"> 1. Discuss social and emotional development of young children. 2. Identify guidance techniques for teaching children positive problem-solving skills. 					
CDT 1513: Nutrition for Young Children				3	8
<ol style="list-style-type: none"> 1. Discuss basic nutrition concepts. 2. Discuss food service safety guidelines. 3. Discuss the importance of developing healthy attitudes and nutritional habits that will be an asset for a lifetime. 4. Discuss basic food purchasing and preparation for meals and snacks. 					
CDT 2613: Methods and Materials				3	8
<ol style="list-style-type: none"> 1. Develop an organized schedule of activities in a group care setting. 2. Design developmentally appropriate environments for young children in a group care settings. 3. Examine various commercial curricula for young children. 					
CDT 2413: Atypical Child Development				3	8
<ol style="list-style-type: none"> 1. Explore the current research pertaining to the causes and classifications of cognitive, physical, emotional, and/or social developmental differences. 2. Discuss federal and state legislation concerning early intervention and prevention. 3. Discuss the challenges associated with implementing inclusion within an early childhood program. 4. Research available interdisciplinary community resources and professional services, such as speech and language pathologists, physical therapists, and others, by compiling a resource file. 					
CDT 2813: Administration of Programs for Young Children				3	8
<ol style="list-style-type: none"> 1. Discuss employability skills. 2. Discuss the administration of an early childhood program. 3. Identify funding sources and other community resources. 					
Active Items					40
Field-Test Items					10
TOTAL ASSESSED ITEMS					50

