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**Quality Progress Report (QPR)**  
**For**  
**Mississippi**  
**FFY 2024**

***QPR Status: Accepted as of 2025-03-28 19:57:49 GMT***

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

## **QUALITY PROGRESS REPORT**

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

### **Specifically, this report will be used to:**

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

**What Period Must Be Included:** All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

**What Data Should Lead Agencies Use:** Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

### **How is the QPR Organized?**

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

### **When is the QPR Due to ACF?**

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2024.

### **Glossary of Terms**

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

***Center-based child care provider*** means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in

care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

**Director** means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

**Family child care provider** means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

**In-home child care provider** means an individual who provides child care services in the child's own home.

**License-exempt** means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

**Licensed** means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

**Programs** refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

**Provider** means the entity providing child care services.

**Staffed family child care (FCC) networks** are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

**Teacher** means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

## 1) Overview

*To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.*

### 1.1 State or Territory Child Care Provider Population

#### 1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **1513**

Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 1091 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.**

Licensed family child care homes **179**

Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 0 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.**

## 2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a stable child care workforce with the competencies and skills to support all domains of child development.*

### 2.1 Lead Agency Progression of Professional Development

#### 2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2023 to September 30, 2024?

Yes. If yes, describe: **During the reporting period, the Lead Agency offered professional development through its staff and partner agencies which included: the Mississippi Department of Health, Bureau of Child Care Licensure, the Mississippi Early Childhood Inclusion Center, the North Mississippi Education Consortium/University of Mississippi, and the Mississippi State University Extension Service. Professional Development offerings gradually build on early childhood pedagogy, beginning with foundational understanding and progressing to practice, implementation, and application. During the reporting period, virtual professional development sessions were offered via ZOOM alongside the in-person sessions. On October 1, 2023, the Lead Agency launched an online professional development registry, known as lift-ED. Participation in these professional development sessions are recorded in the lift-ED Professional Development Registry and by each partner program. All participants now have on-demand access to their training and professional development records. This system allows participants to search, select, and register for all sessions offered by the Lead Agency and their partners in a single location. Documentation of participation and completion is collected within the system and creates a transcript of all professional development for the individual users. The data collected is utilized to inform professional development needs. The data collected within the lift-ED Professional Development Registry provides the Lead Agency with updated reports for the review and monitoring of progress. The Lead Agency and partner programs maintain hardcopies of all records to ensure the accuracy of the lift-ED system has been confirmed.**

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

**2.1.2 Participation in Professional Development Registry:**

Are any teachers/providers required to participate?

Yes. If yes, describe: **In order to participate in professional development offered by the Lead Agency staff and through partner agencies including the Mississippi Department of Health, Bureau of Child Care Licensure, the Mississippi Early Childhood Inclusion Center, the North Mississippi Education Consortium/University of Mississippi, and the Mississippi State University Extension Service, all early childhood providers, educators, and early childhood program staff must enroll in the lift-ED Professional Development Registry.**

No. If no, describe:

**2.1.3 Number of Participants in Professional Development Registry:**

Total number of participants in the registry as of September 30, 2024 **12642**

**2.1.4 Spending - Professional Development Registry:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

**2.2 Workforce Development**

**2.2.1 Professional Development and Career Pathways Support:**

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

- Scholarships (for formal education institutions) **14**
- Financial bonus/wage supplements tied to education levels **8414**
- Career advisors, mentors, coaches, or consultants **575**
- Reimbursement for training
- Loans
- Substitutes, leave (paid or unpaid) for professional development **162**
- Other. Describe:
- N/A. Describe:

### 2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

## 2.3 Child Care Provider Qualifications

### 2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2024:

- Child Development Associate (CDA) **123**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **177**

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **215**

State child care credential **44**

State infant/toddler credential **42**

Unable to report this data. Indicate reason: **The Lead Agency is currently working to capture the information within the lift-ED Professional Development Registry. The collection of the information is currently voluntary and will be based on the amount of information provided by the portal user. More information entered in lift-ED will be available in the next reporting period**

### **2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:**

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2024:

Child Development Associate (CDA) **103**

Associate's degree in an early childhood education field (e.g. psychology, human development, education) **84**

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **122**

State child care credential **8**

State infant/toddler credential **36**

Unable to report this data. Indicate reason: **The Lead Agency is currently working to capture the information within the lift-ED Professional Development Registry. The collection of the information is currently voluntary and will be based on the amount of information provided by the portal user. More Information entered in lift-ED will be available in the next reporting period.**

## **2.4 Technical Assistance for Professional Development**

### **2.4.1 Technical Assistance Topics:**

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

Business Practices

Mental health for children

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system: **The Lead Agency also offered Technical Assistance as requested by providers on family engagement, curriculum, staff professional development, and planning business practices such as budgeting, marketing, and leadership supports.**

#### 2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

### 2.5 Spending – Training and Professional Development

#### 2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$6017377**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

### 2.6 Progress Update

#### 2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

**All CCDF approved child care providers must complete an annual self-assessment as required to maintain a designation of Standard child care provider. The Standard Child Care Center application consists of five sections: (1) information about licensure, (2) information about Health and Safety professional development, (3) information about curriculum and early learning activities for infants and toddlers and three- and four-year-old children, (4) self-assessment of center practices, and (5) verification and submission. Of these five sections, four directly relate to the operation of a child care program. The self-assessment component allows child care providers to reflect on and rate their center practices in different areas, including the qualifications and skill level of their staff, learning centers and materials available that will increase the quality of the students' learning environment, and proper budgeting and overall operations of the center. The self-assessment also addresses center practices that evaluate and promote centers' level of family engagement, the development of business and administration within centers, level of community outreach, centers' ability to provide observation and assessment for children in child care, quality standards of curriculum used in classrooms, and requirements for health, safety, and nutrition. Providers can list any accomplishments reached over the past year, any challenges faced, while new goals for the upcoming year can be set. The assessment concludes with the director's self-assessment and the overall center evaluation. Childcare providers are required to submit a Standard application no more than once a year, after the date the designation is received. The Lead Agency uses information gathered through this renewal self-assessment to track training and professional development that is needed by provide type. Information is analyzed for trends in what is requested and what is identified as an accomplishment for the provider to determine where the Lead Agency's efforts are being effective in supporting the four programmatic areas included in this response.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **Yes. During the reporting period professional development was offered by Lead Agency staff and through partner agencies including the Mississippi Department of Health, Bureau of Child Care Licensure, the Mississippi Early Childhood Inclusion Center, the North Mississippi Education Consortium/University of Mississippi, and the Mississippi State University Extension Service. Professional Development offerings build gradually in early childhood pedagogy, that begins with foundational understandings and move to practice, implementation, and application. Virtual professional**

development offerings, through the use of ZOOM, were offered during the reporting period in addition to the in-person professional development. Participation in these professional development sessions are recorded within the lift-ED Professional Development Registry and by each partner program. A total of 3243 professional development trainings were offered. On October 1, 2023 the Lead Agency launched an online professional development registry, known as lift-ED. All participants now have on-demand access to their training and professional development records. This system allows participants to search, select, and register for all sessions offered by the Lead Agency and their partners in a single location. Documentation of participation and completion is collected within the system and creates a transcript of all professional development for the individual users. The data collected is utilized to inform professional development needs. The data collected within the lift-ED Professional Development Registry provides the Lead Agency with updated reports for the review and monitoring of progress. The Lead Agency and partner programs maintain hardcopies of all records to ensure the accuracy of the lift-ED system has been confirmed.

### 3) Improving early learning and development guidelines

*Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.*

#### 3.1 Early Learning and Development Guidelines

##### 3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2023 to September 30, 2024?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

Unable to report total amount spent. Indicate reason **ELG/Early Learning Standards trainings are conducted by MDHS coaches as part of their regular job duties and is integrated in with all other professional development training that the coaches provide. We do not set aside funds specifically for ELG training alone. Teasing out the portion of their salary dedicated to the time spent on conducting ELG training would be impossible.**

*Optional:* Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

No

#### 3.2 Progress Update

### 3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**The Lead Agency uses quality funding to implement early learning guidelines and standards. Providers will describe successes and areas for improvement during their annual self-assessment. The Lead Agency tracks this information to determine provider needs related to guidelines. In addition, the resource and referral sites conduct evaluations of professional development sessions and technical assistance encounters to determine the efficacy of information taught/demonstrated. Evaluation data coupled with notes from technical assistance staff will determine the success of early learning guidelines and standards implementation.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

**The Lead Agency paused the provider renewal requirement and launched the professional development registry and the reworking of the quality assessment process in the state. The Lead Agency launched a new Quality Support System in October 2024, so this goal from the State Plan will no longer be applicable. A new goal will be place for this item in the next State Plan. The Lead Agency tracked evaluation reports from trainings and TA on Early Learning Guidelines and Standards. Based on the evaluation conducted on 919 ELG trainings, the Lead Agency tracked the ability/readiness to implement the training information and 91.4% responded that they were ready to implement the knowledge upon completion of the course. The lead Agency continues to provide support to directors and teachers throughout the state related to the Early Learning Standards. There were 437 trainings on the Early Learning Standards offered, 2326 participants in attendance and out of those participants 2052 work at a child care program receiving CCPP.**

#### 4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

*Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.*

##### 4.1 Quality rating and improvement system status

###### 4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2023 to September 30, 2024?

The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS:
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
  - Tier/Level 1:  
 High Quality
  - Tier/Level 2:  
 High Quality
  - Tier/Level 3:  
 High Quality
  - Tier/Level 4:  
 High Quality
  - Tier/Level 5:  
 High Quality
  - Tier/Level 6:  
 High Quality
  - Tier/Level 7:  
 High Quality
  - Tier/Level 8:  
 High Quality
  - Tier/Level 9:  
 High Quality
  - Tier/Level 10:  
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality

- Tier/Level 1:  
 High Quality
- Tier/Level 2:  
 High Quality
- Tier/Level 3:  
 High Quality
- Tier/Level 4:  
 High Quality
- Tier/Level 5:  
 High Quality
- Tier/Level 6:  
 High Quality
- Tier/Level 7:  
 High Quality
- Tier/Level 8:  
 High Quality
- Tier/Level 9:  
 High Quality
- Tier/Level 10:  
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency is operating another system of quality improvement.

- General description of other system: **The state adopted the Standard Child Care designation to measure program quality. The Standard designation indicates that a child care center is in a position to meet quality standards for health, safety, nutrition, care, and learning.**
- Describe assessment scores, accreditation, or other metrics associated with this system: **Providers complete this evaluation and engage in quality improvement efforts based on their individual needs identified through a self-study.**
- Describe how “high quality” is defined in this system? **The Lead Agency defines high quality as the degree to which child care services for children and families increase the likelihood of desired educational outcomes for children. The desired results include preparation for the next level of educational learning and ensuring the health and safety of each child is maintained at the maximum level. Measurable indicators of the Standard quality designation contain the following five key elements: 1. Program standards-- including health, safety, nutrition, care, and learning. The application is aligned with early learning standards promulgated by the MDE and requires that curriculum and activities align with those standards. 2. Supports to programs to improve quality, 3. Financial incentives and support, 4. Quality assurance and monitoring-Resource & referral sites will use data from the Standard application to guide the technical assistance, coaching process and professional development opportunities offered, and 5. Outreach and consumer education/messaging and communication of the program.**
- Total number of licensed child care centers meeting high quality definition: **1090**
- Total number of licensed family child care homes meeting high quality definition: **1**
- Total number of CCDF providers meeting high quality definition: **1091**
- Total number of children served by providers meeting high quality definition: **45,836**

The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?
  - Yes, define:
    - Total number of licensed child care centers meeting high quality definition:
    - Total number of licensed family child care homes meeting high quality definition:
    - Total number of CCDF providers meeting high quality definition:

- Total number of children served by providers meeting high quality definition:

No

#### 4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

## 4.2 Quality Rating and Improvement Systems participation

### 4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs

Other. Describe:

### 4.3 Quality Rating and Improvement Systems Benefits

#### 4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

One-time grants, awards or bonuses

- Licensed child care centers
- Licensed family child care homes

On-going or periodic quality stipends

- Licensed child care centers
- Licensed family child care homes

Higher CCDF subsidy rates (including tiered rating)

- Licensed child care centers
- Licensed family child care homes

Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)

Other. Describe

#### 4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

### 4.4 Spending – Quality Rating and Improvement Systems

#### 4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2023 to September 30, 2024? **\$384000**

Unable to report total amount spent. Indicate reason

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

#### 4.5 Progress Update

##### 4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Achieving the Standard designation represents attainment of a heightened minimum level of quality for child care providers in Mississippi. Additionally, the Lead Agency has targeted an increase in kindergarten readiness for children who were in a CCDF Standard designated center prior to entering kindergarten. The Lead Agency through its Management Team will add targeted outcomes as progress of the program is evaluated.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **During the reporting period, 182 providers completed their application for the Standard Designation and engaged in the self-study process. Of those, 30 were approved without a requirement for TA, 62 were approved with a requirement for TA, and 67 made requests for TA as a result of the application process. Technical Assistance for Budgeting was the most requested topic from applicants.**

**The Lead Agency in partnership with the Children’s Foundation of Mississippi and the Mississippi Department of Education (MDE) is in process of developing a Child Assessment Tracking System (CATS) using funds from the Preschool Development Grant Birth to Five**

**Renewal Grant. The Lead Agency has entered into a data sharing agreement with MDE as part of this work.**

**The Lead Agency has determined that the State Longitudinal Data System is not a reliable source of data for this purpose and has had to explore other options for making this comparison. Information will be available in next reporting period**

## 5) Improving the supply and quality of child care programs and services for infants and toddlers

*Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.*

### 5.1 Infant/Toddler Specialists

#### 5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2023 to September 30, 2024?

Yes

- Number of specialists available to all providers **21**
- Number of specialists available to providers serving children who receive CCDF **21**
- Number of specialists available specifically trained to support family child care providers **0**
- Number of providers served **280**
- Total number of children reached **2194**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

#### 5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

### 5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

## 5.2 Staffed Family Child Care Networks

### 5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2023 to September 30, 2024?

Number of staffed family child care networks: **1**

- o Describe what the network/hub provides to participating family child care providers: **The family child care network is offered through the Lead Agency's contract with the Mississippi State University Extension Service via the Nurturing Homes Initiative (NHI). Through one-on-one visits, NHI coaches work with providers to support their goals and tailor professional development activities to their needs. The family child care provider receives educational resources provided to correspond with lessons that engage and inspire learners. The CDA Credential will be offered online to interested providers participating in the NHI program. Participants have the option to grow their knowledge of the business side of their childcare program by utilizing the Business Administration Scale for Family Childcare.**

No staffed family child care networks operate in state/territory

### 5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

### 5.3 Spending - Programs and services for infants and toddlers

#### 5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? \$

Unable to report total amount spent. Indicate reason: **The Lead Agency did not spend any funds in excess of the 3% infant and toddler set-aside during the reporting period.**

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

### 5.4 Progress Update

#### 5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency has identified the following measurable indicators of progress for the items included in response to 7.4.1:

-The Lead Agency will assess the number of providers who elect to engage in the newly developed technical assistance for infant/toddler expansion. Provider participation and increase in care capacity will be considered progress during initial rollout of this service. -The Lead Agency will assess the number of participants in the upcoming Family Child Care Network. Provider participation will be considered progress during the initial rollout of this service.

-The Lead Agency will monitor the number of providers participating in the certificate program offered by the MECIC and will aim for 100% completion rates for participants.

-The Lead Agency will monitor evaluation results of training sessions offered around infant and toddler-specific topics and aim for 90% satisfaction rate.

-The Lead Agency will be launching a professional credentialing process for resource and referral staff to help specialize trainers and technical assistance providers by age group. The Lead Agency intends to identify staff suited for infant/toddler specialization and have 50% of those identified having completed the professional credential by the end of the Plan period.

-The Lead Agency tracks referrals for services made through resource and referral sites. The number of referrals to the Center for the Advancement of Youth (CAY) will be reviewed monthly. The Lead Agency will consider continued referrals that result in appointments progress for this item.

-The Lead Agency is updating information found on the consumer education website with the assistance of federal TA partners. The Lead Agency will have a website that is easily navigated and provides relevant information that supports parents and child care providers in their care of children. The Lead Agency will consider progress in this area to be the completion of the website updates prior to the end of the Plan period.

-The Lead Agency receives monthly reports on the number of mental health/developmental screenings provided by the MECIC. The Lead Agency will aim for 100% screenings of children referred to MECIC.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **Goal 1 Update: 54 child care programs participated in TA related to expansion of infant/toddler services.**

**Goal 2 Update:** During the reporting period, 162 providers enrolled in the Nurturing Homes Initiative (FCC network). Of those, 26 were CCDF providers. During the reporting period, 142 hours of technical assistance was provided to the enrolled providers.

**Goal 3 Update:** MECIC recruited 111 early educators to complete credentials. Eighty-six or 77% of those teachers successfully completed the certificate programs. Of providers who did not complete the credential program, 8 providers left the industry, 3 could not finish because of health reasons, and 14 providers did not complete all training requirements.

**Goal 4 Update:** The Lead Agency received evaluations from 993 Infants/Toddlers Training Sessions. The evaluation result shows that 99.7% of the trainers were well prepared for the training. Also 95.8% of the responses show that the information provided were just right for the current level of job experience of the trainees. Trainees evaluated the course on their perceived ability/readiness to implement the training information and 94.2% responded that they were ready to implement the knowledge. Overall, there was over 90% satisfaction rate across all the elements of evaluation.

**Goal 5 Update:** The Lead Agency determined it did not have the resources to hire adequate staff to put specialized trainers in place. Rather, all trainers receive professional development on providing infant/toddler care.

**Goal 6 Update:** The Lead Agency tracks referrals for services made through resource and referral sites. The number of referrals to the Center for the Advancement of Youth (CAY) during this reporting period was 42.

**Goal 7 Update:** The Lead Agency in collaboration with federal TA partners completed the information, content, and accessibility for the Consumer Education website.

**Goal 8 Update:** The Lead Agency's partner, the Mississippi Early Childhood Inclusion Center received and conducted 294 developmentally/autism specific screenings. The MECIC conducted developmental screenings as requested at a 100% completion rate. Referrals and support were provided to 198 children who received a developmental screening.

**6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services**

*Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family’s needs and is high quality as determined by the lead agency.*

**6.1 Spending – Child Care Resource and Referral Services**

**6.1.1 Spending – Child Care Resource and Referral Services:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2023 to September 30, 2024? **\$7185600**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent **These funds were used to expand the Child Care Resource and Referral Network sites across the state. At the beginning of the reporting period, there were 22 R&R sites and by the end of the reporting period there were 36 sites open to serve their communities.**

No

**6.2 Progress Update**

**6.2.1 Progress Update – Child Care Resource and Referral Services:**

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**The Lead Agency receives monthly reports from resource and referral sites regarding the services offered. The Lead Agency reviews these reports to determine how services are being offered and utilization rates of those services. The Lead Agency uses this data to ensure progress is being made through the implementation of resource and referral services at each location. During the upcoming Plan period, the Lead Agency will be utilizing service evaluations to determine what benefit the services are providing. In addition, the Lead Agency reviews information from provider renewals of the Standard designation to determine the lasting impacts of training and technical assistance in learning environments.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **During the reporting period, the Lead Agency collected information on the activities for each of the Resource and Referral sites as they opened. Based on this information, the Lead Agency can report the following:**

1. There were a total of 34,990 visitors- 10,993 were teachers, 11,882 were parents, and 12,115 were community members.
2. There were 19,261 lending library items checked out by visitors.
3. A total of 812 community events were held for 20,372 participants.
4. A calculation of the referrals made shows the following:
  - A. Child Care: 433
  - B. Mississippi Early Childhood Inclusion Center: 155
  - C. Child Care Subsidy: 191
  - D. Health/Mental Health Services: 143
  - E. Early Intervention: 68
  - F. Employment: 145
  - G. Child Support (33) Child Protective Services (14), Food/Clothing Banks (20)
  - H. Services for English Learners: 30
  - I. SNAP: 60
  - J. TANF: 13

The number of Resource and Referral sites grew from 22 to 37, and sites opened throughout the reporting period.

The Standard designation provider renewal process was paused during the reporting period. The agency focused on the development of the new Quality Support System, which was launched in October 2024. The Lead Agency will have additional information on this to report in the next reporting period.

**7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards**

*Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.*

**7.1 Complaints about providers**

**7.1.1 Number of Complaints about providers:**

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **1041**

**7.1.2 Spending - Complaints about providers:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

**7.2 Licensing Staff**

**7.2.1 Number of Licensing Staff:**

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **49**

**7.2.2 Spending – Licensing Staff:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

### **7.3 Health and Safety Standards Coaching and Technical Assistance**

#### **7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:**

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **169**

#### **7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

### **7.4 Spending - Compliance with health, safety, and licensing standards**

#### **7.4.1 Spending - Compliance with health, safety, and licensing standards:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$4232000**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

## 7.5 Progress Update

### 7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**The Lead Agency requires 100% completion of monitoring and inspection visits per year. The Lead Agency will measure progress towards this requirement by collecting data from the Department of Health, Division of Child Care Licensure on the number of visits that were due and the number of visits that were completed each month. Progress will be viewed as either full completion or growth towards full completion. Success will be viewed as 100% completion each program year. In addition, the Lead Agency requires that 100% of all CCDF-approved provider staff complete the required Health and Safety trainings. The Lead Agency will use data from the Mississippi Department of Health Division of Child Care Licensure to determine the number of reported staff among programs and compare that with the number of staff who have completed the required Health and Safety Training each month. Progress will be viewed as either full completion or growth towards full completion. Success will be viewed as 100% completion of Health and Safety Training by all CCDF-participating staff each program year.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **During an operation cycle, the Mississippi Department of Health, Bureau of Child Care Licensure will conduct a minimum of two visits once a provider has completed the initial licensing processes. One visit will occur at the middle of the operation cycle and generally occurs six months after the annual licensing/registration date. The second visit will be for the purposes of**

renewing the licensing process and generally occurs on the twelve-month anniversary of the initial licensing/registration date and annually thereafter. During the reporting period, the Lead Agency received information from the Mississippi Department of Health indicating that 100% of mid-year and 100% of renewal inspections were completed with licensed programs. Registered programs only received a renewal inspection during the program year and data indicates that 100% of those required visits occurred.

The Lead Agency goal for ensuring health and safety training was 100% completed by all CCDF approved provider during the reporting period. The led Agency was able to track the training in lift-ED.

**8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children**

*Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment*

**8.1 Evaluation and assessment of center-based programs**

**8.1.1 Evaluation and assessment of center-based programs:**

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2023 to September 30, 2024?

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **MECIC utilizes several reliable assessment tools to measure the quality of effective practices in early childhood learning environments. The Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) is used to measure growth of teachers' abilities to effectively implement Pyramid Model practices in the infant and toddler classroom for providers participating in the MECIC Credential program. Post observation scores showed a significant increase in teachers' fidelity of implementing practices, scoring an average of 62%. A 16% increase from pre-observation scores. The Teaching Pyramid Observation Tool (TPOT) is used in preschool classrooms to measure teachers' abilities to implement Pyramid Model practices, increasing social-emotional development, and decreasing challenging behaviors. Pre and Post observations are completed to measure teachers' growth for participants in the MECIC Credential program. Pre-observation fidelity was at 46% with post observation showing teacher growth, resulting in teachers implementing practices at 62% fidelity. Lastly, MECIC utilizes the Inclusive Classroom Profile to measure teachers' ability to provide high quality inclusive practices in classroom serving children with disabilities. Pre and post assessments are completed for participants participating in the MECIC Credential program, designed specifically for inclusive classrooms. The ICP consists of 12 items, scored on a 7-point Likert scale. Pre-assessment scores indicated an average of 2.77, meeting minimal requirements for providing inclusive quality practices. Post-assessment scores highlight teachers' providing significantly higher quality practices with an average score of 4.**

Do not evaluate and assess quality and effective practice

**8.1.2 Spending - Evaluation and assessment of center-based programs:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

**8.2 Evaluation and assessment of family child care programs**

**8.2.1 Evaluation and assessment of family child care programs:**

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2023 to September 30, 2024?

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **The Nurturing Homes Initiative utilizes the Business Administration Scale with the FCC providers enrolled in their programs.**

Do not evaluate and assess quality and effective practice

**8.2.2 Spending - Evaluation and assessment of family child care programs:**

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

### 8.3 Spending - Evaluation and assessment of child care programs

#### 8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024?  
**\$330920**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

### 8.4 Progress Update

#### 8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The quality and effectiveness of child care programs and services will be assessed, first, through the Standard application. The Standard application is designed so that child care centers**

demonstrate compliance in four key areas: licensing, health and safety, curriculum and early learning activities, and continuous quality improvement via self-reflection. Data from the Standard application will be used to:

(1) determine provider status as a Standard child care center, and

(2) inform the resource and referral sites of potential professional development, coaching, and technical support topic that will effectively assist child care providers. Data from the Standard application will guide the technical assistance offered, coaching processes, and professional development opportunities offered. Additionally, the Lead Agency will use data from the State Longitudinal Data System (SLDS) to monitor kindergarten readiness for groups of children as they enter kindergarten, comparing non-CCDF children to CCDF children who were cared for in a Standard center and who were either in part-time or full-time care. The outcomes will be monitored track outcomes of the Lead Agency's quality investments.

Progress will be determined by the number of providers that complete their Action Plans as a result of the Standard Application Self-Assessment. Growth is considered to be continuous engagement in training and technical assistance. The Lead Agency will monitor the number of providers who are engaging in completion of their Action Plans vs. the number who are not on a monthly basis. As Self-Assessments are renewable, the Lead Agency views this as an on-going process designed to engage providers in learning and growth. The state will use monthly data related to progress as a measure of growth among providers.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: During the reporting period, the Lead Agency monitored the requests for technical assistance that were received through the Standard Designation application process. Of the completed applications,

51% requested support for budgeting and operations,  
34% requested support for professional development,  
9% requested support for curriculum implementation, and  
6% requested support for family engagement.

During the reporting period, the trainers used the approved trainings that resulted from the writing team assembled by the Lead Agency to develop trainings in each of these areas. These included trainings focused on business practices, incorporating the state's Early Learning

Standards in teaching. In addition, the team of Family Navigators who are working with R&R sites across the state support families in their roles as parents and education partners. Family Navigators also offer public events to engage child care providers and parents together in activities designed to support children and develop relationships.

Mississippi is not using the SLDS to monitor child outcomes. The SLDS is not positioned to capture child assessment data. Therefore, the Lead Agency in partnership with the Children's Foundation of Mississippi and the Mississippi Department of Education (MDE) is in process of developing a Child Assessment Tracking System (CATS) using funds from the Preschool Development Grant Birth to Five Renewal Grant. The Lead Agency has entered into a data sharing agreement with MDE as part of this work.

The Mississippi Early Childhood Inclusion Center MECIC utilizes the Teaching Pyramid Infant-Toddler Observation (TPITOS) and the Teaching Pyramid Observation Tool (TPOT) in the MECIC Social-Emotional Credential. Additionally, TPOT assessments are conducted at programs participating in Social-Emotional Implementation. MECIC also utilizes the Inclusive Classroom Profile to measure teachers' ability to provide high quality inclusive practices in classroom serving children with disabilities. TPITOS: 15 providers completed the Infant-Toddler SE Credential and were given both pre & post assessments.

TPOT: 13 providers completed the Preschool SE Credential and were given both the pre & post assessment. ICP: 22 providers completed the Early Childhood Inclusion Credential and were given both the pre & post assessment

The Lead Agency paused the Standard Designation renewal process during the reporting year to focus on the development of the new Quality Support System which was launched in October 2024. Additional information related to action plans and technical assistance will be available in the next reporting period.

## 9) Supporting child care providers in the voluntary pursuit of accreditation

*Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality*

### 9.1 Accreditation Support

#### 9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2023 to September 30, 2024?

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
  - b. License-exempt center-based programs
  - c. Licensed family child care homes
  - d. License-exempt family child care homes (care in providers' home)
  - e. Programs serving children who receive CCDF subsidy
- No lead agency support given to providers in their pursuit of accreditation.
- N/A. Describe:

#### 9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2023 to September 30, 2024? \$

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent  
 No

## 9.2 Progress Update

### 9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

**NA**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

**NA**

## 10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

*Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development*

### 10.1 High-Quality Program Standards

#### 10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2023 to September 30, 2024?

- QRIS, check which indicators the lead agency has established:
  - Health, nutrition, and safety of child care settings
  - Physical activity and physical development in child care settings
  - Mental health of children
  - Learning environment and curriculum
  - Ratios and group size
  - Staff/provider qualifications and professional development
  - Teacher/provider-child relationships
  - Teacher/provider instructional practices
  - Family partnerships and family strengthening
  - Other. Describe:
- Early Learning Guidelines
- State Framework. Describe
- Core Knowledge and Competencies
- Other. Describe **Mississippi was in process of developing a new set of quality guidelines using the Classroom Assessment Scoring System (CLASS). These quality standards were put in place beginning October 1, 2024.**
- N/A – did not help provider develop or adopt high quality program standards

#### 10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2023 to September 30, 2024? \$

- Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

No

## 10.2 Progress Update

### 10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The resource and referral sites will use data from the Standard application to guide the technical assistance, coaching process and professional development opportunities offered. Additionally, the Lead Agency will use data from the State Longitudinal Data System (SLDS) to monitor kindergarten readiness for groups of children as they enter kindergarten, comparing non-CCDF children to CCDF children who were cared for in a Standard center and who were in part-time or full-time care. The outcomes will be monitored to track outcomes of the Lead Agency's quality investments.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

**During the reporting period, the trained staff in the Pyramid Model continue to support**

providers in offering responsive environments that support healthy social/emotional development. Educators were recruited to participate in cohorts to study practices and learn implementation techniques. 28 cohorts were launched targeted at different age groups. During this time, 70 providers enrolled in the cohorts for birth to five, 104 providers enrolled in the cohorts for infants and toddlers, and 111 enrolled in the cohorts for preschool aged classrooms.

The Lead Agency has determined that the State Longitudinal Data System is not a reliable source of data for this purpose and has had to explore other options for making this comparison. The Lead Agency in partnership with the Children's Foundation of Mississippi and the Mississippi Department of Education (MDE) is in process of developing a Child Assessment Tracking System (CATS) using funds from the Preschool Development Grant Birth to Five Renewal Grant. The Lead Agency has entered into a data sharing agreement with MDE as part of this work.

## 11) Other activities to improve the quality of child care services

*Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry*

### 11.1 Sustainability funding to child care providers

#### 11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2023 to September 30, 2024?

Yes. If yes, describe and check which types of providers were eligible and number served.

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

License-exempt family child care homes (care in providers' home)

In-home (care in the child's own home)

Other (explain)

No.

N/A. Describe: **The Lead Agency does not provide stabilization grants during reporting period.**

#### 11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

## 11.2 Data Systems Investment

### 11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2023 to September 30, 2024?

Yes. Describe: **The Lead agency, in addition to maintaining and updating the current child care subsidy information system, launched the new data systems to support a statewide professional development registry, which includes a platform for professional development session registration by the Lead Agency staff and all CCDF funded partners. Additional investments were made on additional capability for technical assistance tracking by Lead Agency staff and all CCDF funded partners. This system is also being utilized for the newly developed Quality Support System that launched in October 2024.**

No

### 11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

## 11.3 Supply and Demand Analysis

### 11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2023 to September 30, 2024?

Yes. Describe findings: **The Children's Foundation of Mississippi in collaboration with Elucidata conducted an assessment of licensed childcare options. Based on the assessment, the Lead Agency has identified 15 counties that have at least 5-10 times more children than available child care seats. Four counties in Mississippi have zero child care seats available to children from birth to five years of age. Mississippi is working to build capacity (i.e., recruitment and offering technical assistance to start up child care programs) in these counties by prioritizing family child care and services to infants/toddlers, children with special needs, and families that need extended hour care.**

No

### 11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

## 11.4 Supply and Demand Initiatives

### 11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2023 to September 30, 2024? Check all that apply.

- Child care deserts
- Infants/toddlers
- Children with disabilities
- English language learners
- Children who need child care during non-traditional hours
- Other. Describe:

#### 11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

- No

#### 11.5 Provider Compensation and Benefits

##### 11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

- Financial bonuses (not tied to education levels) **76**
- Salary enhancements/wage supplements
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs

Start up funds

Other. Describe: **MECIC disseminated \$52,000 to 128 providers throughout Mississippi during FY24. Eighty-six providers received \$500 for successfully completing a 40-hour credential program. Forty providers received \$200 for completing a 30-hour professional development program**

N/A. Describe:

### 11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

### 11.6 Spending – Other Activities to Improve the Quality of Child Care Services

#### 11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$1415455**

Unable to report total amount spent. Indicate reason:

*Optional:* Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

### 11.7 Progress Update

#### 11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency is using Coronavirus Response and Relief Supplemental Appropriations Act of 2021 funding for the following projects:**

- 1. Support to combat pandemic-related learning loss among school age children: Address learning loss specifically caused by pandemic-related disruption in educational program delivery in kindergarten through early elementary grades. The Lead Agency is currently partnering with the Mississippi Department of Education to develop training for child care providers with summer programming that can help reduce losses or, at a minimum, prevent further learning loss. Training will be offered in multiple training formats, and providers who complete the training will be provided with school-age classroom materials to support summer learning through STEM projects. This training and additional materials will be available to all licensed providers within the state—including those who do not currently participate in the Mississippi Child Care Payment Program.**
- 2. Support to address social/emotional development and mental health and wellbeing: the Lead Agency wishes to address this topic for child care providers and children through training on social/emotional development and self-regulation best practices. Supporting materials and technical assistance will also be provided to providers who agree to enroll in this more intensive level of supports. All licensed providers in the state will be eligible for all components of this plan—even if they do not currently participate in the Mississippi Child Care Payment Program.**
- 3. The Lead Agency is aware of the increase in the demand for family child care homes as an option for larger care settings. To address this option for families, the Lead Agency will be launching programming for family child care homes so that they can support safe care environments with providers who have knowledge of best practice.**
- 4. The Lead Agency will be expanding services through the Mississippi Child Care Resource & Referral sites to offer a variety of supports for families that will include information, training, child development support, mental health supports, financial training, etc. to families as needed.**
- 5. The Lead Agency plans to use funding to install electronic fingerprint scanning machines for**

**criminal background checks at multiple locations across the state. Locations will be selected because of their low likelihood of COVID-related closure or public use restrictions that existing locations have experienced during the pandemic.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **Goal 1: The STEM project was only a one-time intervention. It was not intended to be continued after the pandemic**

**Goal 2: The lead Agency provided social/emotional training to child care providers using the Pyramid Model. During the reporting period, 28 cohorts were launched addressing the pyramid model for infants and toddlers, or preschoolers, or birth-to-five grouping.**

**Goal 3: The Lead Agency continues to partner with the Mississippi State University Extension Service -the Nurturing Homes Initiative to provide training on creating safe environments in the family home child care setting. During the reporting period 162 providers enrolled in this program and are actively receiving services.**

**Goal 4: During the reporting period, the number of Child Care Resource and Referral sites increased from 22 to 36. To offer additional family supports at these site, the Lead Agency hired 12 Family Navigators to work with the child care resource and referral sites The number of Family Navigators decreased from 22 to 12 from last reporting period because of the change of scope of services and direction of the program. These Family Navigators will provide parenting education and support through individual sessions, group sessions, and community events. Hiring of Family Navigators occurred throughout the reporting period. During this time, 812 community events were held, and 797 parenting sessions were held.**

**Goal 5: The Lead Agency is working with the MS Department of Health on this goal . The department of Health installed fingerprinting machines in local health departments rather than us installing these in R&R sites**

## 12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

### 12.1 Annual Report and Changes

#### 12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **The Lead Agency compiles data on the number of serious injuries and deaths occurring in child care programs on a monthly basis. The Lead Agency reviews this information and look for trends or changes over time. The Lead Agency provided training on social/emotional health through the Pyramid Model to providers and continues to support the workforce in areas of self-care, health and safety practices, developmentally appropriate practices, and social/emotional growth.**

#### 12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **The Mississippi Department of Health is involved in updating regulations for child care providers. These regulations specifically address health and safety items and ensure all federal health and safety requirements are addressed. The MSDH child care inspection form has been updated to identify when facilities do not meet the required health and safety standards. MSDH will continue on updating the child care regulations to ensure clarity for the providers and families**