

Recipients of Endowment Grants must work in partnership with other community entities to maintain the highest quality required by any entity in the partnership (i.e., Head Start/Early Head Start Performance Standards, Parents as Teachers Certification Standards)

QUALITY CRITERIA	INDICATORS
Staff Qualifications	<p>Each home-based program shall use one or more Home Visiting Specialists and may in addition use one or more Home Visitors who meet these qualifications:</p> <p><u>Home Visiting Specialist</u> : Minimum of Bachelor's Degree in:</p> <ul style="list-style-type: none"> • Early Childhood Education or Early Childhood Special Education, • Nursing including at least twelve (12) graduate or undergraduate hours in any combination of family-centered practices or child and youth development, • Child Development, • Sociology or Psychology including at least twelve (12) graduate or undergraduate hours in any combination of family-centered practices or child and youth development, • Social Work Including at least twelve (12) graduate or undergraduate hours in any combination of family-centered practices or child and youth development, <p><u>Bilingual Home Visitor</u>:</p> <p>Programs may employ a Bilingual Home Visitor with an Associate's degree, or the equivalency in credit hours, with a detailed education plan, created in conjunction with a higher education institute, to meet the Home Visiting Specialist qualifications within four years of hire. The Bilingual Home Visitor must still be supervised by a Home Visiting Specialist. Grant funds may be used to support the Bilingual Home Visitor in obtaining their qualifying degree. See the Sixpence Grant Funds Use for Bilingual Family Engagement (home-based programs) Staff Tuition Reimbursement Policy for guidance.</p> <p><u>Training</u></p> <ul style="list-style-type: none"> • Any staff that does not have coursework related to infants or toddlers must complete training on the Nebraska Early Learning Guidelines Birth to Five (42 contact hours by NDE approved trainer) or First Connections Online (45 clock hours) within three years of hire. • Completion of all required training for program's chosen curriculum, and GOLD. • All staff must complete Home Visiting Core Practices and Principle On-line Training including; completion of all 7 on-line modules, activities workbook, and participation in the Sixpence study group within two years of employment. • All staff must complete Nebraska's Safe With You training, then other child abuse and neglect detection and reporting training annually.
Intensity and Duration of Services	<ul style="list-style-type: none"> • Contact with each actively enrolled family <u>at least</u> three times per month for a total of <u>at least</u> 180 minutes per month. • At least two of the three contacts must be individual personal visits totaling 120 minutes. If third contact is a group event, documentation should reflect attendance and parent-child-home visitor interaction. • Program is designed to serve children for a minimum of 18 months. • Program must offer services on a year-round basis.
Caseload	<ul style="list-style-type: none"> • Home Visiting staff have limited caseloads so that they can spend adequate time with each family (at least 12, but no more than 15 children depending on program model and community/family characteristics).

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Supervision	<ul style="list-style-type: none"> • Program Supervisor has specific training in reflective supervision, infant-toddler development, program management, and in the specific program model/curriculum. • Home Visiting staff receive individual or group supervision at least weekly, and this includes education, coaching and an opportunity to reflect upon practice and problem solve around client's needs. • Program Supervisor accompanies, and provides feedback, to Home Visiting staff on a minimum of: <ul style="list-style-type: none"> ◦ three personal visits every six months (if full-time) during their first year; ◦ two personal visits every six months (if part-time) during their first year; ◦ three personal visits per year thereafter, (HoVRS video can be used in lieu of one physical visit.) • The ratio of supervisors is 1:6, or sufficient enough to provide on-going individual support.
Curriculum	<ul style="list-style-type: none"> • Program uses research-based, written curriculum designed to work with families, and congruent with Nebraska's Early Learning Guidelines for Birth-Three Year Olds. • Curriculum includes a personal visit plan and follow-up documentation. • Program approach is flexible and focused on families' needs to the benefit of the child's development.
Developmental Screening & Assessment	<ul style="list-style-type: none"> • Screen children for developmental delays within 45 days of program entry, and at least every six months thereafter, using a research-based screening tool. • Refer all children identified through screening, assessment, or parent and/or staff concern for further assessment to the Early Development Network. • Program must complete ongoing observation-based assessments of children's development as required by Results Matter and UNMC-MMI; use results in development of individualized learning plans for children.
Family Partnerships	<ul style="list-style-type: none"> • Active parental participation on the Advisory Committee. • Program must offer parent's opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress towards achieving them. • Program must have a Family Partnership Agreement, which builds upon information obtained from the family and other community agencies concerning preexisting family plans. Provider must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in any educational/service plans; i.e., IFSP. • Program provides written information about philosophy, policies and procedures which shall encourage family engagement. • Offer ongoing opportunities for parent involvement and at least monthly parent education opportunities that include, but aren't exclusive to; car seat safety, safe infant sleep practices, child medical needs, prenatal care, abstinence from smoking, alcohol, and drugs while pregnant, breastfeeding, brain development, nutrition, physical activity/outdoor play, child and parental mental health/stress, and trauma/toxic stress. Such education topics can be provided as a group or individually. If families aren't able to attend the group, information is shared individually.

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Community Partnerships	<ul style="list-style-type: none"> • Providers have written agreements with community organizations to promote the access of children and families to community services that are responsive to their needs. • Partners are active members on the Advisory Committee. • A local early childhood advisory committee that includes early childhood professionals, families and community members is required. <ul style="list-style-type: none"> ○ If there is an Early Head Start/Head Start program that serves the community, that program must be provided an opportunity to serve on the advisory committee. Additional representation might include the following: existing early childhood care and education providers, preschools, providers of early intervention and early childhood special education services, Planning Region Teams, Early Learning Connections Coordinators, resource and referral agencies, parents, and health and social service personnel. ○ An existing early childhood advisory group can meet the requirement for the advisory group if the representation includes those persons listed above and the mission of the group is expanded to encompass the purpose of this program. ○ Each organization represented on the local early childhood advisory committee must provide a statement specifying how they are involved in the grant, including any match that they intend to provide. ○ Meetings must follow Nebraska's Open Meeting Act, be held on a frequency, location, and time that is respectful of program and members, especially parents' needs.
Evaluation	<ul style="list-style-type: none"> • If the program uses an approach for which national certification or accreditation is available, the program must obtain such certification or accreditation and maintain good standing. • Any program partner must be in good standing with their licensing, regulatory or monitoring agency. • Program must participate in evaluation protocol as required by Results Matter and UNMC-MMI; use results in development of program improvement plans.
Administration	<ul style="list-style-type: none"> • All partner programs/providers are expected to maintain records providing evidence of sound, professional financial practices. • Program must have an attendance policy that reflects an attendance rate of 85%. • Enrollment should not fall below 85% of full enrollment, filling vacancies within 30 days. • Program must maintain a process for ensuring that children most at risk are enrolled. • Program must maintain a system of documentation that reflects program practice and child and family progress. • Program must have a transition planning policy reflective of the Sixpence Transition Policy.