



ATTACHMENT A
QUALITY CRITERIA FOR PROGRAMS SERVING GROUPS OF CHILDREN
(INCLUDING CHILD CARE SERVICES)

Participants in 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, Child Care Licensing)

QUALITY CRITERIA	INDICATORS
Staff Qualifications	<p><u>Lead Teacher/Caregiver</u> – Lead Teacher must meet NDE Rule 11 004.08A guidelines for teacher qualifications (with coursework directly related to infants and toddlers).</p> <p><u>Assistant/Paraprofessional</u> – First paraprofessional must have a CDA or higher (defined as 12 credits in early childhood and working towards a higher degree). If group size requires additional staffing, they must be enrolled in and making progress towards a CDA program or higher.</p> <p><u>Training</u> –</p> <ul style="list-style-type: none"> • Any staff that does not hold a Bachelor's Degree in Early Childhood Education must complete training on the Nebraska Early Learning Guidelines Birth to Five or equivalency approved by the Nebraska Early Childhood Training Center (42 hours), within three years of hire. • All staff must complete child abuse and neglect detection training annually.
Staff/Child Ratio	<ul style="list-style-type: none"> • 1:3 = Infants 0-18 months of age • 1:4 = Toddlers 18-36 months of age • The ratio is based on children in attendance; program staff have the discretion to work outside of these ratios for brief periods, always insuring that safety of children is a priority.
Group Size	<ul style="list-style-type: none"> • Infants – 8 • Toddlers – 8 • Toddler Group exceptions considered on an individual basis based on the demonstrated community need and the ability to maintain a ratio of 1:4 or better and provide sufficient space.
Supervision	<ul style="list-style-type: none"> • Program Supervisor has specific training in reflective supervision, infant-toddler development, management of an early childhood program and in the program model. • Staff receives individual or group supervision four times a month, and this supervision includes education and an opportunity to reflect upon practice and problem solve around children's needs.
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.

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Family Involvement	<ul style="list-style-type: none"> • Active parental participation on Advisory Committee. • Daily written and verbal communication with parents. • Conduct at least two parent/caregiver conferences annually. • Conduct at least two home visits annually. • 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, and technology use guidelines using Sixpence Technology Use Position Statement. • Program policies and procedures encourage family engagement and staff shares this information with families.
Health & Safety	<ul style="list-style-type: none"> • Program must meet or exceed licensing regulations and Rule 11.
Classroom Practices/ Curriculum	<ul style="list-style-type: none"> • Staff demonstrate the use of an evidence-based curriculum congruent with Nebraska Early Learning Guidelines for Children 0-3. • Written, individualized daily plans for children. • Classroom practices reflect continuity of care that promotes attachment between the child and caregiver. • Written information for families about program's philosophy, policies and procedures.
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. • Complete ongoing observation-based assessments of children's development and, as required by Results Matter, use results in development of individualized learning plans for children.
Inclusive Practices	<ul style="list-style-type: none"> • Include children with verified disabilities and children with diverse social, linguistic and economic characteristics.
Evaluation	<ul style="list-style-type: none"> • Any program partner must be in good standing with their licensing, regulatory, or monitoring agency. • Program must participate in evaluation including Sixpence and Results Matter, achieving a 5 overall and on each subscale, with the exception of a 4 in Personal Care Routines on the appropriate Environment Rating Scale. • Program must participate in Nebraska's Step Up to Quality, including coaching, and maintain a Step 3 or higher.

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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 the children most at risk are enrolled. • Program must maintain a system of documentation that reflects program practice and child and family progress. • Program must offer services on a full-day, year-round basis (unless otherwise approved). • Program is designed to serve children for a minimum of 18 months. • Program must have a transition planning policy reflective of the Sixpence Transition Policy. • The school district of enrollment is required to assign an NDE Individual Student Identifier from the Nebraska UniQID System to each child served by this grant, regardless of their anticipated home school enrollment. • Program must follow guidelines set forth in Sixpence Technology Use Position Statement. • All publicly-available funding sources, such as Child Care Subsidy and CACFP shall be utilized. Program shall assist families in obtaining application and approval.