



ATTACHMENT A
CENTER-BASED 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
<p>Staff Qualifications</p>	<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). Rule 11 Regulations</p> <p><u>Assistant/Paraprofessional</u> – First paraprofessional must have a CDA or be enrolled in and working towards a CDA</p> <ul style="list-style-type: none"> • With prior TA approval, programs may employ a lead teacher with an associate degree or equivalency in credit hours. The district must complete a waiver request per NDE Rule 11 003.02B <u>guidelines-requirements</u>. <u>Staff at the NDE will present the waiver request to the Nebraska State Board of Education. In the event the State Board does not approve the waiver, the district must close the classroom, find an appropriately certificated teacher, or risk loss of program approval per Rule 11.Section 008. Violations, Probation or Loss of Program Approval and/or loss of Grant Funds.</u> The approved waiver request will NOT exceed four (4) years. Grant funds may be used to support lead teacher in obtaining their qualifying degree. See the Sixpence Grant Funds for Staff Tuition Reimbursement Policy for guidance.
<p>Professional Development</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 • The program must participate in all training required by DHHS (Department of Health and Human Services) Child Licensing. DHHS Licensure Regulations • The lead teacher shall attend the Introduction to Environment Rating Scales and Practice Using the ERS (Environment Rating Scale) and Introduction to Toddler CLASS • The lead teacher will complete the required Teaching Strategies GOLD Interrater Reliability Training • Staff will participate in required meetings and training facilitated by Sixpence
<p>Staff/Child Ratio</p>	<ul style="list-style-type: none"> • 1:4 = Infants 0-18 months of age • 1:6 = Toddlers 18-36 months of age <p>The ratio is based on children in attendance; program staff has the discretion to work outside of these ratios for brief periods, ensuring the safety of children is a priority.</p>

Group Size	<ul style="list-style-type: none"> • Infants – 6 weeks to 18 months 1:4 • Infants' maximum no more than 6 per two adults in a defined space • Toddlers – 18 months to 3 years 1:6 • Toddlers' maximum of 12 children per two adults in a defined space
Supervision	<ul style="list-style-type: none"> • The program Supervisor must attend Facilitating Attuned Interaction (FAN) reflection training, infant-toddler development, management of an early childhood program and in the program model. • Staff receive individual or group supervision two times a month. This supervision includes education and an opportunity to reflect upon practice and problem solve around children's needs. • The program Supervisor observes and provides written feedback to classroom staff a minimum of twice a year.
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.
Family Engagement	<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 monthly parent-child -engagement -or education opportunities such as <ul style="list-style-type: none"> • Care Seat Safety • Safe Infant Sleep Practices • Infant & Child Physical Activity • Infant & Child Mental Health/Social Emotional • Oral Health • Parental Mental Health/Stress • Trauma/Toxic Stress • Screen Time • Outdoor Play & Learning • The program must provide families with a parent handbook which includes philosophy policies, procedures and encourage family engagement. • Parents have access to translation resources or services. The program shall assist families in applying for family and child services such as Child Care Subsidy, Medicaid, SNAP, etc..

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Health & Safety	<ul style="list-style-type: none"> • The program must meet or exceed DHHS licensing regulations and Rule 11.DHHS Regulations
Classroom Practices/ Curriculum	<ul style="list-style-type: none"> • Staff is trained on and utilizes an evidence-based/developmentally appropriate curriculum. • Staff is trained on and utilizes Teaching Strategies GOLD. • Written, individualized daily plans for children. • Classroom practices reflect a continuity of care that promotes attachment between the child and caregiver.
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 after that, using a research-based screening tool. • The program is required to implement child assessments required though UNMC-MMI Evaluation Guidebook • Programs are required, with parent input, to use the data from UNMC-MMI/screening tool to inform instruction for each Sixpence child, as well as make referrals to the Early Development Network for children when necessary. • Lead teachers should participate in IFSP and/ or IEP planning for children with special needs. • Programs are required to complete ongoing assessments of children's development as required by Results Matter and Lead Evaluator;, use results in development of individualized learning plans and goals for children.
Inclusive Practices	<ul style="list-style-type: none"> • All Children served by the program must qualify under at least one of the identified risk factors. <ul style="list-style-type: none"> • Primarily speak/hear a language OTHER than English in their home • Qualify for child care subsidy or meet the USDA Food Program's free/reduced lunch income qualifications • A child born to a teenage parent (younger than 20 years of age at the time of birth) • Have a parent who has NOT completed high school or a GED • Born premature (<37 weeks)
Evaluation	<ul style="list-style-type: none"> • The program must be in good standing with their licensing, regulatory, or monitoring agency. • The program must participate in Nebraska's Step Up to Quality • The program must participate in evaluation as determined by Sixpence Board of Trustees

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Administration	<ul style="list-style-type: none"> • All partner programs/providers must maintain records providing evidence of sound, professional financial practices • <u>As stated in the district-signed Grant Award Letter (GAL), reimbursements are to be submitted no less than quarterly.</u> • The 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. • The program must maintain a process to ensure that the at-risk children are enrolled. • The program must offer services full-day, year-round (unless otherwise approved). • The program is designed to serve children for a minimum of 18 months. • The program must have a transition planning policy reflective of the Sixpence Transition Policy. • The school district of enrollment must assign an NDE Individual Student Identifier from the Nebraska Advisor System to each child served by this grant, regardless of their anticipated home school enrollment. • All publicly-available funding sources, such as Child Care Subsidy and CACFP shall be utilized. • Programs charging fees will have a plan to use a sliding fee scale in order to maximize the participation of economically and categorically diverse groups. Programs may waive fees on the basis of need. • The program shall base their rates according to the most recent Nebraska Child Care Market Rate Survey Report and utilize a sliding fee scale based on family income.