



ATTACHMENT C

**QUALITY CRITERIA FOR CHILD CARE PARTNERSHIP PROGRAMS
(IN ADDITION TO STEP UP TO QUALITY STANDARDS & INDICATORS)**

Sixpence programs 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	Child Care Partnership Program (School District, ESU, Head Start)	Child Care Partners (Licensed Child Care Providers)
Staff Qualifications	<p><u>Program Coordinator (PC)</u>- Sixpence Child Care Partnerships require a PC to be a certified teacher with 9 college credit hours in Early Childhood Education, recognized by NDE Rule 11. The PC must be employed by or contracted (directly or indirectly) with the school district, with salary and benefits commensurate with the district. The PC shall possess the experience and skills to provide program management and mentoring/coaching opportunities with the child care provider(s) and demonstrate a connectedness to the district's resources</p> <p><u>Coach</u>: should have a degree in early childhood education or a related field, have excellent oral and written communication skills, strong interpersonal skills, and the ability to develop reports and track data. Ideally, Coaches have at least five years of experience working in early childhood or a related field in a leadership role or as a coach or mentor.</p>	<p><u>Child Care Partners-</u></p> <ul style="list-style-type: none"> • Enroll in Step Up to Quality (SUTQ); prior to entering a formal partnership, via Letter of Agreement with school district/contractor, • participate in coaching. • participate in data and evaluation collection • achieve a Step 3 within 3 years. • maintain at least a Step 3 to continue partnering beyond the initial three-year program term. <p>If lost, CCPs (Child Care Partners) must re-attain at least Step 3 to enter a formal partnership beyond the initial three-year program term.</p>
Professional Development	<p><u>Program Coordinator and Coach</u>: must have training/ knowledge/ experience in reflective supervision, infant-toddler development, family engagement, and management of an early childhood program.</p> <ul style="list-style-type: none"> • Prior to coaching, PC/Coach shall attend 2-day Nebraska Early Childhood Coach Training. • PC/Coach shall attend the Introduction to Environment Rating Scale and Practice Using the ERS (Environment Rating Scale) trainings, and Introduction to Toddler CLASS. • PCs/Coach will participate in required meetings and trainings facilitated by Sixpence. • PCs/Coaches will participate in required Coach Booster Trainings • PCs/Coaches will participate in required Pyramid Model Trainings 	<p><u>Child Care Partners: must participate in all trainings required by DHHS (Department of Health and Human Services) Child Care Licensing and trainings needed to achieve Step Three within three years of signing a Letter of Agreement with Child Care Partnership Program.</u></p>

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<p>Consultation/Coaching</p>	<p>It is recommended that one dedicated full-time Coach should partner with a minimum of five (classrooms/family childcare homes) of infants/toddlers. Fewer groups of children should be included in the partnership if the Coach/PC will not be a full-time employee or if they will have other non-Sixpence program responsibilities. This recommended ratio can be applied to communities with fewer than 5 CCPs and should NOT deter a community from applying.</p> <ul style="list-style-type: none"> • Upon program term beginning, all CCPs receive face-to-face consultation/coaching no less than twice a month with the Coach, until Step Three is achieved. Once the program has achieved Step Three, fewer contacts are appropriate and allowable, but face-to-face contacts should occur no less than once a month throughout the course of the program term. • CCP (Child Care Partnerships) Coaches will assist programs in achieving Steps 1 and 2. During this time, CCP Coaches will work directly with the director/lead designee/FCC provider and Infant/Toddler Classroom Teachers. • Once a program achieves Step 1, a Letter of Agreement is signed, and funds can be used to support quality improvement for Infants and Toddlers. • Once Step 2 is complete, programs will be encouraged to request a SUTQ coach. • If a program chooses to request a SUTQ coach, the SUTQ Coach will begin coaching with the program lead and the CCP Coach will focus on coaching Infant/Toddler classrooms. • Program Coordinators/Coaches will check in with program lead/director to collect information for monthly reports, scholarship needs, required data collection, training needs and purchase orders. • The SUTQ and CCP Coach will collaborate with the program lead during a monthly check-in to discuss ways that CCP funds can support needs that are being identified in each of the SUTQ Standard areas. • The SUTQ Coach, Program Lead and CCP Coach will discuss a timeline to ensure the program reaches Step Three within three years. • Coaches will be responsible for documenting weekly coaching notes, monthly SUTQ collaboration meeting notes, and creating action plans that guide the Sixpence funds to support the Child Care Programs progress towards higher quality. 	<p>Child Care Partners must be enrolled in Step Up to Quality (SUTQ); prior to entering a formal partnership, via Letter of Agreement with school district/contractor,</p> <ul style="list-style-type: none"> • Participate in coaching • Participate in data and evaluation collection • Participate in monthly SUTQ/CCP Collaboration meetings • Achieve Step 3 within 3 years. • Maintain at least a Step 3 to continue partnering beyond the initial three-year program term.

<p>Supervision</p>	<ul style="list-style-type: none"> •Program Coordinator/Supervisor has specific training in reflective supervision, infant-toddler development, early childhood program management, and is aware of childcare regulations. •PC/Coach receives individual or group supervision at least weekly, and this includes education, coaching and an opportunity to reflect upon practice and problem solve around PC/Coach's/CCPs needs. • Coordinated supervision can be provided by more than one person and must include a process to verify program compliance (i.e. documentation review.) •PC/Coach will complete CCP Monthly Check in Form and participate in quarterly calls with Sixpence CCP TA. 	
<p>Community Partnerships</p>	<p>Whenever possible and feasible, districts should provide an opportunity for all the existing childcare providers within the community to become a partner, to whichever degree is mutually agreeable. If not feasible to include all CCPs, applicants should establish selection criteria to prioritize programs serving the highest numbers of at-risk infants and toddlers.</p> <p>A local early childhood advisory committee that includes early childhood professionals, families and community members is required. Coaches/Program Coordinators will assist Child Care Partners in identifying parents that could participate on local early childhood advisory committee.</p> <p>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.</p> <p>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.</p>	<p>Child Care Partners will assist in identifying parents that could participate on the local early childhood advisory committee.</p>
<p>Staff/Child Ratio, Group Size, & Health & Safety</p>	<p>Each month, verify the licensing status at http://dhhs.ne.gov/publichealth/Documents/ChildCareRoster.pdf and check for any licensing disciplinary actions on http://www.nebraska.gov/LISearch/search.cgi.</p>	<p>Child Care Partners must meet or exceed state childcare licensing regulations and be in good standing with childcare licensing.</p>

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Family Engagement	<p>Coaches/Program Coordinators will assist Child Care Partners in identifying parents that could participate on local early childhood advisory committee.</p> <p>Coaches/Program Coordinators will assist Child Care Partners in providing resources to meet the needs of the families they serve.</p>	<p>Child Care Partners use specific communication methods with families, such as newsletters, electronic messaging, and social media to inform families about their children's learning and development or parent training opportunities such as.</p> <ul style="list-style-type: none"> • Child Nutrition • Breastfeeding and Infant Feeding • Farm to ECE • Infant & Child Mental Health/Social-Emotional • Oral Health • Infant & Child Physical Activity • Outdoor Play & Learning • Screen Time • Ready Rosie • Circle of Security <p>• Provide written information about philosophy, policies, and procedures, which shall encourage family engagement.</p> <p>•Have access to translation resources or services.</p> <p>•Offer at least one family conference per year to discuss child's progress and needs. Assessment information is shared with the family.</p> <p>•Agree to serve children and families receiving childcare subsidy.</p>
Classroom Practices/ Curriculum	<p>Coaches/Program Coordinators will assist Child Care Partners in selecting curriculum and support training needs for lead teaching staff.</p>	<p>Lead teaching staff is trained on and utilizes an evidence based/developmentally appropriate curriculum within two years of signing initial Letter of Agreement.</p>
Developmental Screening & Assessment	<p>Coaches/Program Coordinators should have a procedure in place to meet with community service providers for IFSP and/or IEP planning for children with special needs.</p>	<p>Child Care Partners are required to implement a child assessment tool that is approved by Step Up to Quality.</p> <p>The chosen screening tool should be used for each Sixpence child within 45 days (about 1 and a half months) of a child's enrollment, and at each interval of development/age.</p> <p>Sixpence CCP Partners are required to use the data from the chosen screening tool, and input from families, to inform instruction for each Sixpence child, as well as make referrals to the Early Development Network (EDN), as the tool indicates.</p> <p>Sixpence CCP Partners should participate in IFSP and/or IEP planning for children with special needs.</p>
Inclusive Practices	<p>When selecting Child Care Partners, CCP Programs should have a selection process in place that strives to serve an average of 50% of infants and toddlers with at least one of the identified risk factors.</p>	<ul style="list-style-type: none"> • An average of 50% of infants and toddlers served by all CCPs 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 qualification ○ born to a teenage parent (younger than 20 years of age) ○ have a parent who has NOT completed high school or a GED ○ born premature (<37 weeks)

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<p>Evaluation</p>	<p>PC/Coach will communicate with MMI and Child Care Partners to ensure that required data collection is completed.</p>	<p>Child Care Partners must participate in SUTQ and show improvement in quality to achieve Step 3 within three years. To track progress towards that outcome, CCPs must participate in evaluation as determined by Sixpence Board of Trustees:</p> <p style="text-align: center;">CHILDCARE CENTERS</p> <ul style="list-style-type: none"> • ITERS baseline observation will be conducted on one infant and one toddler classroom (after Step One has been achieved and LOA has been signed). • ITERS will be conducted yearly, or until Step Three has been achieved. • Once Step Three has been achieved, CLASS observations will be conducted yearly as programs continue working towards higher quality. <p style="text-align: center;">FAMILY CHILDCARE HOMES</p> <ul style="list-style-type: none"> • FCCERS baseline observation will be conducted (after Step One has been achieved and LOA has been signed). • FCCERS will be conducted yearly, or until Step Three has been achieved. • Once Step Three has been achieved, CLASS observations will be conducted yearly as programs continue working towards higher quality.

<p>Administration</p>	<p>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 Sixpence program, regardless of their anticipated home school enrollment.</p> <p>If Sixpence funds are used to support childcare scholarships, programs must have a system to provide oversight and accountability, and utilize an application system which describes the selection criteria and attempts to utilize childcare subsidy before scholarship funds will be disbursed.</p> <p>PC/Coach will encourage programs to utilize all publicly available funding sources such as CACFP (Child Adult Care Food Program) should be utilized. PC/Coach shall assist CCP and families in obtaining application and approval.</p> <p>PC/Coach will complete Monthly Reports and Quarterly CCP Check In forms.</p> <p>PC will ensure that reimbursements are submitted monthly.</p>	<p>Child Care Partners:</p> <ul style="list-style-type: none"> • Must complete a Letter of Agreement once they have achieved Step One and each year after. • Must offer services on a full-day, year-round basis, meeting working families' needs. • Must maintain records providing evidence of sound, professional financial practices. • Must have an attendance policy that encourages consistent attendance, filling vacancies within a reasonable timeframe and is clearly communicated to families upon enrollment. • Must implement and maintain a process for ensuring that children most at-risk are enrolled in the program. • Must agree to serve children and families receiving childcare subsidy.
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