

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 INDICATORS	– COLUMN 1 – Minimum Criteria for Existing Programs to Apply for a Quality Enhancement Grant	– COLUMN 2 – <u>Access Expansion Grants - Minimum Criteria To Apply Quality Enhancement Grants</u> - Expectations at End of Year 3
Staff Qualifications¹	<u>Lead Teachers/Caregivers</u> – Associate’s Degree or higher in Early Childhood Education, Child Development, Nursing or related field	<u>Lead Teacher/Caregiver</u> – BS/BA in Early Childhood Education, Child Development or related field (with coursework directly related to Infants./Toddlers) <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 a second paraprofessional, they must meet the requirements as stated in Rule 11. <ul style="list-style-type: none"> • All staff 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) • All staff must complete training in abuse and neglect detection and reporting.
Staff/Child Ratio²	<u>1:4</u> = Infants 0-18 months of age <u>1:6</u> = Toddlers 18-36 months of age	<u>Center-Based</u> <ul style="list-style-type: none"> • <u>1:3</u> = Infants 0-18 months of age • <u>1:4</u> = Toddlers 18-36 months of age <u>Family Child Care I</u> <ul style="list-style-type: none"> • <u>1:3</u> = Infant-only home • <u>1:4</u> = Mixed-age home <u>Family Child Care II</u> <ul style="list-style-type: none"> • <u>1:3</u> = Infant-only home • <u>1:4</u> = Mixed-age home
Group Size³	<ul style="list-style-type: none"> • 0-18 months of age – 8 maximum • 18-35 months of age – 12 maximum 	<u>Center-Based</u> <ul style="list-style-type: none"> • Infants – 8 • Toddlers – 8 <u>Family Child Care I</u> <ul style="list-style-type: none"> • Infant-only home – 3 • Mixed-age home – 4 <u>Family Child Care II</u> <ul style="list-style-type: none"> • Infant-only home – 6 • Mixed-age home – 8
Supervision	<ul style="list-style-type: none"> • Staff receive individual or group supervision on an ongoing basis 	<ul style="list-style-type: none"> • Program Supervisor has specific training in infant-toddler development, management of an early childhood program and in the program model • Staff receive individual or group supervision at least weekly, and this supervision includes education and an opportunity to reflect upon practice and problem solve around clients’ needs

Community Partnerships	<ul style="list-style-type: none"> Program has identified and formed formal or informal relationships with other community service providers 	<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
Family Involvement	<ul style="list-style-type: none"> Planned parent participation Daily written and/or verbal communication with parents 	<ul style="list-style-type: none"> Active parental participation on Partnership Advisory Board Daily written and/or 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
Health & Safety	<ul style="list-style-type: none"> Must meet or exceed licensing regulations for type of setting 	<ul style="list-style-type: none"> Meet or exceed licensing regulations for type of setting Obtain a score of 5 on Personal Care Routines subscale on the appropriate Environment Rating Scale within Year 1
Classroom Practices/ Curriculum	<ul style="list-style-type: none"> Written daily plans that reflect knowledge of Nebraska Early Learning Guidelines for Children 0-3 	<ul style="list-style-type: none"> Trained and implement an evidence-based curriculum congruent with Nebraska Early Learning Guidelines for Children 0-3 Written, individualized daily plans for children that reflect knowledge of Nebraska Early Learning Guidelines for Children 0-3 Classroom Practices reflect continuity of care that promotes attachment between the child and caregiver.
Developmental Screening & Assessment	<ul style="list-style-type: none"> Refer all children identified through screening (or parent or staff concern) for further assessment to the Early Development Network 	<ul style="list-style-type: none"> Screen children for developmental delays at least once every six months using a research-based screening tool Refer all children identified through screening (or parent 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"> Agree to include children with verified disabilities and children with diverse social, linguistic and economic characteristics 	<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"> Current DHHS license in good standing Willingness to participate in statewide evaluation procedures (e.g. Results Matter) If a Head Start/Early Head Start provider is one of the program partners, the providers must be in good standing in all major areas during their most recent monitoring review 	<ul style="list-style-type: none"> Maintain a license in good standing If a Head Start/Early Head Start provider is one of the program partners, the providers must be in good standing in all major areas during their most recent monitoring review Achieve a 5 overall and on each subscale on the appropriate Environment Rating Scale Participate in statewide evaluation procedures (Results Matter)
Fiscal	<ul style="list-style-type: none"> All partner programs/providers are expected to maintain records providing evidence of sound, professional financial practices 	<ul style="list-style-type: none"> All partner programs/providers are expected to maintain records providing evidence of sound, professional financial practices

¹ In the case of staff qualifications, partnerships may be granted an extended timeline for achieving this quality indicator if it is determined that progress toward this goal is being made. Applicants should include an expected timeline for completion.

² Must be completed by the end of Year 1

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ATTACHMENT B
QUALITY CRITERIA FOR FAMILY ENGAGEMENT PROGRAMS

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 INDICATORS	– COLUMN 1 – Minimum Criteria for Existing Programs to Apply for a Quality Enhancement Grant	– COLUMN 2 – <u>Access Expansion Grants</u> – Minimum Criteria to Apply <u>Quality Enhancement Grants</u> – Criteria at End of Year 3
Staff Qualifications¹	<p><u>Family Educator/Home Visitor</u></p> <ul style="list-style-type: none"> • Minimum of Associates Degree in Early Education, Nursing, Social Work or related field 	<p><u>Family Educator/Home Visitor</u></p> <ul style="list-style-type: none"> • Minimum of Bachelor's Degree in Early Education, Nursing, Social Work or related field • Completion of all required training for program's chosen curriculum, if applicable • Complete 36 hours of training in the Nebraska Network for Home Visitation from the Early Childhood Training Center within two years • Completion of training in abuse and neglect detection and reporting.
Intensity and Duration of Services	<ul style="list-style-type: none"> • Contact with each actively enrolled family at least twice per month, either in groups or individual personal visits • Programs must offer services on a year round basis 	<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 these contacts must be individual personal visits with a total of <u>at least</u> 180 minutes per month • Program designed to last a minimum of 18-24 months • Programs must offer services on a year round basis
Caseload	<ul style="list-style-type: none"> • Family Educators/Home Visitors have caseloads of no more than 25 families 	<ul style="list-style-type: none"> • Family Educators/Home Visitors have limited caseloads so that they can spend adequate time with each family (12-20 children depending on program model and community characteristics)
Supervision	<ul style="list-style-type: none"> • Staff receive individual or group supervision at least monthly 	<ul style="list-style-type: none"> • Program Supervisor has specific training in reflective supervision, infant-toddler development and in the specific program model • 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 full-time Family Educators/Home Visitors on a minimum of three personal visits every six months and part-time Family Educator/Home Visitors on a minimum of two personal visits every six months. • The ratio of supervisors is 1:6 or sufficient enough to provide on-going individual support.
Curriculum	<ul style="list-style-type: none"> • Program has a written curriculum framework that guides their work with families 	<ul style="list-style-type: none"> • Program uses research-based, written curriculum to guide work with families • Curriculum is culturally appropriate for the families to be served • 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"> • Refer all children identified through screening (or parent or staff concern) for further assessment to the Early Development Network 	<ul style="list-style-type: none"> • Screen children for developmental delays at least once every six months using a research-based, published screening tool • Refer all children identified through screening (or parent or staff concern) for further assessment to the Early Development Network • Complete ongoing observation-based assessments of children's development
Family Partnership Agreements	<ul style="list-style-type: none"> • Program must offer families opportunities to develop specific family goals 	<ul style="list-style-type: none"> • Program must offer parents 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. • The family partnership agreement must build 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 preexisting plans. • Program develops policies and procedures that encourages family engagement and how staff shares information with families
Community Partnerships	<ul style="list-style-type: none"> • Program has identified and formed formal or informal relationships with other community service providers 	<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.
Evaluation	<ul style="list-style-type: none"> • If a Head Start/Early Head Start provider is one of the program partners, the providers must be in good standing in all major areas during their most recent monitoring review • Willingness to participate in statewide evaluation procedures (including Results Matter) 	<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 • If a Head Start/Early Head Start provider is one of the program partners, the providers must be in good standing in all major areas during their most recent monitoring review and meet all Head Start/Early Head Start Performance Standards • Program participates in statewide evaluation procedures (including Results Matter)
Fiscal	<ul style="list-style-type: none"> • All partner programs/providers are expected to maintain records providing evidence of sound, professional financial 	<ul style="list-style-type: none"> • All partner programs/providers are expected to maintain records providing evidence of sound, professional financial practices

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