Item 1 Staff Orientation

- Staff orientation refers to a process that occurs after a new employee is hired with a focus on supporting the new employee to effectively transition into the child care program and assume the responsibilities of the position.
- 3.2 Add the following to the * on the Notes Page: Written orientation procedures must include written policies and procedures specific to the child care program.
- 5.2 and 7.2 must be rated negatively if 3.2 is rated no.
- 7.3 An assessment of the orientation process by the new employee occurs at the conclusion of the introductory or probationary period. The purpose of the assessment of the orientation process is to provide the new employee with the opportunity to help improve the orientation process for future employees.

Item 2 Supervision and Performance Appraisal

- This item is concerned with the supervision and performance appraisal of teaching staff only.
- 5.3 should have a D for documentation verification.
- 7.1 “Goals” refers to the desired improvements in teaching or professional practice. “Professional development targets” refers to the specific training, education, experience, or credential that will lead to achieving those goals.
- 7.2 “Multiple sources of evidence” is met if one or more additional sources of evidence are present. Performance appraisal form must indicate consideration is given to at least one additional source of evidence.

Item 3 Staff Development

- 5.1 This indicator should read, “Staff development for all teaching, support, and administrative staff is provided on-site or paid for off-site.”**
- 1.2, 3.2, and 5.2 The documentation needed is a policy that includes the minimum number of staff training hours required and a staff training log. This log can be kept by each individual or kept by administration but must be a running record for each individual. Assessors do not need to calculate individual training hours.

Item 4 Compensation

- 1.1-7.1 and 1.2-7.2 The salary scale must include all teaching roles at the center.
- 5.1 Availability of the salary scale may include evidence of unrestricted electronic access.

Item 5 Benefits

- “All staff” refers to full-time and part-time staff (who work 20 or more hours per week). Work-study, seasonal employees, and part-time employees that work less than 20 hours per week are excluded.
- 1.1-7.1 If a center has only part-time employees, the indicators in this strand should be rated N/A. Administrators are employees; specifically ask about the full-time status of the administrator(s) before rating this strand N/A.
- 1.4 This indicator should read: All full-time staff (that meet the requirements set by the plan) do not have the option of contributing to a retirement plan.*
- Vacation days (or days of paid time off) are in addition to six commonly observed holidays (e.g., New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day).
• 1.4-7.4 If a center has only part-time employees, the indicators in this strand should be rated N/A. Administrators are employees; specifically ask about the full-time status of the administrator(s) before rating this strand N/A.
• 1.5-7.5 are concerned with staff receiving financial assistance from their employer to access professional development (college coursework or workshop training) of their own choosing. Supervisor approval may be required.
• 3.5 This indicator should read, “Some provision is made to reimburse (or pay) tuition or other professional development expenses.”
• 5.5-7.5 Documentation needs to be a policy, meeting minutes, or memo that indicates the benefit amount ($100 at 5.5 or $200 at 7.5) is available for each teaching staff member.

Item 6 Staffing Patterns and Scheduling
• 1.1 and 3.1 “Regrouped to maintain required ratios” refers to when children are moved from one group to another because a member of the teaching team is absent resulting in noncompliance with the required teacher: child ratios.
• 5.1 “Regrouped at the beginning or end of the day” refers to an intentional and consistent regrouping of children to decrease personnel costs when a reduced number of children are present.
• 5.2 This indicator concerns paid, curriculum-planning time for all teaching staff working with the same group of children.
• 7.2 This indicator should read: “There is the equivalent of at least one-half hour per day of paid planning or preparation time scheduled for teaching staff.” If planning time occurs in the presence of children (i.e., at naptime) credit cannot be received.
• 1.3-7.3 These indicators refer to how staff are scheduled.

Item 7 Facilities Management
• 5.1 Evidence of routine maintenance must include at least two examples for credit to be received.
• 7.2 This indicator should read: “A separate staff lounge is provided and a professional library is available (the professional library can be in a separate space or part of the staff lounge).”
• 7.3 This indicator is not met if the only space available for private conversations and meetings requires an employee to be displaced from his or her space.

Item 8 Risk Management
• 5.1 and 7.1 must be rated negatively if 3.1 is rated no.
• 1.2-7.2 Credit can be received when information on children’s allergies and chronic medical conditions is posted in a confidential manner.
• 3.3-7.3 These indicators have to do with a center having both an evacuation plan and a plan for staying in the building during emergencies.

Item 9 Internal Communications
• 3.3 should have a D for documentation verification.
• 5.3 This indicator should read, “Teaching staff occasionally lead the discussion of agenda items during center-wide staff meetings.”
• 7.3 This indicator should read, “Teaching staff consistently plan and facilitate discussion of agenda items during center-wide staff meetings.”
• 3.4-7.4 “Minutes” refers to a written record of what occurs at staff meetings.
• 3.5 Policy must address staff conflict and identify an expectation that staff work together to resolve disputes. It is not solely a statement of who to go to if an employee has a grievance.
• 5. This indicator should read, “Staff are provided with professional resources and/or training in conflict resolution annually.”
• 7.5 Procedures should describe how to behave and communicate when conflict occurs (i.e., use “I” statements, make eye contact with the person you are talking to, use a professional tone).
Item 10 Screening and Identification of Special Needs

- 3.1, 5.1 “All children are screened” means that the center makes developmental screening available to all children.
- 3.1 should have a D for documentation verification.
- 7.1 should have a D for documentation verification.
- 5.1 “Valid and reliable” means research-based. If not sure an instrument meets this criteria, ask the administrator for the technical manual that accompanies the instrument. If there is not a technical manual available, check to see if instrument is listed on www.unl.edu/buros.
- 1.2-3.2 N/A is allowed when another organization conducts the screenings and is responsible for obtaining parental consent.
- 3.2, 5.2, and 7.2 should have a D for documentation verification.
- 5.3 should have a D for documentation verification.
- 7.3 The requirement of a system to support collaboration is automatically met if there is an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) which includes the Administrator and/or a staff member from the center.

Item 11 Assessment in Support of Learning

- 7.2 “Aggregated assessment results” are obtained when individual children’s assessments are combined for the purpose of analysis (i.e. looking for trends, making improvements).

Item 12 Budget Planning

- 1.2-5.2 These indicators are in reference to revenues and expenditures.
- 7.2 Use the following grid to determine when the fourth quarter begins:

<table>
<thead>
<tr>
<th>Fiscal Year Begins</th>
<th>Fourth Quarter Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>July 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>April 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>July 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

- 7.3 The ** should read: “Adequate cash-flow practices may include the prompt deposit of income, methods for informing parents about money owed, clear policies and procedures regarding the collection of delinquent tuition/fees, or clear policies and procedures to maintain adequate attendance levels.”

Item 13 Accounting Practices

- 1.1 This indicator should read, “An income and expense statement is not generated quarterly.”
- 3.1 This indicator should read, “An income and expense statement is generated quarterly.”
- 3.3 must be rated positively if 7.3 is rated positively (annual audit is conducted by a certified accountant).

Item 14 Program Evaluation

- 7.3 This indicator should read: “The center’s evaluation process includes a feedback loop to staff and parents demonstrating the influence of their input.”

Item 15 Strategic Planning

- Both indicator strands (addressing a written mission or vision statement and a written business or strategic plan) must specifically address early care and education.
• 1st strand: A mission statement is a clear and succinct statement of the center’s purpose for existence that guides strategic decision making. A vision statement is a statement of the ideal which can be used to motivate, inspire, and guide the center toward the desired future state.

• 5.1 This indicator should read, “Staff members and a governing/advisory board were involved in developing or reviewing a written mission or vision statement.”

• 7.1 This indicator should read, “The center’s mission or vision statement is reviewed at least every five years by staff members and a governing/advisory board.”

• 1.2–7.2 A written business or strategic plan differs from an annual program improvement plan because its depth and/or scope require multiple years to achieve long-term goals.

• 5.2 This indicator should read, “Staff members and a governing/advisory board were involved in developing a written business plan or strategic plan.”

• 7.2 This indicator should read, “The center’s written business plan or strategic plan is reviewed annually by staff members and a governing/advisory board to evaluate the center’s progress in achieving goals.”

• 5.2 and 7.2 must be rated negatively if 3.2 is rated negatively.

Item 16 Family Communications
• 5.1 cannot be rated yes if 3.1 is rated no.

• 1.2–7.2 This strand is concerned with program staff learning about a family’s childrearing practices and preferences (e.g., eating, toileting, sleeping, discipline, and celebrations) in order to achieve consistency in practices between the center and home whenever possible. “Ask” includes soliciting information through written communication (e.g., enrollment form).

Item 17 Family Support and Involvement
• 3.3 This indicator should read: “Families participate in parent meetings, special events, parties, and/or fieldtrips.”

• 5.2 Grandparents, aunts, and uncles are merely examples of extended family members.

Item 18 External Communications
• 3.2 The public relations tools need to “project a professional image” (including the correct use of grammar). Proper nouns (e.g., Kids Korner) are exceptions to this rule.

• 7.2 “multiple stakeholders” means that there needs to be at least one stakeholder from at least two different stakeholder groups.

Item 19 Community Outreach
• In all of the indicators within this item, staff means center staff.

• 3.1 This indicator should read: “The Administrator and/or staff attend two or more events per year sponsored by organizations in the local community.”

Item 21 Use of Technology
• In the first and second indicator strands, check for a sample of each application counted to satisfy documentation requirement.

• 1.1–7.1 and 1.2–7.2 Administrative staff refers to center administrative staff only.

• 5.3, 7.3 “Regular use” means at least once a week.

Item 22 Administrator
• The Administrator must be located on-site if the center has 3 or more classrooms or has a licensed capacity of 51 or more children.

Item 23 Lead Teacher
• The definition of the Lead Teacher is the individual with the highest professional qualifications assigned to teach a group of children and who is responsible for daily lesson planning, parent
conferences, child assessment, and curriculum planning. This definition can also be found on pages 3, 54, 63.

**Item 24 Teacher**
- 1.2 Use the following formula to rate this indicator:
  - It is true, teacher does not have a CDA/CCP
  - It is true, teacher has < 6 sh of ECE/CD
  - If both are true, rating is yes at 1.2
  - If only one is true, rating is no at 1.2
  - If neither is true, rating is a no at 1.2

**Item 25 Apprentice Teacher/Aide**
- 1.2 Use the following formula to rate this indicator:
  - It is true, aide/apprentice has no ECE/CD credit
  - It is true, aide/apprentice is not enrolled in ECE/CD
  - If both are true, rating is yes at 1.2
  - If only one is true, rating is no at 1.2
  - If neither is true, rating is a no at 1.2

**Items 22 – 25 (Staff Qualifications)**
- Check transcripts for evidence of credit being awarded. Note: a college enrollment form does not satisfy the requirement of coursework being completed.
- Look for prefixes or course titles that indicate the coursework meets the specialized coursework required (ECE/CD coursework or management coursework). For example, a course titled Human Development would count as ECE/CD coursework only with an ECE/CD prefix.
- If the teaching staff are working with school-aged children, the elementary education and recreation coursework should be given credit in the second indicator strand concerned with specialized education.
- College credit listed on transcripts in quarter hours can be translated into semester hours by applying the following formula: number of quarter hours ÷ 1.5 = semester hours.
- 1 California unit is equivalent to 1 semester hour.

**Rating indicators that include a system defined by an asterisk**

When rating indicators that include a system, you must get an answer from the director that addresses each of the three components of a system (concrete evidence, multiple individuals, and a process of accountability) to give a positive rating. Then when reviewing the documentation to verify the answer given, you need documentation that supports at least two of the three components of a system to give a final positive rating.

**Verifying Documentation**

Documentation is verified in several ways.

- Documentation must be verified for any indicator with a “D.” This level of verification includes verifying that the documentation exists.
- If the indicator language or the accompanying Notes require specific components to be present, documentation must be looked at more closely to verify these specific components are present.

- If during an interview you indicate that documentation should be looked at more closely (i.e., you circled the “D” as a reminder to review this document with extra care because the answer given during the interview was ambiguous, the director was unresponsive to the question asked, or the response conflicts with another answer given, etc.) greater scrutiny of the documentation is necessary to address the concern.

- In order to receive credit for an indicator that states “annual review” or otherwise refers to something happening annually, documentation must be verified from each of the last three years.

- “Current” is considered within the past 12 months.