

NE QRS Criteria
Draft March 21, 2006

Centers

<i>1 star</i>	<i>2 stars</i>	<i>3 stars</i>	<i>4 stars</i>	<i>5 stars</i>
Teacher Education & Training				
License	50% of all teaching staff (> 20 hours/week) have 24 clock hours ECED training in past year OR have CDA or higher (new teachers hired within past 12 months may be working on CDA) OR have 1 college course in early childhood education. + Previous Items	75% of all teaching staff have 24 hours training in the past year OR have a CDA or higher (new teachers hired within past 12 months may be working on CDA) OR 3 college courses in early childhood education. AND at least 50% of all teaching staff either have a CDA (or are working on it) or higher OR 3 college credits courses in early childhood education. + Previous Items	100% of all teaching staff (>20 hours/week) have 24 hours ECED training in past year and within a comprehensive staff development plan OR have CDA or higher (new teachers hired within past 12 months may be working on CDA) or higher OR have 3 college courses in early childhood education. AND 25% have at least an AA Degree in ECED. + Previous Items	Accreditation + Previous Items
Director Education & Training				
License	Director has CDA or higher or Director has Management Training from ECTC or Director has 1 college course in ECED Administration. + Previous Items	Director has at least 24 semester or 35 quarter hours towards an AA in ECED or higher or Management Training from ECTC. + Previous Items	Director has AA in ECED or higher or has college courses equivalent to two years in early childhood education including at least 1 course in administration. + Previous Items	Accreditation + Previous Items
Learning Environment				
License	Daily schedule AND All staff have read NELG Shows one example of how you use the NELG in your planning or program. + Previous Items	4.0 center ave. on ECERS-R or ITERS-R and no class < 3.5 OR at least one person in center attends environment rating scale training and all classrooms complete self study and document how ratings under 4.0 were addressed. AND All staff have read NELG AND Shows 3 examples of how the NELG is used in the program OR classrooms follow a curriculum and teachers and directors indicate how the NELG relate to the curriculum. + Previous Items	5.0 center ave. on ECERS-R or ITERS R and no class < 4.0 AND All staff have read NELG AND Classrooms follow a curriculum and teachers and director indicate how the NELG are related to the curriculum. + Previous Items	Accreditation + Previous Items
Health, Safety & Nutrition				
License	Schedule and procedures for sanitizing Procedures for diapering Obtain PEP Manual and Complete PEP monthly safety check list (A35-A39)	4.0 on health/safety subscale of ECERS-R or ITERS-R and no class below 4.0. OR at least one person in center attends environment rating scale training and all classrooms complete self study and document how ratings under 4.0 were	5.0 on health and safety subscale of ECERS-R and ITERS-R and no class below 5.0. Follows Section IV of Introduction of PEP Manual and results are used in program policies. AND Oral hygiene	Accreditation + Previous Items

	for areas in checklist: General - all indoor areas · Food prep and storage · Bathroom areas Record how safety hazards were corrected and when. Program participates in USDA Child and Adult Food Program, if eligible. + Previous Items	addressed. AND Training needs are identified to secure additional training based on needs: (e.g., PEP Training or UNL Online Training or other training as available.) + Previous Items	procedures for children > 2 years of age. + Previous Items	
Parent Involvement				
License	Written or verbal communication with parents 3-5 times a week. Parent Handbook + Previous Items	Daily written or verbal communication with parents AND at least 1 parent-teacher conference a year AND Parent Advisory Board AND at least 2 of the following ways to promote continuous communication: home visits, orientations, small group meetings, par-ent workshops / seminars, questionnaires, calendars, bulletin boards, website, newsletters, and educational / social opportunities outside of the school day. + Previous Items	At least 2 parent-teacher conferences per year AND At least 3 ways to promote continuous communication (from 3 star list). + Previous Items	Accreditation + Previous Items
Administrative Policies & Practices				
License	Written staff job descriptions Teacher annual evaluation Payment of registration fees for staff to attend training State / local felony background checks completed on all new staff. + Previous Items	Professional development plan for staff AND Orientation for volunteers / subs AND Annual budget AND Paid holiday or personal leave (sick, vacation, personal, etc.) Paid staff meetings at least monthly. Staff policy and procedures manual. Evidence of local child care involvement (e.g., local support, group, community committees for early childhood education or child care) or professional or state, regional or national. + Previous Items	Paid holiday leave and personal leave (sick, vacation, personal, etc.) Paid professional training day for staff and payment for training OR paid staff time for professional development within the child care center for at least 8 hours over a year AND evidence of professional involvement (e.g., staff belong to professional organizations or attend a state, regional, national meeting.) + Previous Items	Accreditation + Previous Items