# Step Up to Quality

## RATING READINESS TOOL

Updated: September 18, 2018

NEBRASKA
Good Life. Great Mission.
DEPT. OF HEALTH AND HUMAN SERVICES

NEBRASKA DEPARTMENT OF EDUCATION

## Purpose

The Step Up to Quality Rating Readiness Tool (RRT) is your official request for an on-site observation and rating review. You complete this form to note the indicators you wish to have evaluated for the Step 3 - 5 observation and rating review process.

## Instructions

Choose at least one indicator in each Quality Standard area. Place a checkmark or X in the corresponding "Ready for Rating" column for all indicators you wish to have considered for rating. Do not make marks or notations near any indicators you are not selecting for review (leave them blank). Any indicator which does not contain a checkmark or X noted in the boxes of the corresponding "Ready for Rating" column will not be reviewed at the Rating Review visit, and no points will be earned for those indicators.

All programs are required to select the Environment Rating Scale (ERS) Observation OR Classroom Assessment Score System (CLASS) Observation within Quality Standard 1. The ERS is available to home-based and center-based programs. CLASS is available only to center-based programs.

The entire RRT must be completed upon submission. Describe where the evidence or documentation can be found for your selected indicators. Once you have submitted your Rating Readiness Tool, no changes may be made.

Note: The RRT should describe where materials are located in your program. Observers and Rating Reviewers will make every effort not to disrupt your regular program activities during their site visits.

## File of Supporting Materials

The file of supporting materials includes the RRT as well as other documents that you submit for consideration during the rating/observation process. Examples of materials include maps of the facility, teacher schedules, classroom schedules, and parent consent forms.

## Rating Cycle

You can request an on-site observation and rating review once per year (based on the date printed on your last certificate) if you are ready to move up a step.

Step ratings expire on the following schedule:

- Step 3 – every two years
- Step 4 – every two years
- Step 5 – every five years

Programs must submit a Rating Readiness Tool and have it approved no later than the month prior to their rating expiration date, or they will return to a Step 2 rating. School district, Head Start and/or accredited programs will return to a Step 3 rating.

# Site Information

Complete the following with site information as listed in the Nebraska Early Childhood Professional Record System.

## Site Name:

_____

## Site Address:

_____

_____

_____

## Site's Primary contact name, phone & email:

_____

_____

_____

## Coach name (if applicable):

_____

| Requirements for Documentation Review | Placed in File of Supporting Materials |
|---|:---:|
| Location of supporting materials file (the RRT should be kept in your file of supporting materials) | ☐ |
| Map of facility which notes the location of curricular files, staff files, and children's files | ☐ |
| Copies of signed parent consent forms, organized by classroom, for child files to be potentially selected for review by Step Up to Quality | ☐ |
| Copy of parent handbook, staff handbook, and other relevant policy documents to be considered | ☐ |
| Copy of teacher schedules | ☐ |
| Location of child records noting the date of enrollment and birth date of each child in the program | ☐ |
| Copies of classroom schedules indicating when activities may be occurring in a different area, such as outside time | ☐ |
| List of children whose files should not be considered, organized by classroom (exclude children who have been in the program for less than 90 days) | ☐ |
| Quality Action Plan and/or Action Planning Documents | ☐ |

# QUALITY STANDARD 1: LEARNING ENVIRONMENTS, PROGRAM CURRICULUM, AND INTERACTIONS

1A: Child Care Centers (56 Points)/Family Child Care Homes (38 Points)
1B: Curriculum, Learning and Staff Supports (10 Points)

| Quality Indicator | Evidence | Points | Ready for Rating | List Location of evidence |
|---|---|---|---|---|
| **1A. Training** | | | | |
| **1. The program lead designee attends the Introduction to the Environment Rating Scale training.** | Certificate of Completion | 1 | ☐ | |
| **2. The program lead designee attends the Practice Using the Environment Rating Scale training.** | Certificate of Completion | 1 | ☐ | |
| **3. The program lead designee attends the Introduction to the CLASS training.** | Certificate of Completion | 1 | ☐ | |
| **4. The program lead designee attends the CLASS Observation training.** | Certificate of Completion | 1 | ☐ | |
| **5. The program lead designee completes Go NAP SACC training.** | Certificate of Completion | 1 | ☐ | |
| **1A. Quality Action Plan (based on self-assessment)** | | | | |
| **6. The program lead designee completes a Quality Action Plan based upon the ERS self-assessment.** | Copy of ERS self-assessment and Quality Action Plan are available for review. | 2 | ☐ | |
| **7. The program lead designee completes a Quality Action Plan based upon CLASS self-assessment. (not applicable for Family Child Care Home)** | Copy of CLASS self-assessment and Quality Action Plan are available for review. | 2 | ☐ | |
| **8. The program lead designee completes an Action Planning Document based upon the Go NAP SACC Pre Self-Assessment.** | Pre Self-Assessment completed and Action Plan document uploaded on Nebraska Go NAP SACC site. Subsequent re-ratings may require a revised Action Plan document. | 2 | ☐ | |

## 1A. Observations

### 9. Environment Rating Scale (ERS) Observation

All programs are required to select the Environment Rating Scale (ERS) Observation OR Classroom Assessment Score System (CLASS) Observation within Quality Standard 1. The ERS is available to home-based and center-based programs.

Three ERS Scales may be used:

- **Infant/Toddler Environment Rating Scale-Third Edition** (ITERS-3) for children from birth to 3 years of age;
- **Early Childhood Environment Rating Scale-Third Edition** (ECERS-3) for preschool-kindergarten children, ages 2½ through 5 years of age;
- **Family Child Care Environment Rating Scale-Revised** (FCCERS-R) for family child care home programs.

ERS items are scored on a 1-7 continuum, with 7 considered excellent and 1 considered inadequate.

A quality program must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

No single component is more or less important than the others, nor can one substitute for another.  It takes all three to create a quality program.

The Environment Rating Scale includes each of these three basic components of quality, which are observed in the program's environment, curriculum, schedule, and interactions.

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**Check if Selecting for Rating**  ☐

Date "Introduction to the Environment Rating Scale" training was completed (required if requesting an ERS observation): _____

If training was completed by someone other than director, please provide the name of the lead designee: _____

| | Average Score | Points |
|---|---|---|
| **Program Overall** | Average Score 3.5-4.49 | 3 |
| | Average Score 4.5.-5.49 | 6 |
| | Average Score 5.5 and higher | 9 |

| Subscale Name | Average Subscale Score | Points |
|---|---|---|
| **Personal Care Routines** | Average Subscale Score 3.0-3.9 | 1 |
| | Average Subscale Score 4.0-4.9 | 2 |
| | Average Subscale Score 5.0 & higher | 3 |
| **Learning Activities (ECERS-3) Activities (ITERS-3 and FCCERS-R)** | Average Subscale Score 4.0-4.9 | 1 |
| | Average Subscale Score 5.0-5.9 | 2 |
| | Average Subscale Score 6.0 & higher | 3 |
| **Language and Literacy (ECERS-3) Language and Books (ITERS-3) Listening and Talking (FCCERS-R)** | Average Subscale Score 4.0-4.9 | 1 |
| | Average Subscale Score 5.0-5.9 | 2 |
| | Average Subscale Score 6.0 & higher | 3 |

For center-based programs, at least 30% of groups (classrooms) of children will be randomly selected for observation. At least one group (classroom) will be selected from each age group.

## 1A. Observations

**10. Classroom Assessment Scoring System (CLASS)**

All programs are required to select the Environment Rating Scale (ERS) Observation OR Classroom Assessment Score System (CLASS) Observation within Quality Standard 1. CLASS is available only to center-based programs.

Three CLASS observation tools may be used:

- CLASS Infant
- CLASS Toddler
- CLASS Prekindergarten (Pre-K)

CLASS items are scored on a 1-7 continuum with 6-7 considered high, 3-5 medium, and 1-2 low.

CLASS measures the quality of interactions between teachers and children. In preschool, more effective teacher-child interactions may be associated with higher scored in vocabulary and math, which are key skills for children about to enter kindergarten. More effective interactions may be associated with gains in social competence and fewer behavior problems.

| | |
|---|---|
| **Check if Selecting for Rating** ☐ | Date "Introduction to the CLASS" training was completed (required if requesting a CLASS observation): _____ <br><br> If training was completed by someone other than director, please provide the name of the lead designee: _____ |

| | Average Score | Points |
|---|---|---|
| **Program Overall** | Average Score 3.5-4.9 | 3 |
| | Average Score 5.0-5.9 | 6 |
| | Average Score 6.0 and higher | 9 |
| **CLASS Domains** | **Average Domain Score** | **Points** |
| **Engaged Support for Learning (Toddler)** <br> **Instructional Support (PreK)** | Average Score 2.0-3.4 | 1 |
| | Average Score 3.5-4.9 | 2 |
| | Average Score 5.0 & higher | 3 |
| **Responsive Caregiving (Infant)** <br> **Emotional and Behavioral Support (Toddler)** <br> **Emotional Support (PreK)** | Average Score 4.0-4.9 | 1 |
| | Average Score 5.0-5.9 | 2 |
| | Average Score 6.0 & higher | 3 |
| **Classroom Organization (PreK)** | Average Score 4.0-4.9 | 1 |
| | Average Score 5.0-5.9 | 2 |
| | Average Score 6.0 & higher | 3 |

For center-based programs, at least 30% of groups (classrooms) of children will be randomly selected for observation. At least one group (classroom) will be selected from each age group.

| 1A. Observations (Go NAP SACC) |
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**11. Go NAP SACC Post Self-Assessment Results**

Childhood obesity has become an important issue in early childhood. Go NAP SACC is intended to help early care and education programs develop quality practices that will prevent childhood obesity. Obese children may experience immediate health consequences, which can lead to weight-related health problems in adulthood.

Health, nutrition, and physical activity help promote health and learning in young children.

**Check if Selecting for Rating** ☐

Date "Go NAP SACC" training was completed: _____

| Post Self-Assessment Results | Score | Points |
| --- | --- | --- |
| **Breastfeeding and Infant Feeding Policy and Practices** | 7-11 Best Practices | 1 |
| | 12-15 Best Practices | 2 |
| | 16-23 Best Practices | 3 |
| **Nutrition Policy and Practices** | 13-22 Best Practices | 1 |
| | 23-31 Best Practices | 2 |
| | 32-45 Best Practices | 3 |
| **Physical Activity and Screen Time Policy and Practices** | 16-27 Best Practices | 1 |
| | 28-38 Best Practices | 2 |
| | 39-54 Best Practices | 3 |

Before programs are eligible to complete the Go NAP SACC Post Self-Assessment, the program lead designee must attend the Go NAP SACC Training and complete an Action Planning document based upon the Go NAP SACC Pre Self-Assessment. Subsequent re-rating may require an additional Post Self-Assessment. Contact your NAP SACC trainer for more information and guidance.

| Quality Indicator | Evidence | Points | Ready for Rating | List Location of evidence |
|---|---|---|---|---|
| **1B. Curriculum Learning and Staff Supports** | | | | |
| **1. Utilizes an evidence-based/developmentally appropriate curriculum.** | Program uses one of the curricla found to align with ELGS on the Step Up to Quality website or will need to complete the Curriculum Alignment form and have received NDE confirmation that the curriculum aligns. | 2 | ☐ | |
| **2. Curriculum aligns with the Nebraska Early Learning Guidelines (Curriculum Alignment tool completed if applicable.)** | See above. | 2 | ☐ | |
| **3. Lead teaching staff or Family Child Care Home owner has been trained on the program curriculum.** | Copies of training certificates on curriculum training for lead teaching staff. | 2 | ☐ | |
| **4. Lead teaching staff or Family Child Care Home owner complete the Nebraska Early Learning Guidelines Domain training series.** | Copies of training certificates on Nebraska Early Learning Guidelines Domain training series for lead teaching staff. | 2 | ☐ | |
| **5. Program provides a curriculum that incorporated nutrition and/or physical activity for children.** | Program uses one of the curricula found to align with physical activity and nutrition or complete and submit the Curriculum Alginment form. | 2 | ☐ | |

A list of aligned curriculum is available on the Step Up to Quality website.

# QUALITY STANDARD 2: CHILD OUTCOMES (9 Points)

| Quality Indicator | Evidence | Points | Ready for Rating | List Location of evidence |
|---|---|---|---|---|
| **1. Developmental Screening is conducted within 90 days of child's enrollment and results are shared with families.** | Records show child's name, date of enrollment, date of developmental screening and explanation of developmental screening instrument used. | 1 | ☐ | |
| **2. Ongoing assessment of children's strengths and needs aligned with the Nebraska Early Learning Guidelines are conducted to develop plans to monitor children's progress.** | Examples include: Child portfolio, work sampling assessments, authentic assessments. Program should be prepared to explain how they assess children's learning and development. | 2 | ☐ | |
| **3. Periodic review and use of child assessment data for continuous program improvement.** | Program has examples of how data was used to determine if children were meeting widely held expectations. If not, what changes would be made to improve children's learning. | 2 | ☐ | |
| **4. Share individualized child data from ongoing assessments with families.** | Program has examples of child data and can describe how it is shared with families. | 1 | ☐ | |
| **5. Evidence of family involvement in the development of transition plans for individual children.** | Program has written description of how families are informed when a child will change classrooms. | 1 | ☐ | |
| **6. Procedure in place to meet with community service providers for IFSP and/or IEP planning for children with special needs.** | Program has written policy on the importance of being part of the team when serving children with special needs and the program includes children with special needs. | 1 | ☐ | |
| **7. Staff participate in IFSP and IEP planning for children with special needs.** | Program has minutes or plans from IFSP and IEP planning meetings related to children in the program. | 1 | ☐ | |

# QUALITY STANDARD 3: PROFESSIONAL DEVELOPMENT AND TRAINING (11 Points)

| Quality Indicator | Evidence | Points | Ready for Rating |
|---|---|---|---|
| **1A. Center Director/Family Child Care Home II Primary Provider**<br>**Select only the one option which describes your highest level of education.** | | | |
| **CDA or one-year certificate/ diploma related to ECE from community college or higher\*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 1 | ☐ |
| **Has at least 20 semester credit hours in early childhood education** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 1 | ☐ |
| **AA/AAS in ECE or related field\*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 2 | ☐ |
| **BA in ECE or related field\*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 3 | ☐ |
| **MA in ECE or related field\*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 4 | ☐ |
| **1B. Center: Designated Lead Teaching Staff (at least one staff person per classroom must be designated as lead)**<br>**Select one of the following four options.** | | | |
| **25% have CDA or one-year certificate/diploma related to ECE from community college or higher\*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 1 | ☐ |
| **25% have at least 20 semester credit hours in early childhood education** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 1 | ☐ |
| **25% have AA/AAS or higher in ECE or related field\*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 2 | ☐ |
| **25% have BA or higher in ECE or related field\*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 3 | ☐ |

**\*Note:** Related fields are Elementary Education, Early Childhood Special Education, Curriculum and Instruction, Social Work, Nursing, Psychology, Human Development & the Family, Family & Consumer Science, Youth Development, Mental Health/Counseling. ***Family Child Care Home II programs will be scored as center-based programs for this Quality Standard section due to having more than one staff member.***

| Quality Indicator | Evidence | Points | Ready for Rating |
|---|---|---|---|
| **1C. Center: All Other Teaching Staff (assistants and aides), and Family Child Care Home II staff**<br>**Select one of the following four options.** | | | |
| **25% have CDA or one-year certificate/ diploma related to ECE from community college or higher*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 1 | ☐ |
| **25% have at least 20 semester credit hours in early childhood education** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 1 | ☐ |
| **50% have CDA or one-year certificate/ diploma related to ECE from community college or higher*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 2 | ☐ |
| **25% have AA/AAS or higher in ECE or related field*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 3 | ☐ |
| **2. Family Child Care Home I Provider**<br>**Select only the one option which describes your highest level of education.** | | | |
| **CDA or one-year certificate/ diploma related to ECE from community college or higher*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 2 | ☐ |
| **FCCH provider has at least 20 semester credit hours in early childhood education** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 2 | ☐ |
| **AA /AAS in ECE or related field*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 6 | ☐ |
| **BA in ECE or related field*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 8 | ☐ |
| **MA in ECE or related field*** | Official certificate/diploma, and/ or official transcripts as applicable, available for review | 10 | ☐ |

**\*Note:** Related fields are Elementary Education, Early Childhood Special Education, Curriculum and Instruction, Social Work, Nursing, Psychology, Human Development & the Family, Family & Consumer Science, Youth Development, Mental Health/Counseling. *Family Child Care Home II programs will be scored as center-based programs for this Quality Standard section due to having more than one staff member.*

| Quality Indicator | Evidence | Points | Ready for Rating |
|---|---|---|---|
| **3. Ongoing Professional Development (Both Center-Based and Family Child Care Homes)** | | | |
| **All full-time administrative/ teaching staff have at least 24 clock hours of in-service training within the past 12 months (or 3 semester credit hours of college coursework)** | In-service training must be approved by the Early Childhood Training Center. A minimum of 4 clock hours of the 24 clock hours should be in the area of health and safety.  The 3 semester college credit hours must be related to the employee's current role in the early childhood program, or required for the completion of a degree program in ECE or a related field*.<br><br>Official transcripts will serve as verification of semester credit hours.<br><br>In-service training certificates will serve as verification of in-service training.<br><br>The past 12 months are counted back from the date the Rating Readiness Tool was submitted. In-service training obtained from the time the Rating Readiness Tool has been submitted to the time the Rating Review site visit occurs will also be counted. | 1 | ☐ |

**\*Note:** Related fields are Elementary Education, Early Childhood Special Education, Curriculum and Instruction, Social Work, Nursing, Psychology, Human Development & the Family, Family & Consumer Science, Youth Development, Mental Health/Counseling.

# QUALITY STANDARD 4: FAMILY ENGAGEMENT AND PARTNERSHIPS (6 Points)

| Quality Indicator | Evidence | Points | Ready for Rating | List Location of evidence |
|---|---|---|---|---|
| 1. **The program honors the child's home language and encourages home language development by greeting English language learning (ELL) children and their families in their home language or using simple phrases from a child's home language in daily communication with the child.** | The program provides an overview of the various cultures and languages of children in the program. Classrooms have materials that reflect the various cultures and languages of the children and families in the program. | 1 | ☐ | |
| 2. **The program provides materials and resources in a way that is accessible to all families including ELL families.** | The program utilizes interpreters or has materials translated for families if there are children and families whose primary language is other than English. | 1 | ☐ | |
| 3. **The program informs parents and children when there will be a change in teacher or a substitute teacher, when a field trip is planned, or when a child will change classrooms.** | Programs can provide written permission slips from parents about field trips, programs have polices about how the program will inform families in the case of a change in teacher, or if there is a substitute. | 1 | ☐ | |

| Quality Indicator | Evidence | Points | Ready for Rating | List Location of evidence |
|---|---|---|---|---|
| 4. The program has communication strategies for informing families about their children's learning and development. | The program has policies and procedures for how parents will be informed about children's learning and development. It might include notes home to the family, parent nights, home visits, or parent-teacher nights. | 2 | ☐ | |
| 5. There is a defined procedure for the family to provide feedback to the program. | The program has a written description of how families provide feedback to the program on what they like and what can be improved. Program has examples of parent feedback to the program and can explain how they have improved the program based upon that feedback. | 1 | ☐ | |

# QUALITY STANDARD 5: PROGAM ADMINISTRATION (8 Points)

| Quality Indicator | Evidence | Points | Ready for Rating | List Location of evidence |
|---|---|---|---|---|
| **1. Center-Based Programs:** The program has procedures for orienting new staff and assistants to the program. The program has a written staff handbook.<br><br>**Family Child Care Programs:** The program has procedures for orienting assistants and/or substitutes to the program including meeting children and families before assuming responsibilities. | The program has documentation of dates staff started, dates orientation completed, and the various components included in the orientation. Staff handbook is available for review.<br><br>The program has written procedures for how assistants and/or substitutes will be oriented to the program. Documentation of who was oriented and what date the orientation was completed. | 1 | ☐ | |
| **2. There are self-assessments or appraisals of teaching staff competencies and professional development plans for improving skills.** | The program has completed performance appraisals annually and/or conducted self-assessments using Nebraska's Core Competencies to determine what knowledge and skills need to develop. Professional development plans are in place. | 1 | ☐ | |
| **3. Center-Based Programs:** A written salary scale or a plan for compensation of all teaching staff, substitutes, and assistants in the program is defined and implemented taking into account staff education and years of experience.<br><br>**Family Child Care Programs:** A plan for compensation of owners, substitutes, and assistants working in the family child care home is defined and implemented taking into account staff education and years of experience. | The program has a salary scale that accounts for staff's education, training, and years of experience.<br><br>The program has written documentation of how they set rates based upon costs and to ensure that the provider is fairly compensated based upon their education and years of experience. | 1 | ☐ | |

| Quality Indicator | Evidence | Points | Ready for Rating | List Location of evidence |
|---|---|---|---|---|
| 4. The program has a budget that projects income and expenses annually. | A written annual budget is developed that shows income and anticipated expenses. | 1 | ☐ | |
| 5. The program reports income to the IRS and claims expenses related to the program. | The program can provide copies of their previous year's tax return or spreadsheets. | 1 | ☐ | |
| 6. The program has records to keep track of income and expenses. | The program has written records or computer spreadsheets that show income and expenses for the program as compared with the annual budget. | 1 | ☐ | |
| 7. The program has a written agreement with families for hours of operation, days the program is closed, fees, and a fee payment schedule, including late fees. | The program can provide a signed agreement with the parents that reflects the parent has been informed of fees, closing time, closing days, and any additional fees or late fees. | 1 | ☐ | |
| 8. The program participates in the Child and Adult Care Food Program. | The program can provide documentation of the forms submitted to participate in the Child and Adult Care Food Program. | 1 | ☐ | |

# ON-SITE ERS AND/OR CLASS OBSERVATION

**Step Up to Quality staff will use this information to schedule the on-site observation(s) and review.**

## Check the category that best describes your program:

_____ Full Day Program (6 hours or more)          _____ Part Day (Less than 6 hours)

_____ Full Day, Full Year  _____ 24 Hours          _____ Part Year (Example: August to May)

## Classroom Information (Center-Based Programs Only)

| Name of Classroom | Age of children in classroom | #of children enrolled in classroom | Name (first and last) of teacher(s) assigned to classroom | Name (first and last) of Lead teacher for classroom |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| **Total Number of Classrooms:** | | | **Total Number of Children Enrolled:** | |

## Hours of Operation:

**Sunday:**          Start Time _____          End Time _____          Not Open _____

**Monday:**          Start Time _____          End Time _____          Not Open _____

**Tuesday:**          Start Time _____          End Time _____          Not Open _____

**Wednesday:**          Start Time _____          End Time _____          Not Open _____

**Thursday:**          Start Time _____          End Time _____          Not Open _____

**Friday:**          Start Time _____          End Time _____          Not Open _____

**Saturday:**          Start Time _____          End Time _____          Not Open _____

**Submit your Rating Readiness Tool for approval in the month prior to your preferred 3-month window for your observation(s) and rating review. Once it's approved, your 3-month window will start the following month. (Example: A Rating Readiness Tool that is submitted and approved on June 5th would result in a 3-month window of July-September).**

## Block Out Dates:

Block out dates are dates a program chooses not to have the onsite observation(s) and/or review conducted. A program may choose up to two block-out dates per month within their 3-month window.

Dates that the program chooses not to have the on-site visit(s) conducted during the 3-month window:

| | | |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## Please check the following before signing and submitting:

**_____ I understand that submission of this Rating Readiness Tool means that no further alterations can be made. I assure that to the best of my knowledge, all information in this document is true and correct.**

**_____ I confirm that all age groups and classroom information provided is accurate and will remain accurate through the end of my 3-month window for observations.**

**Signature of Director** _____ **Date** _____

Once your Rating Readiness Tool has been received by the Step Up to Quality office, an observer and a rating reviewer will be assigned to conduct your on-site review. You will be contacted by our Program Quality Specialist within a two-week window of the scheduled ERS/CLASS observation(s). The assigned observer will then confirm the observation date with you one business day prior to the onsite observation. The Rating Review will be conducted after the observation(s), but within your selected 3-month window.

Email or mail the completed Rating Readiness Tool and Request for On-Site Observation & Rating Review to:

Step Up to Quality
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509
Email:  nde.stepuptoquality@nebraska.gov