Standard 10: Leadership and Management

Definition of Standard 10

The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences.

Rationale

Excellent programming requires effective leadership and governance structures and comprehensive, well-functioning administrative policies, procedures, and systems. Effective leadership and management create the environment for high-quality care and education by (a) ensuring compliance with relevant regulations and guidelines; (b) promoting fiscal soundness, program accountability, effective communication, helpful consultative services, and positive community relations; (c) maintaining stable staff; and (d) instituting ongoing program planning as well as continuous program improvement.

Standard 10 is comprised of six topic areas (10.A, 10.B, 10.C, 10.D, 10.E, and 10.F).

Topic Areas

- ❖ 10.A—Leadership
- ❖ 10.B—Management Policies and Procedures
- ❖ 10.C—Fiscal Accountability Policies and Procedures
- ❖ 10.D—Health, Nutrition, and Safety Policies and Procedures
- ❖ 10.E—Personnel Policies
- ❖ 10.F—Program Evaluation, Accountability, and Continuous Improvement

10.A—Leadership

Topic 10.A addresses the presence of a mission and philosophy that guides programs toward achieving their goals. It describes expectations for the leadership practices of program administrators, including executing the program mission and fostering a climate of trust, collaboration, and inclusion.

Recommended Best Practices

Criteria in Topic 10.A
10.A.01
10.A.04
10.A.05
10.A.06
10.A.07

Leadership is about the oversight and execution of all the other program standards (1–9). Knowledgeable leaders have a vision for quality programming that is grounded in research-based practices and creates an environment for high-quality care and excellent education. Program administrators are expected to articulate a mission and philosophy of program excellence that are supported by goals and objectives, which are in turn aligned with desired outcomes for children and families.

The size of the administrative team, and the hours spent in administrative tasks, must be commensurate with the size and complexity of the program. Small (enrollment of fewer than 60 full-time equivalent children), single-site programs may be led by a part-time administrator who may or may not also be in a teaching role. Small, multisite programs may share a single full-time administrator. Large programs (enrollment of 60 or more full-time equivalent children) need at least one full-time administrator. In large, multisite programs, management functions may be carried out by a leadership structure combining both on-site and shared administrators.

As leaders guide staff in implementing the program's mission, they must respond proactively to changing conditions and needs in order to continuously enhance program quality. Throughout ongoing programmatic improvements, leaders can ensure an organizational climate that fosters trust, collaboration, and inclusion of all stakeholders.

10.B—Management Policies and Procedures

Topic 10.B addresses written policies that undergird mission-driven practice, program operations, and continuous program improvement.

Recommended Best Practices

Criteria in Topic 10.B
10.B.02
10.B.04
10.B.12
10.B.05
10.B.03
10.B.09
10.B.01
10.B.11
10.B.13
10.B.15
10.B.08
10.B.14
10.B.08
10.B.10
10.B.07
10.B.06

High-quality practices cannot happen without clear, consistent policies and procedures in place. All components of program operation must be guided by written policies, and they are carried out through articulated plans, systems, and procedures that enable the program to run smoothly and effectively. Some critical policies include these:

- Programs are licensed or regulated to guarantee that foundational health and safety policies are understood and followed
- Class sizes and teaching staff ratios are developmentally appropriate by age
- Accident and liability insurance coverage is maintained for children and adults

Among other important policies and practices, it is strongly recommended that technology-based information management systems be in place, to ensure that complex information is managed efficiently. The program should also have policies and procedures addressing ways to attract and maintain a consistently qualified, well-trained staff and to reduce staff turnover.

Written personnel and operational policies should include staff responsibilities and be shared with staff. For teaching staff, basic responsibilities include providing ongoing personal contact, meaningful learning activities, supervision, and immediate care, as needed, to protect children's well-being. To minimize the number of class and staff transitions that children experience during the day, as well as during the year, teaching staff should be assigned to specific classes. Policies should encourage keeping infants and toddlers together with their teaching staff for nine months or longer.

The program should also share a written family handbook that serves to welcome and orient families in care. The parent handbook should clearly describe the program's philosophy, curriculum goals, guidance policy, enrollment, billing, daily care, and other important matters. For example, there should be information explaining how the program supports children's transitions into and out of the program and into their next class placement. Options for communication between program and families (including language translation, as needed) must be detailed. The handbook should include policies for negotiating and resolving difficulties and differences between program and families. Field trip policies should be clear. Families are entitled to know the program's written policies about the appropriate use of consultants and about formal relationships the program may have with agencies that can provide consultants to meet the needs of children in care and their families.

Strategic planning processes should be in place to implement the program's vision and mission and to secure long-term resources to sustain program operations. Families, staff, and other stakeholders must be invited to participate in the strategic planning process. If the program has a board of directors, advisory group, or council, written policies should exist defining their roles and responsibilities and those of the administrative staff who interact with them.

10.C—Fiscal Accountability Policies and Procedures

Topic 10.C addresses policies and procedures that provide evidence of sound fiscal accountability, including the program administrator's role in fiscal planning, budget preparation, and budget oversight.

Recommended Best Practices

Criteria in Topic 10.C
10.C.03
10.C.01
10.C.02
10.C.03

Leaders ensure a stable fiscal environment in order to effectively serve children and their families. Financial policies and procedures need to reflect the program's mission and goals. In other words, the program needs to generate enough revenue to sustain excellence in its operations. They should be implemented using generally accepted accounting practices. This includes the preparation and oversight of an annual budget and the reconciliation of expenses to budget at least quarterly. There should be a system in place to review and adjust the budget, if needed. The program's finances should be audited annually to ensure accountability.

The person directly responsible for program implementation (for example, the director or site manager) must help prepare the operating budget, participate in budget reconciliation and review, and be included in long-range financial planning. Program administrators and other leaders (for example, board chairman) should also be expected to actively seek to secure funding to sustain current practices and to improve the program through innovative initiatives that are in keeping with program-wide goals.

10.D—Health, Nutrition, and Safety Policies and Procedures

Topic 10.D addresses policies, systems, and procedures that are needed to support safe and healthy conditions and practices.

Recommended Best Practices

Criteria in Topic 10.D
10.D.05
10.D.01
10.D.02
10.D.01
10.D.09
10.D.08
10.D.03
10.D.04
10.D.06
10.D.07

Leaders keep policies, systems, and procedures in place to support safe and healthy conditions and practices. Each child's health and safety information must be collected from families and must be kept on file and updated quarterly or as needed. This information is to be kept confidential, but must be kept in a central location and be readily available, as needed, to authorized staff, family members, and regulatory authorities.

Health policies and procedures should address issues such as infectious diseases, injuries, illness, medication administration, medical emergencies, and environmental hazards. Policies must also ensure that programs provide adequate nutrition, sleeping arrangements, sanitation and hygiene, and facility maintenance.

Safety policies should prohibit firearms, smoking, and other significant hazards. Staff should know how to respond to medical and dental emergencies. Written, comprehensive procedures include knowing the emergency care facilities in your area and how to obtain emergency transport, having ready access to family health insurance and other emergency information, and knowing about any individual emergency care plans for children with known conditions.

Every program needs to have written and posted disaster preparedness and emergency evacuation procedures. The procedures should designate an appropriate person to assume authority and take action in an emergency when the administrator is not on-site. The procedures should spell out the following:

- Plans that designate how and when to either shelter in place or evacuate, and specify a location for the evacuation

- Plans for handling lost or missing children, security threats, utility failure, and natural disasters

- Arrangements for emergency transport and escort from the program

- Monthly practice of evacuation procedures, with at least yearly practice of other emergency procedures

Disaster preparedness and emergency evacuation procedures must be posted throughout the program, in all rooms where children or adults may gather.

There must be a written policy for reporting child abuse and neglect that complies with applicable federal, state, and local laws. The policy should include requirements for staff to report to the appropriate local agencies all suspected incidents of child abuse or neglect, or both, perpetrated by families, staff, volunteers, or others. Policies should also assure staff's rights if they are accused of abuse or if they report abuse within the program.

Written procedures must address the arrival, departure, and transportation of children that ensure safety, facilitate family–staff interactions, consider the needs of children with disabilities, and address special problems that may arise at pick-up time. Programs are responsible for knowing, documenting, and following applicable federal and state laws regarding the management, operation, insurance, and licensing of program vehicles.

10.E—Personnel Policies

Topic 10.E addresses personnel policies and procedures applicable to maintaining a professional and committed staff.

Recommended Best Practices

Leaders uphold a professional and committed staff through written personnel policies and procedures. Personnel policies must be provided to each employee upon hiring. These should include job descriptions and qualifications, termination and grievance procedures, and expectations for staff's continuing education requirements. The program should have a salary scale with increments based on professional qualifications, staff role, length of employment, and performance evaluation.

All teaching staff should be at least 18 years old and have a high school diploma or GED, unless they are working as part of an early childhood education training program while earning a diploma or GED. Hiring procedures should ensure that all employees in the program have passed a criminal-record check and are clear of any history of substantiated child abuse or neglect.

Criteria in Topic 10.E
10.E.01
10.E.02
6.A.03
10.E.04
10.E.08
10.E.03
10.E.05
6.A.04

All volunteers, substitutes, and other adults invited into the program on a regular basis should receive an orientation to health, safety, and emergency procedures; acceptable guidance, discipline, and classroom management techniques; child abuse and neglect reporting procedures; and relevant regulatory requirements.

Prospective staff and regular volunteers should also be expected to provide personal references and a current health assessment that attests to their ability to perform the tasks of their position. Health assessments should include immunization status, TB testing (must be negative), and capacities and limitations that might limit performance. They should be updated every two years. Confidential personnel files, including application, transcripts, health assessment records, documentation of professional development, and performance evaluations, must be kept in a secure location.

Efforts should be made and documented to hire and maintain staff that reflect the cultural, linguistic, and racial characteristics of the families served, and all hiring policies should reflect those of an Equal Opportunity Employer. Newly hired staff members should serve an introductory period of employment during which an administrator evaluates their physical and psychological competence for working with children. New teaching staff do not work alone with children until they have received an initial orientation to the program and the job. Volunteers, substitutes, and other adults do not work alone with children and are always with regularly scheduled teaching staff at all times when interacting with children.

10.F—Program Evaluation, Accountability, and Continuous Improvement

Topic 10.F addresses policies, systems, and procedures related to routine monitoring of program performance to ensure program accountability, continuous program improvement, and enhanced outcomes for children.

Recommended Best Practices

Criteria in Topic 10.F	
10.F.01 10.F.02 10.F.03 10.E.06 10.F.04 10.F.05	The routine monitoring of program performance ensures program accountability, continuous program improvement, and enhanced outcomes for children. At least annually, administrators, families, and staff should be involved in a comprehensive program evaluation that measures progress toward the program's goals and objectives. The evaluation process must gather valid and reliable data and evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. For example, as one data element of a comprehensive evaluation process, families and staff can be surveyed about their experiences in the program. Leaders must then report the annual evaluation findings with families, staff, and appropriate advisory and governance boards.

The annual evaluation can be an occasion for recognizing strengths, celebrating improvements, and identifying areas for growth. Working collaboratively, the program then establishes goals for continuous improvement and innovation using information from the annual program evaluation. This information should also be used to plan professional development and program quality-improvement activities, as well as to improve operations and policies. For example, if a program cannot currently provide one or more recommended employee benefits, the program's strategic planning process should state the conditions under which staff benefits will be improved.

Throughout the year, not only during the annual evaluation process, the program must offer staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making builds trust and enthusiasm for making program changes. At least annually, program staff should facilitate meetings of all staff and families to consult on program planning and ongoing program operations.

True continuing excellence is fostered when a program has an ongoing monitoring system, in place throughout the year, to ensure that all program goals and requirements are met. The program should have a data system (formal or informal) that can be used to collect evidence showing that goals and objectives are met. This evidence is incorporated into the annual program evaluation and contributes to further goal setting and improvement.

Standard 10 Site Visit Assessment Items

Item count summary: *Total items = 48; infant items = 34; toddler/two items = 34; preschool items = 34; kindergarten items = 34; school-age = 34*

Sources of evidence key: *CP = Class Portfolio; CO = Class Observation; PP = Program Portfolio; Previsit = previsit evaluation of documentary evidence*

Assessment category key: *(R) = required criterion/item; (E) = emerging practice criterion/item*

Topic area *Criterion of origin*	Item ID	Assessment item___ *Definitions, examples, guidance*	Source of evidence	Age categories
10.B *10.B.04 (R)*	1322 (R)	Show that your program and your facility has a license to operate or is regulated by an applicable public regulatory system. Your license or regulatory documentation indicates your program is in good standing with your regulatory body. *If a license has expired but the program provides evidence that the license has been extended by the licensing or regulatory agency for administrative reasons, the license is considered still valid.* <u>*Regulated*</u>*: Programs that are not licensed by a state government but are under the regulation of a public agency, such as Department of Defense or a board of education.* <u>*Good standing*</u>*: Within the previous 12 months the program has not experienced the suspension/revocation of its license or regulatory status and has not experienced any critical incidents involving failure to adhere to NAEYC Required Criteria.*	PP	ITPKS
10.B *10.B.07*	1327	Show that you have a detailed, written strategic plan that includes what you will do to: • Implement the program's vision and mission • Achieve desired child outcomes • Maintain high-quality services to children and families • Assure adequate funding for future needs *Strategic planning: An organization's process of defining its future direction and making decisions about allocating its resources to pursue this strategy. A written strategic plan states goals, lists actions to be taken to achieve the goals, and identifies how resources will be generated and/or allocated to execute the actions.*	PP	ITPKS
10.B *10.B.08*	1335	Show that your parent handbook includes information about the program's guidance and discipline policies and procedures.	PP	ITPKS

10.B *10.B.08*	1339	Show that your parent handbook includes procedures for these health and safety precautions: • Building security and access • Storage and administration of medication • Inclusion or exclusion of ill children • Emergency response plans *Medication: A substance used for medical treatment, especially as a medicine or drug. Includes both prescription and over-the-counter drugs. Skin protectants and cosmetics are not considered medication.*	PP	ITPKS
10.B *10.B.08*	1340	Show that your parent handbook includes procedures for negotiating difficulties and differences that arise in interactions between families and program staff. Procedures include two or more techniques for conflict resolution that involve increasing levels of formality.	PP	ITPKS
10.B *10.B.11*	1357	Show that your staffing policy is to assign specific teaching staff to work with each class of children, day-to-day and stably over time.	PP	PKS
10.B *10.B.12*		Program staff maintain developmentally appropriate staff-to-child ratios in classrooms and other indoor settings. *Rate No Opp if no indoor time is observed with the class.* *For mixed aged classes, rate each of the applicable items for the age categories present.* *Developmentally appropriate: Based on what we know about the development and learning of children in a given age range, while also considering each child's individual abilities and needs and his or her cultural background.* *Staff-to-child ratio: The number of children compared to the number of staff.*	CO	ITPKS

Age category	Staff : Child ratio
Infant	1:4
Toddler/Two	1:6
Preschool	1:10
Kindergarten	1:12
School-age	1:15

Item numbers for ratio rows: 1359 (Infant), 1519 (Toddler/Two), 1520 (Preschool), 1521 (Kindergarten), 1537 (E) (School-age)

		Program staff maintain a developmentally appropriate class size in classrooms and other indoor settings. *Rate No Opp if no indoor time is observed with the class.* *For mixed-age classes, rate each of the applicable items for the age categories present.* *Developmentally appropriate: Based on what we know about the development and learning of children in a given age range, while also considering each child's individual abilities and needs and his or her cultural background.*		ITPKS
10.B *10.B.12*			CO	
			Age category	Class size		
	1360	Infant	8		
	1522	Toddler/Two	12		
	1523	Preschool	20		
	1524	Kindergarten	24		
	1538 (E)	School-age	30		

		Program staff maintain developmentally appropriate staff-to-child ratios during outdoor time. *Rate as No Opp if no outdoor time is observed with the class.* *For mixed-age classes, rate each of the applicable items for the age categories present.* *Developmentally appropriate: Based on what we know about the development and learning of children within a given age range, while also considering each child's individual abilities and needs and his or her cultural background.* *Staff-to-child ratio: The number of staff compared with the number of children.*		ITPKS
10.B *10.B.12*			CO	
		Age category	Staff : Child ratio		
	1361	Infant	1:4		
	1525	Toddler/Two	1:6		
	1526	Preschool	1:10		
	1527	Kindergarten	1:12		
	1539 (E)	School-age	1:15		

10.B *10.B.12*	1365	Show that you have written procedures that address how to maintain developmentally appropriate staff-to-child ratios and class sizes: • During all hours of operation • In classrooms and other indoor settings • In outdoor learning environments *For mixed-aged classes, rate according to the youngest age category present in the class.* *Examples of written procedures that address how to maintain staff-to-child ratios and class size: Child supervision records, transition logs, head counts, attendance records, sign-in and sign-out sheets.* *Developmentally appropriate: Based on what we know about the development and learning of children in a given age range, while also considering each child's individual abilities and needs and his or her cultural background.* *Staff-to-child ratio: The number of staff compared with the number of children.* 	Age category	Staff : Child ratio	Class size
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Infant	1:4	8
Toddler/Two	1:6	12
Preschool	1:10	20
Kindergarten	1:12	24
School-age	1:15	30			PP	ITPKS
10.B *10.B.15*	1381	Show that written policies encourage keeping infants together with the same teaching staff for nine months or longer.	PP	I
10.B *10.B.15*	1382	Show that written policies encourage keeping toddlers and twos together with the same teaching staff for nine months or longer.	PP	T
10.C *10.C.01*	1386	Show a quarterly or monthly accounting report, created in the past year, that includes a reconciliation of expenses to budget. *Standard accounting practices: A common and widely accepted system of setting up, maintaining, and verifying the financial records of a business. It includes analyzing the financial health of the business through study of its sales, purchases, and general cost of running the business. These analyses are done repeatedly, at regular intervals (such as monthly, quarterly, or annually).*	PP	ITPKS
10.C *10.C.01*	1388	Show a financial audit conducted in the most recent fiscal year. *Audit: An examination of a company's financial accounting procedures and records by an independent accountant. The accountant provides a written opinion about the apparent accuracy and completeness of the company's financial record.*	PP	ITPKS

10.C *10.C.02*	1390	Show or describe how the person directly responsible for program implementation (for example, director or site manager) helps prepare, review, and reconcile the program's operating budget.	PP	ITPKS
10.C *10.C.03*	1393	Show or describe how program leaders (for example, director and other administrative staff, board of directors) work to generate and manage the financial resources needed to support a program of excellence.	PP	ITPKS
10.D *10.D.01*	1396	Show two examples of written health and safety procedures meant to reduce staff injuries. *Examples of staff injuries: Back strain, trips/falls, cuts, burns.*	PP	ITPKS
10.D *10.D.01*	1397	Show two examples of written health and safety procedures meant to reduce staff exposure to environmental hazards. *Examples of environmental hazards: Harmful chemicals; mold and mildew; excessive noise, heat or cold; radon; radiation and friable materials such as asbestos, crystalline silica, fiberglass, lead hazards.* *Friable materials: Materials that are easily crumbled or reduced to powder, increasing the potential for inhalation.*	PP	ITPKS
10.D *10.D.01*	1403	Show that you follow government child nutrition guidelines for the amount and types of food you provide to children for meals and snacks. *Government child nutrition guidelines: Created by the US Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP).*	PP	ITPKS
10.D *10.D.01*	1406	Show how you conduct facility and equipment maintenance checks to identify potential health and safety problems.	PP	ITPKS
10.D *10.D.03*	1413	In your staff handbook, your written policy and procedure for reporting child abuse and neglect states that staff who report suspicions of child abuse/neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.	PP	ITPKS
10.D *10.D.05*	1418	Show that your written policies state that the content of each child's health and safety file is confidential but is immediately available upon request to: • Administrators and teaching staff who have consent from a parent or legal guardian to access the records • The child's parents or legal guardians • Regulatory authorities	PP	ITPKS
10.D *10.D.06*	1420	Show or describe how your procedures for managing the arrival, departure, and transportation of children are designed to facilitate family–staff interaction.	PP	ITPKS
10.D *10.D.06*	1421	If children are transported during the program day, show or describe your procedures for ensuring that all children are accounted for before, during, and after transport.	PP	ITPKS

10.D *10.D.06*	1424	Show that you have written arrival, departure, and transportation policies and procedures that address special circumstances in picking up children at the end of the day. *Examples of special circumstances: Release of children to someone other than a parent or guardian (e.g., grandmother, aunt, neighbor), court ordered custody arrangements, not releasing children to adults appearing to be under the influence of alcohol or other substances.*	PP	ITPKS
10.D *10.D.09*	1441	Show that you have written medical and dental procedures that specify that if a physician has ordered a special medical management procedure for a child in care, an adult trained in the procedure must be on-site whenever the child is present. *Examples of special medical management procedures: Asthma action plan (use of a nebulizer), allergy action plan (use of an Epi-Pen), diabetes management plan (insulin monitoring and injections).*	PP	ITPKS
10E *6.A.03*	1041	Your program has a written policy stating that new teaching staff do not work alone with children until they have received an initial orientation to the program and the job.	PP	ITPKS
10.E *6.A.04*	1055	Show that your program's initial orientation for substitutes, support staff, volunteers, and other service providers includes all of the following: • Health, safety, and emergency procedures • Acceptable (and unacceptable) guidance, discipline, and classroom management techniques • Child abuse and neglect reporting procedures • A review of pertinent regulatory requirements *Substitute: Adult who replaces a specific teacher or assistant teacher–teacher aide on a temporary basis. A substitute who replaces a specific teacher or assistant teacher-teacher aide for 20 or more consecutive business days must be considered a member of the teaching staff. NAEYC recognizes that programs may use substitutes to supplement the teaching staff.* *Support staff: Adult employed by the program, but not considered part of the teaching staff.* *Examples of support staff: Cook, bus driver, janitorial or maintenance staff, administrative support staff.* *Volunteers: Adults, neither employed by or contracted with the program, who are regularly scheduled to provide support services to the program in administrative capacities (e.g., clerical work, creating bulletin boards or displays), classroom management, or other support tasks (e.g., cleaning, landscaping/gardening) without monetary compensation.* *Examples of volunteers: Parents participating in a parent cooperative program, lunch aides, foster grandparents, reading buddies.* *Other service providers: adults, either employed by or contracted with the program, with appropriate specialized knowledge that arrange or engage children in planned therapies, activities or*	PP	ITPKS

		experiences that take place for no more than one hour at a time, per class of children. *Examples of other service providers: Special subject teachers, extra-curricular instructors, psychologist, social worker, nutritionist, nurse, speech, physical or occupational therapist.* *Examples of regulatory requirements: State licensing laws, school board regulations, military SOPs.*		
10.E *6.A.04*	1056	Show your policy stating that substitutes, support staff, volunteers, and other service providers do not work alone with children. They must be with, and supervised by, regularly scheduled teaching staff at all times. *Substitute: Adult who replaces a specific teacher or assistant teacher–teacher aide on a temporary basis. A substitute who replaces a specific teacher or assistant teacher-teacher aide for 20 or more consecutive business days must be considered a member of the teaching staff. NAEYC recognizes that programs may use substitutes to supplement the teaching staff.* *Support staff: Adult employed by the program, but not considered part of the teaching staff.* *Examples of support staff: Cook, bus driver, janitorial or maintenance staff, administrative support staff.* *Volunteers: Adults, neither employed by or contracted with the program, who are regularly scheduled to provide support services to the program in administrative capacities (e.g., clerical work, creating bulletin boards or displays), classroom management, or other support tasks (e.g., cleaning, landscaping/gardening) without monetary compensation.* *Examples of volunteers: Parents participating in a parent cooperative program, lunch aides, foster grandparents, reading buddies.* *Other service providers: adults, either employed by or contracted with the program, with appropriate specialized knowledge that arrange or engage children in planned therapies, activities or experiences that take place for no more than one hour at a time, per class of children.* *Examples of other service providers: Special subject teachers, extra-curricular instructors, psychologist, social worker, nutritionist, nurse, speech, physical or occupational therapist.*	PP	ITPKS
10.E *10.E.01*	1452	Show that you have salary scales with increments based on professional qualification, staff role, length of employment, and performance evaluation.	PP	ITPKS
10.E *10.E.01*	1452	Show that you have salary scales with increments based on professional qualification, staff role, length of employment, and performance evaluation.	PP	ITPKS
10.E *10.E.01*	1452	Show that you have salary scales with increments based on professional qualification, staff role, length of employment, and performance evaluation.	PP	ITPKS
10.E *10.E.03*	1461	Show or describe how you hire staff or identify volunteers who speak the same language as the children served.	PP	ITPKS
10.E *10.E.01*	1516	Show that your written personnel policies include resignation, termination, and grievance procedures.	PP	ITPKS

10.F *10.E.06*	1475	If some or all of recommended employee benefits (health insurance, leave, education benefit, retirement plan) are not available to staff, the program's strategic plan should state the conditions under which staff benefits will be improved. *Rate as NA if all benefits are available to staff.*	PP	ITPKS
10.F *10.F.02*	1502	Show that when your comprehensive program evaluation is completed, key stakeholders (staff, families, governance board) are given a report of the findings. *Comprehensive program evaluation: A formal assessment of your program's progress toward meeting its stated goals. It should query all stakeholders and include all aspects of program functioning.*	PP	ITPKS
10.F 10.F.03	1505	Show or describe two examples of how you have used information from your annual comprehensive program evaluation to plan professional development. *Comprehensive program evaluation: A formal assessment of your program's progress toward meeting its stated goals. It should query all stakeholders and include all aspects of program functioning.*	PP	ITPKS
10.F 10.F.03	1506	Show or describe two examples of how you have used information from your annual comprehensive program evaluation to improve program policies, procedures, or activities. *Comprehensive program evaluation: A formal assessment of your program's progress toward meeting its stated goals. It should query all stakeholders and include all aspects of program functioning.*	PP	ITPKS