



# LEARN & GROW

## LEVELS 3, 4 AND 5 POINTS MENU

Learn & Grow Level 3-5 programs have the flexibility to choose and focus on the quality areas that support the program’s continuous quality improvement. The Learn & Grow Points Menu provides an at-a-glance guide for understanding the points that can be earned for each activity. Information on how to document the evidence for the points earned can be found in the Learn & Grow Verification Portfolio.

### LEVEL 3: 10 POINTS

### LEVEL 4: 20 POINTS

### LEVEL 5: 30 POINTS

QUALITY AREA PLANNING TIME & USE OF CURRICULUM	POINTS
<b>Lead EC Educator Planning Time</b>	
1. Program provides <b>uninterrupted planning time</b> for a total of at least <b>one (1) hour per month</b> for each lead EC Educator.	1
2. Program provides <b>uninterrupted planning time</b> for a total of at least <b>two (2) hours per month</b> for each lead EC Educator.	2
3. Program provides <b>uninterrupted planning time</b> for a total of at least <b>three (3) hours per month</b> for each lead EC Educator.	3
4. Program provides <b>uninterrupted planning time</b> for a total of at least <b>four (4) hours per month</b> for each lead EC Educator	4
<b>Teaching Team Planning Time</b>	
5. Show that lead and assistant EC Educators are scheduled for a total of at least <b>one (1) hour per month</b> for <b>uninterrupted collaborative planning</b> .	2
6. Show that lead and assistant EC Educators are scheduled for a total of at least <b>two (2) hours per month</b> for <b>uninterrupted collaborative planning</b> .	4



LEVEL 3: 10 POINTS

LEVEL 4: 20 POINTS

LEVEL 5: 30 POINTS

QUALITY AREA PLANNING TIME & USE OF CURRICULUM (CONT.)	POINTS
<b>Use of Curriculum</b>	
7. Written curriculum, or curriculum framework, describes how EC educators can link child assessment information to individualize learning plans.	1
8. Show <b>two</b> examples of how written curriculum, or curriculum framework, has been modified to reflect the values, beliefs, and experiences of the families in the program.	1
9. Program demonstrates how to use evidence informed/promising practices in curriculum implementation fidelity.	1
10. Programs integrate local, cultural knowledge and activities in curriculum and lesson plan development.	1
QUALITY AREA COACHING TIME	POINTS
1. All lead EC Educators participate in <b>uninterrupted coaching</b> for a total of <b>four (4) hours in the last 12 months.</b>	1
2. All lead EC Educators participate in <b>uninterrupted coaching</b> for a total of <b>six (6) hours in the last 12 months.</b>	2
3. All lead EC Educators participate in <b>uninterrupted coaching</b> for a total of <b>eight (8) hours in the last 12 months.</b>	3
4. All lead EC Educators participate in <b>uninterrupted coaching</b> for a total of <b>12 hours in the last 12 months.</b>	4
5. All lead EC Educators participate in <b>uninterrupted coaching</b> for a total of <b>24 hours in the last 12 months.</b>	5
6. All lead EC Educators participate in <b>uninterrupted coaching</b> for a total of <b>48 hours in the last 12 months.</b>	6
QUALITY AREA HOME VISITING	POINTS
1. Program conducts at least one (1) home visit per year with each family.	3
2. Program conducts at least two (2) home visits per year with each family.	6
3. Program conducts at least three (3) home visits per year with each family.	8



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QUALITY AREA PROGRAM ACCREDITATION OR NATIONAL APPROVAL STATUS	POINTS
1. Program has completed a national-approved Accreditation Self-Assessment or Head Start equivalent process. If program has been issued a nationally approved accreditation (#3 below), this quality activity is not applicable.	2
2. Program has completed annual classroom self-assessment portfolios (or equivalent) for each classroom are developed and maintained, following the classroom self-assessment criteria specific to the Accreditation or Head Start protocol.	4
3. Program has completed and been issued a national-approved accreditation (NAEYC, Montessori, Family AEYC, etc.)	7
QUALITY AREA CULTURALLY RESPONSIVE EARLY CHILDHOOD PRACTICES	POINTS
1. All lead EC Educators use the Alaska Cultural Standards/ or equivalent tool to inform their professional development and teaching practices.	2
2. Program completes the <u>Culturally Responsive Benchmarks of Quality (BoQ)</u> to inform the program's annual Continuous Quality Improvement Plan (CQIP).	3
QUALITY AREA FAMILY & COMMUNITY ENGAGEMENT	POINTS
1. After completing the Strengthening Families or equivalent self-assessment, the program implements <b>at least three (3) activities</b> annually to increase child development knowledge and help families make social connections.	2
2. After completing the Strengthening Families self-assessment, the program implements <b>at least four (4) activities</b> annually to increase child development knowledge and help families make social connections.	3
3. After completing the Strengthening Families self-assessment, the program implements <b>at least five (5) activities</b> annually to increase child development knowledge and help families make social connections.	4



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QUALITY AREA HUMAN RESOURCES	POINTS
1. Program implements staff exit surveys to understand EC Educators job attitudes and turnover intentions.	1
2. Program's staff handbook includes information about how staff can locate resources that support them in stress management, prevention and treatment of depression, and/or general wellness.	1
3. Program leadership provides an inviting space for EC educators to take a break outside of the classroom. <i>(The space cannot double as another space with the exception of the lunch room)</i>	2
4. Program leadership provides at least one (1) staff wellness activity per month for all staff.	2
5. Program provides benefits for all staff. <i>(See list of possible benefits in the Learn &amp; Grow Verification Portfolio.)</i>	1 pt. /each max of 6
6. Program has a transparent pay scale.	1
7. Program has a pay scale that reflects years of experience and education level in alignment with the Alaska SEED career ladder.	2
8. Program provides monetary incentives or bonuses for staff meeting individual professional development goals as specified on Professional Development plans.	3
9. Program prepares an annual budget demonstrating alignment with the program's annual goals as specified on CQIP or equivalent plan.	4
QUALITY AREA MISCELLANEOUS ACTIVITIES	POINTS
1. Program has a data sharing agreement with the local school district to share year-end child assessment results for each four year old before transitioning to Kindergarten, or a different program.	3
2. Program participates in the Child Care Food Program with good standing.	2
3. Program participates in the Child Care Grant Program.	2
4. Program participates in the Child Care Assistance Program (State, tribal, or OCS) with good standing (actively serving children).	2



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QUALITY AREA MISCELLANEOUS ACTIVITIES (CONT.)	POINTS
5. Program has diversified revenue model, including grants, local business partnerships, and other fundraising opportunities.	2
6. All program classrooms meet or exceed national best practices for teacher: child ratios.	4
QUALITY AREA PYRAMID MODEL FOUNDATIONS	POINTS
1. Each classroom lead teacher achieves at least 80% of Inventory or Practices A competencies.	5
2. Each classroom lead teacher achieves at least 80% of Inventory of Practices A & B competencies.	8
3. Each classroom lead teacher achieves at least 80% of Inventory of Practices A, B & C competencies.	11
4. Each classroom lead teacher achieves at least 80% of Inventory or Practices A, B, C, & D competencies.	14
5. Each classroom lead teacher achieves at least 80% of Inventory of Practices A, B, C, D & E competencies.	16
6. Each program achieves 50% of Benchmarks of Quality.	3
7. Each program achieves 60% of Benchmarks of Quality.	5
8. Each program achieves 70% of Benchmarks of Quality.	7
9. Each program achieves 80% of Benchmarks of Quality.	9