## Administration & Leadership

<table>
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<tr>
<th>Program</th>
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<tbody>
<tr>
<td><strong>Program</strong> has a written continuous quality improvement plan (CQIP).</td>
<td><strong>Program</strong> has a written philosophy statement.</td>
<td><strong>Program</strong> has a current continuous quality improvement plan (CQIP).</td>
<td><strong>Program</strong> has a signed Learn &amp; Grow annual letter of commitment.</td>
<td><strong>Administrator</strong> (Center Only) <strong>Center Program Administrator completes</strong> the Alaska Early Childhood Administrator Credential (or equivalent based on personnel of program).</td>
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<td></td>
<td><strong>Share</strong> philosophy statement with families and personnel.</td>
<td><strong>Establish</strong> a Leadership team.</td>
<td><strong>Complete</strong> inclusion readiness checklist annually.</td>
<td><strong>See Level 2 training</strong></td>
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<td></td>
<td><strong>Develop</strong> policies and procedures that address use of developmental screening, child assessment, and curriculum. Discuss how it aligns with program philosophy and how it’s shared with families at enrollment and EC educator at new staff orientation.</td>
<td><strong>Leadership</strong> team completes one program self-assessment tool to inform CQIP or annual planning document.</td>
<td><strong>Administrator</strong> Dedicate time to develop professional development plans with each EC educator</td>
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<td></td>
<td><strong>Has</strong> policies and procedures in place for supporting inclusion of children with special needs, including a detailed plan on how program works to prevent expulsion and suspension.</td>
<td><strong>Has</strong> policies and procedures in place for how they will support Dual Language Learners.</td>
<td><strong>Identifies</strong> two quality Level 5 activities from the Business Administration/ Program Administration Scale tool or process of choice.</td>
<td><strong>Has</strong> fiscal resources and program readiness to support an agreement or direct access to a mental health consultant, or tertiary level expert for teachers and families.</td>
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<td></td>
<td><strong>Has</strong> internal capacity and fiscal resources to access an internal Alaska SEED Certified coach. (Home and Group Home are exempt from this quality activity).</td>
<td><strong>CQIP</strong> or annual planning document includes one goal in each of the following quality domain areas:</td>
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<tr>
<td></td>
<td>• Administration &amp; Leadership</td>
<td>• ECE Qualification &amp; Professional Development</td>
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**Administration & Leadership (continued)**

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<tr>
<td><em>AND</em></td>
<td><em>AND</em></td>
<td><em>AND</em></td>
<td>in alignment with Alaska EC CKC or equivalent.</td>
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<tr>
<td>Complete an annual EC Educator feedback survey.</td>
<td><em>AND</em></td>
<td>The Inventory of Practices for Promoting Social Emotional Competencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a business/fiscal administration program assessment tool or process to inform the development of CQIP or annual planning document.</td>
<td>Administrator</td>
<td><em>AND</em></td>
<td>Identify five quality Level 7 activities from the BAS or PAS or similar activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Administrator</strong></td>
<td>Dedicate time to develop professional development plans with each EC educator annually that include alignment with Alaska EC CKC or equivalent professional competencies.*</td>
<td><em>AND</em></td>
<td>• Learning Environment, Adult-Child Interactions, &amp; Child Development</td>
<td></td>
</tr>
<tr>
<td><em>Home &amp; Group Home Administrators complete</em> the Alaska Early Childhood Administrator Credential</td>
<td><em>Includes</em> training(s) and job embedded professional development opportunities to support the individual professional needs of the EC educators.</td>
<td><em>EC educator’s PD goals are reviewed and assessed annually.</em></td>
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* Please refer to the Learn & Grow Program Guide for more information.
Early Childhood Educators (ECE) Qualifications & Professional Development

### LEARN & GROW

#### QUALITY ACTIVITIES GUIDE

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<tbody>
<tr>
<td>Alaska SEED Level</td>
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</tr>
<tr>
<td>All early childhood educators who work directly with children or supervise individuals who work with children are in the Alaska System for Education Development (Alaska SEED) registry.</td>
<td>Center administrator and leadership team are an Alaska SEED Level 7.</td>
<td>A child care center, school district, Early Head Start or Head Start Administrator is an Alaska SEED Level 8.</td>
<td>A child care center, school district, or Early Head Start or Head Start Administrator is an Alaska SEED Level 9.</td>
<td>A child care center, school district, or Early Head Start or Head Start Administrator is an Alaska SEED Level 10.</td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td><strong>Home and Group Home</strong> Administrator is an Alaska SEED Level 5.</td>
<td><strong>Home and Group Home</strong> Administrator is an Alaska SEED Level 6.</td>
<td><strong>Home and Group Home</strong> Administrator is an Alaska SEED Level 7.</td>
<td><strong>Home and Group Home</strong> Administrator is an Alaska SEED Level 9.</td>
</tr>
<tr>
<td><strong>Leadership team</strong> and all lead teachers complete the Learn &amp; Grow 101 training.</td>
<td>Program leadership team members are an Alaska SEED Level 8.</td>
<td>Program leadership team members are an Alaska SEED Level 9.</td>
<td>Program leadership team members are an Alaska SEED Level 9.</td>
<td>Program leadership team members are an Alaska SEED Level 10.</td>
</tr>
<tr>
<td><strong>Assistant EC educators</strong> complete Learn &amp; Grow 101 Training.</td>
<td>50% of lead EC educators are an Alaska SEED Level 6.</td>
<td>50% of lead EC educators are an Alaska SEED Level 7.</td>
<td>50% of lead EC educators are an Alaska SEED Level 9.</td>
<td>50% of lead EC educators are an Alaska SEED Level 9.</td>
</tr>
<tr>
<td><strong>Lead EC educators and leadership team complete all Level 2 trainings:</strong> Alaska Early Childhood Core Knowledge and Competencies, Introduction to the Alaska Early Learning Guidelines, Introduction to the Pyramid Model, Strengthening Families and</td>
<td>Remaining lead EC educators are at least an Alaska SEED Level 4.</td>
<td>Remaining lead EC educators are at least an Alaska SEED Level 5.</td>
<td>Remaining lead EC educators are at least an Alaska SEED Level 6.</td>
<td>Remaining lead EC educators are at least an Alaska SEED Level 6.</td>
</tr>
<tr>
<td></td>
<td>50% of assistant EC educators are an Alaska SEED Level 4.</td>
<td>50% of assistant EC educators are an Alaska SEED Level 5.</td>
<td>50% of assistant EC educators are an Alaska SEED Level 6.</td>
<td>50% of assistant EC educators are an Alaska SEED Level 6.</td>
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**LEVEL 1**

- Introduction to ERS OR CLASS.

**LEVEL 2**

**Remaining** assistant EC educators are at least an Alaska SEED Level 2.

**Training**

**Lead** EC educators, leadership team, and program administrator complete trainings to satisfy all the Level 3 specific training content areas:

- Early childhood curriculum
- Early childhood observation/assessment
- Inclusion practices
- Developmental & social emotional screening and referral process (overview & what’s happening in Alaska)
- Culturally responsive practices
- Implicit bias and equity practices
- What is Coaching

**LEVEL 3**

**Remaining** assistant EC educators are at least an Alaska SEED Level 3.

**Training**

**Lead** EC educators, leadership team, and program administrator complete trainings to satisfy all the level 4 training topics:

- Communicating screening results with parents.
- ACES
- Early childhood trauma informed care or related training.
- An approved AAP developmental & social emotional screening tool.
- Specific child assessment and curriculum program has been chosen.

**LEVEL 4**

**Remaining** assistant EC educators are at least an Alaska SEED Level 4

**NOTE:** Pre-elementary teachers and administrators must meet the requirements for teacher certification and must include a minimum of 6 ECE credits.

**Training**

**Assistant** EC educators complete trainings to satisfy all the Level 4 specific training content areas.

**LEVEL 5**

**Remaining** assistant EC educators are at least an Alaska SEED Level 5

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<tr>
<td></td>
<td></td>
<td>• Reduction of exclusionary practices</td>
<td>Assistant EC educators complete Level 2 trainings.</td>
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<tr>
<td></td>
<td></td>
<td>Assistant EC educators complete Level 2 trainings.</td>
<td>Program administrator or designated staff complete training specific to the developmental screening they have chosen including how to communicate screening results with families.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Assistant EC educators complete trainings to satisfy all the Level 3 specific training content areas.</td>
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## LEARN & GROW QUALITY ACTIVITIES GUIDE

### Learning Environment, Adult-Child Interactions & Child Outcomes

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<tbody>
<tr>
<td>Learn Environment/Interactions</td>
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</tr>
<tr>
<td>Complete an ERS A or CLASS A self-reflection for each classroom and a classroom action plan to be completed in conjunction with a Relationship Based Professional Development (RBPD) specialist.</td>
<td>ERS 3.5 overall score in each classroom.</td>
<td>ERS 4.5 overall score in each classroom.</td>
<td>ERS 5.5 overall score in each classroom.</td>
<td><strong>Inclusionary Practices</strong></td>
</tr>
<tr>
<td>Programs can also request an outside ERS or CLASS assessment from thread.</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td><strong>Inclusionary Practices</strong></td>
</tr>
<tr>
<td><strong>ERS score</strong> of 3.0 in 2 of 3 subdomains.</td>
<td><strong>CLASS score</strong> of 4.0 in 2 of 3 subdomains.</td>
<td><strong>CLASS score</strong> of 5.0 in 2 of 3 subdomains.</td>
<td><strong>Program</strong> uses Behavior Incident Report (BIR) data to inform development of behavioral support plans and strategies to meet individual needs of children.</td>
<td><strong>Program</strong> has identified local or regional resource agencies</td>
</tr>
<tr>
<td><strong>Inclusionary Practices</strong></td>
<td><strong>Inclusionary Practices</strong></td>
<td><strong>Curriculum &amp; Assessment</strong></td>
<td><strong>Program</strong> shares child assessment results with families at least 2 x a year to collect observational information and monitor child’s progress toward meeting developmental outcomes.</td>
<td><strong>Program</strong> shares assessment results with families at least 2 x a year</td>
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- Please refer to the Learn & Grow Program Guide for more information.
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<td></td>
<td></td>
<td><strong>Program</strong> documents number of families they provided copy of or access to link to complete a developmental screening tool.</td>
<td>or personnel with the expertise to support early childhood professionals and families to develop a plan to meet the individual needs of all children but particularly children with identified special needs (social emotional, cognitive, physical, etc.).</td>
<td>year at a parent teacher conference.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Program</strong> administrator or designated staff communicate screening results within 10 business days of receiving completed screenings.</td>
<td><strong>Curriculum &amp; Assessment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Program</strong> consistently documents Behavior Incidents (with required content areas)* and are available when requested by Relationships Based Professional Development (RBPD) specialist to assist with classroom quality improvement.</td>
<td><strong>Evidence-informed whole child curriculum(s)</strong> are developmentally appropriate for ALL ages served in program and are aligned to the Alaska Early Learning Guidelines.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Program</strong> reports expulsion or suspensions to regulatory body.</td>
<td><strong>EC educators</strong> contribute to the child assessment portfolio 2 x a year to collect observational information</td>
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* Please refer to the Learn & Grow Program Guide for more information.

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Program has completed a curriculum review and selection process.

Program has identified a specific child assessment tool aligned with Alaska’s Early Learning Guidelines (addressing all areas of development) and developed a plan for how teachers will be supported with use of the tool.

and monitor all children’s progress toward meeting **ALL** developmental outcomes.

Program shares child assessment results with families at least **1 x a year** at a parent teacher conference.
Family & Community Engagement

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<tr>
<td>See Level 2 training requirements: Strengthening Families</td>
<td>At enrollment program provides families opportunity to tell the program about their family and their children (ethnicity, culture, language, abilities, preferences, etc).</td>
<td>Program completes annual Strengthening Families self-assessment or approved equivalent to inform yearly CQIP or equivalent annual plan around the program’s family and community engagement practices.</td>
<td>Families are invited at least 2 x a year to provide information and/or participate in the development of program activities to provide opportunities for family’s culture to be infused in the program.</td>
<td>In partnership with families, a program develops a transition plan for a child any time they move to a different program or school. Program prepares 4 year old children and their families for the transition to kindergarten.</td>
</tr>
<tr>
<td></td>
<td>Program conducts an annual family survey.</td>
<td>In partnership with families, a program develops a transition plan for child any time they move to a different classroom, change in teachers, or schedule.</td>
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**LEARN & GROW**

QUALITY ACTIVITIES GUIDE

Family & Community Engagement (continued)

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<tr>
<td></td>
<td></td>
<td><strong>Program</strong> provides community resources or makes referrals to address family's needs.</td>
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