

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Administration & Leadership

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Program</p> <hr/> <p>Program has a written continuous quality improvement plan (CQIP).</p>	<p>Program</p> <hr/> <p>Program has a written philosophy statement.</p> <p>Program has a current continuous quality improvement plan (CQIP).</p> <p>Program has a signed Learn & Grow annual letter of commitment.</p> <p>Administrator</p> <hr/> <p>(Center Only) Center Program Administrator completes the Alaska Early Childhood Administrator Credential (or equivalent based on personnel of program).</p> <p><i>See Level 2 training</i></p>	<p>Program</p> <hr/> <p>Share philosophy statement with families and personnel.</p> <p>Establish a Leadership team.</p> <p>Complete inclusion readiness checklist annually.</p> <p>Develop 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.</p> <p>Leadership team completes one program self-assessment tool to inform CQIP or annual planning document.</p>	<p>Program</p> <hr/> <p>Has 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.</p> <p>Has policies and procedures in place for how they will support Dual Language Learners.</p> <p>Identifies two quality Level 5 activities from the Business Administration/ Program Administration Scale tool or process of choice.</p> <p>Administrator</p> <hr/> <p>Dedicate time to develop professional development plans with each EC educator</p>	<p>Program</p> <hr/> <p>Has 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.</p> <p>Has internal capacity and fiscal resources to access an internal Alaska SEED Certified coach. <i>(Home and Group Home are exempt from this quality activity).</i></p> <p>CQIP or annual planning document includes one goal in each of the following quality domain areas:</p> <ul style="list-style-type: none"> • Administration & Leadership • ECE Qualification & Professional Development

(continues on page 2)



LEARN & GROW

QUALITY ACTIVITIES GUIDE

Administration & Leadership (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>AND</p> <p>Complete an annual EC Educator feedback survey.</p> <p>Use a business/fiscal administration program assessment tool or process to inform the development of CQIP or annual planning document.</p> <p>Administrator</p> <hr/> <p>Dedicate time to develop professional development plans with each EC educator annually that include alignment with Alaska EC CKC or equivalent professional competencies.*</p> <p>Home & Group Home Administrators complete the Alaska Early Childhood Administrator Credential</p>	<p>in alignment with Alaska EC CKC or equivalent.</p> <p>AND</p> <p>The Inventory of Practices for Promoting Social Emotional Competencies.</p> <p>AND</p> <p>Includes training(s) and job embedded professional development opportunities to support the individual professional needs of the EC educators.</p> <p>EC educator's PD goals are reviewed and assessed annually.</p>	<ul style="list-style-type: none"> • Learning Environment, Adult-Child Interactions, & Child Development • Family & Community Engagement <p>Identify five quality Level 7 activities from the BAS or PAS or similar activities.</p>

* Please refer to the Learn & Grow Program Guide for more information.

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Early Childhood Educators (ECE) Qualifications & Professional Development

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Alaska SEED Level</p> <hr/> <p>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.</p> <p>Training</p> <hr/> <p>Leadership team and all lead teachers complete the Learn & Grow 101 training.</p>	<p>Alaska SEED Level</p> <hr/> <p>Center administrator and leadership team are an Alaska SEED Level 7.</p> <p>Home and Group Home Administrator is an Alaska SEED Level 5.</p> <p>Training</p> <hr/> <p>Assistant EC educators complete Learn & Grow 101 Training.</p> <p>Lead EC educators and leadership team complete all Level 2 trainings: Alaska Early Childhood Core Knowledge and Competencies, Introduction to the Alaska Early Learning Guidelines, Introduction to the Pyramid Model, Strengthening Families and</p>	<p>Alaska SEED Level</p> <hr/> <p>A child care center, school district, Early Head Start or Head Start Administrator is an Alaska SEED Level 8.</p> <p>Home and Group Home Administrator is an Alaska SEED Level 6.</p> <p>Program leadership team members are an Alaska SEED Level 8.</p> <p>50% of lead EC educators are an Alaska SEED Level 6.</p> <p>Remaining lead EC educators are at least an Alaska SEED Level 4</p> <p>50% of assistant EC educators are an Alaska SEED Level 4.</p>	<p>Alaska SEED Level</p> <hr/> <p>A child care center, school district, or Early Head Start or Head Start Administrator is an Alaska SEED Level 9.</p> <p>Home and Group Home Administrator is an Alaska SEED level 7.</p> <p>Program leadership team members are an Alaska SEED Level 9.</p> <p>50% of lead EC educators are an Alaska SEED Level 7.</p> <p>Remaining lead EC educators are at least an Alaska SEED Level 5</p> <p>50% of assistant EC educators are an Alaska SEED Level 5.</p>	<p>Alaska SEED Level</p> <hr/> <p>A child care center, school district, Early Head Start or Head Start Administrator is an Alaska SEED Level 10.</p> <p>Home and Group Home Administrator is an Alaska SEED level 9.</p> <p>Program leadership team members are an Alaska SEED Level 10.</p> <p>50% of lead EC educators are an Alaska SEED Level 9.</p> <p>Remaining lead EC educators are at least an Alaska SEED Level 6.</p> <p>50% of assistant EC educators are an Alaska SEED Level 6.</p>

(continues on page 4)

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Early Childhood Educators (ECE) Qualifications & Professional Development (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	<p>Introduction to ERS OR CLASS.</p>	<p>Remaining assistant EC educators are at least an Alaska SEED Level 2.</p> <p>Training</p> <hr/> <p>Lead EC educators, leadership team, and program administrator complete trainings to satisfy all the Level 3 specific training content areas:</p> <ul style="list-style-type: none"> • 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 	<p>Remaining assistant EC educators are at least an Alaska SEED Level 3.</p> <p>Training</p> <hr/> <p>Lead EC educators, leadership team, and program administrator complete trainings to satisfy all the level 4 training topics:</p> <ul style="list-style-type: none"> • 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. 	<p>Remaining assistant EC educators are at least an Alaska SEED Level 4</p> <p><i>NOTE: Pre-elementary teachers and administrators must meet the requirements for teacher certification and must include a minimum of 6 ECE credits.</i></p> <p>Training</p> <hr/> <p>Assistant EC educators complete trainings to satisfy all the Level 4 specific training content areas.</p>

(continues on page 5)

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Early Childhood Educators (ECE) Qualifications & Professional Development (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<ul style="list-style-type: none"> • Reduction of exclusionary practices <p>Assistant EC educators complete Level 2 trainings.</p> <p>Program administrator or designated staff complete training specific to the developmental screening they have chosen including how to communicate screening results with families.</p>	<p>Assistant EC educators complete trainings to satisfy all the Level 3 specific training content areas.</p>	

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Learning Environment, Adult-Child Interactions & Child Outcomes

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	<p>Learn Environment/ Interactions</p> <hr/> <p>Complete planning tool (ex. ERS or CLASS) in each classroom to inform classroom action plan (CAP). Complete in conjunction with a Relationship Based Professional Development (RBPD) specialist.</p> <p><i>Programs can also request an outside ERS or CLASS assessment from thread instead of completing the planning tool but must complete a CAP or equivalent.</i></p>	<p>Learn Environment/ Interactions</p> <hr/> <p>ERS 3.5 overall score in each classroom.</p> <p>OR</p> <p>CLASS score of 3.0 in 2 of 3 subdomains.</p> <p>Inclusionary Practices</p> <hr/> <p>At enrollment and as needed, program provides families resources, electronic link, or copy of one of the American Academy of Pediatrics (AAP) approved developmental screening tools to complete and collect within 45 days of enrollment.</p>	<p>Learn Environment/ Interactions</p> <hr/> <p>ERS 4.5 overall score in each classroom.</p> <p>OR</p> <p>CLASS score of 4.0 in 2 of 3 subdomains.</p> <p>Inclusionary Practices</p> <hr/> <p>Lead EC educators communicate screening results with families</p> <p>Program uses Behavior Incident Report (BIR) data to inform development of behavioral support plans and strategies to meet individual needs of children.</p> <p>Program has identified local or regional resource agencies</p>	<p>Learn Environment/ Interactions</p> <hr/> <p>ERS 5.5 overall score in each classroom.</p> <p>OR</p> <p>CLASS score of 5.0 in 2 of 3 subdomains.</p> <p>Curriculum & Assessment</p> <hr/> <p>EC educators contribute to a child assessment portfolio 3 x a year to collect observational information and monitor child's progress toward meeting developmental outcomes.</p> <p>Program shares child assessment results with families at least 2 x a</p>

(continues on page 7)

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LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Learning Environment, Adult-Child Interactions & Child Outcomes (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>Program documents number of families they provided copy of or access to link to complete a developmental screening tool.</p> <p>Program administrator or designated staff communicate screening results within 10 business days of receiving completed screenings.</p> <p>Program consistently documents Behavior Incidents (with required content areas)* and are available when requested by Relationships Based Professional Development (RBPDP) specialist to assist with classroom quality improvement.</p> <p>Program reports expulsion or suspensions to regulatory body.</p>	<p>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.).</p> <p>Curriculum & Assessment</p> <hr/> <p>Evidence-informed whole child curriculum(s) are developmentally appropriate for ALL ages served in program and are aligned to the Alaska Early Learning Guidelines.</p> <p>EC educators contribute to the child assessment portfolio 2 x a year to collect observational information</p>	<p>year at a parent teacher conference.</p>

(continues on page 8)

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LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Learning Environment, Adult-Child Interactions & Child Outcomes (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>Curriculum & Assessment</p> <hr/> <p>Program has completed a curriculum review and selection process.</p> <p>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.</p>	<p>and monitor all children’s progress toward meeting ALL developmental outcomes.</p> <p>Program shares child assessment results with families at least 1 x a year at a parent teacher conference.</p>	

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Family & Community Engagement

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	<p><i>See Level 2 training requirements: Strengthening Families</i></p>	<p>At enrollment program provides families opportunity to tell the program about their family and their children (<i>ethnicity, culture, language, abilities, preferences, etc.</i>).</p> <p>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.</p> <p>Program conducts an annual family survey.</p> <p>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.</p>	<p>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.</p> <p>In partnership with families, a program develops a transition plan for a child any time they move to a different program or school.</p> <p>Program prepares 4 year old children and their families for the transition to kindergarten.</p>	

(continues on page 10)

LEARN & GROW

QUALITY ACTIVITIES GUIDE



Learn & Grow

Family & Community Engagement (continued)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<p>Program provides community resources or makes referrals to address family's needs.</p>		