

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.



Learn & Grow

LEVEL 3: 10 POINTS REQUIRED

LEVEL 4: 20 POINTS REQUIRED

LEVEL 5: 30 POINTS REQUIRED

CONTEXT AWARE PRACTICES	POINTS
In addition to lesson plans informed by child assessment results, lesson plans reflect family/community contextual differences, values, and beliefs in their program (in every classroom).	3
Program uses all-encompassing practices and policies to recognize, understand, and embrace differences.	2
Program makes significant adaptations to the curriculum to meet the needs of a specific population of students.	5
Program makes significant adaptations to policies and procedures to meet the needs of a specific population of students (i.e. children with disabilities, regional customs/ backgrounds, etc.).	3
Program and/or curriculum adaptations to support specific populations of students are made in partnership with outside evaluators to assess those adaptations.	2
Program provides at least one staff member who speaks the same language as the majority of Multi-Language Learners (MLL) at the program.	5
Program has staff who are bilingual or multiple-lingual. (1 point per staff for max of 5 points)	Maximum 5
Program provides information to families and/or staff in their home/first language.	2
All classrooms use the Alaska Cultural Standards, or equivalent tools, to inform their professional development and teaching practices.	2
Program completes the Culturally Responsive Benchmarks of Quality (BoQ) to inform the program's annual Continuous Quality Improvement Plan (CQIP).	3



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HEALTH AND NUTRITION	POINTS
Program has completed a GO NAPSACC module and achieved “Leading the Way” on post assessment.	4
Program has a quiet and comfortable space, other than a bathroom, that is always available for mothers to breastfeed or express breast milk.	1
The breastfeeding area is private and includes an electrical outlet, comfortable seating and a sink with running water in the room or nearby.	1
All classrooms use family-style dining.	5
Over the course of the year, the program offers a variety of local fruits, vegetables, herbs, grains, dairy products, and/or protein foods.	2
Program has an outdoor garden or green house that children regularly spend time in to learn about how food grows.	4
Program provides monthly cooking opportunities for children over the age of two to learn about health and nutrition.	2
Program gathers information from families to create menus that include meals and/or snacks that reflect the traditions and values of enrolled families.	2
All classrooms promote and facilitate toothbrushing daily.	5
Program provides at minimum twice weekly planned physical activities for children over the age of two, focused on building gross motor skills.	2
During tummy time and other activities, teachers interact with infants to help them build motor skills.	2
All teaching staff have completed training in one of the following areas: Infant feeding (including Breastfeeding), Child Nutrition, Farm to ECE, Oral Health, Infant & Child Physical Activity, Outdoor Play & Learning, Screen Time.	1 per topic (maximum 5)
Program provides families with resources or information about one or more of the following areas annually: Infant feeding (including Breastfeeding), Child Nutrition, Farm to ECE, Oral Health, Infant & Child Physical Activity, Outdoor Play & Learning, Screen Time.	1 per topic (maximum 5)



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PLANNING AND COACHING TIME	POINTS
Program provides uninterrupted* planning time for at least one teacher per classroom: One hour a month Two hours a month Three hours a month Four hours a month	2 3 4 5
Program provides uninterrupted* team planning time (time for both teachers in a classroom to collaborate and plan together): One hour a month Two hours a month	4 8
Program provides uninterrupted** coaching time for at least one teacher per classroom: One hour a month Two hours a month	10 20

*Uninterrupted Planning Time = Teachers are not in ratio

**Uninterrupted Coaching Time = Teachers are not in ratio and have a private place to meet with their RBPD specialist



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PROGRAM ACCREDITATION OR NATIONAL APPROVAL STATUS	POINTS
National Association for the Education of Young Children (NAEYC) Accreditation:	
Recognition	10
Accreditation	20
Accreditation +	30
National Association for Family Child Care Accreditation (NAFCC) Accreditation:	
Self-Study Enrollment: Completed self-assessment	10
Accreditation	30
American Montessori Society Accreditation:	
Self-Study	10
Accreditation	30
Association Montessori International (AMI) Recognition:	
AMI/USA Associated	10
AMI/USA Affiliated	20
AMI/USA Recognized	30
National Office of Head Start good standing:	
Program has a Head Start grant	10
Program maintains required Head Start CLASS scores	10



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PYRAMID PATHWAY	POINTS
Pyramid Installation (50% on Benchmarks of Quality; 60% in every classroom on the TPOT/TPITOS)	10
Pyramid Initial Installation (60% on Benchmarks of Quality; 70% in every classroom on the TPOT/TPITOS)	20
Pyramid Full Implementation (80% on Benchmarks of Quality; 80% in every classroom on the TPOT/TPITOS)	30

STRENGTHENING FAMILIES PRACTICES	POINTS
Program completes the Strengthening Families Self-Assessment.	2
After completing the Strengthening Families or equivalent self-assessment, the program implements annual activities/ events to help families build the five protective factors:	
Three activities/events	5
Four activities/events	10
Five activities/events	15

HOME VISITING (CENTERS ONLY)	POINTS
Program conducts home visits for each family:	
Once a year	10
Twice a year	20
Three times each year	30



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STAFF SUPPORTS (CENTERS ONLY)	POINTS
Program implements staff exit surveys to understand early childhood (EC) educators' job attitudes and turnover intentions.	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.	2
Program leadership provides an inviting space for EC educators to take a break outside of the classroom (the space cannot double as another space apart from the lunchroom).	3
Program leadership provides at least one staff wellness activity:	
Biannually	2
Quarterly	4
Monthly	6
Weekly	8
Program provides benefits for all staff (one point per benefit with a maximum of 6 points). Applicable benefits: Health Insurance • Dental Insurance • Vision Insurance • Retirement Plan • Sick Days • Vacation Days • Mental Health Support • Life Insurance • Gym membership/Calm App/Etc.	Maximum 6
Program has a transparent pay scale.	2
Program has a pay scale that reflects years of experience and education level in alignment with the Alaska SEED Career Ladder.	5
Program provides monetary incentives and bonuses for all staff meeting individual professional development goals as specified on Professional Development Plans.	6



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MISCELLANEOUS	POINTS
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.	5
Program participates in the Child Care Assistance Program (State, tribal, or OCS) with good standing (actively serving children).	2
Program participates in the Child Care Food Program with good standing.	2
Program participates in the Child Care Grant Program.	2
Program has diversified and/or mixed revenue model, including grants, local business partnerships, and other fundraising opportunities.	3
Program prepares an annual budget and monitors quarterly (i.e. QuickBooks, etc.) demonstrating alignment with the program's annual goals as specified on CQIP or equivalent plan.	5
All program classrooms meet or exceed national best practices for teacher:child ratios (centers only).	4