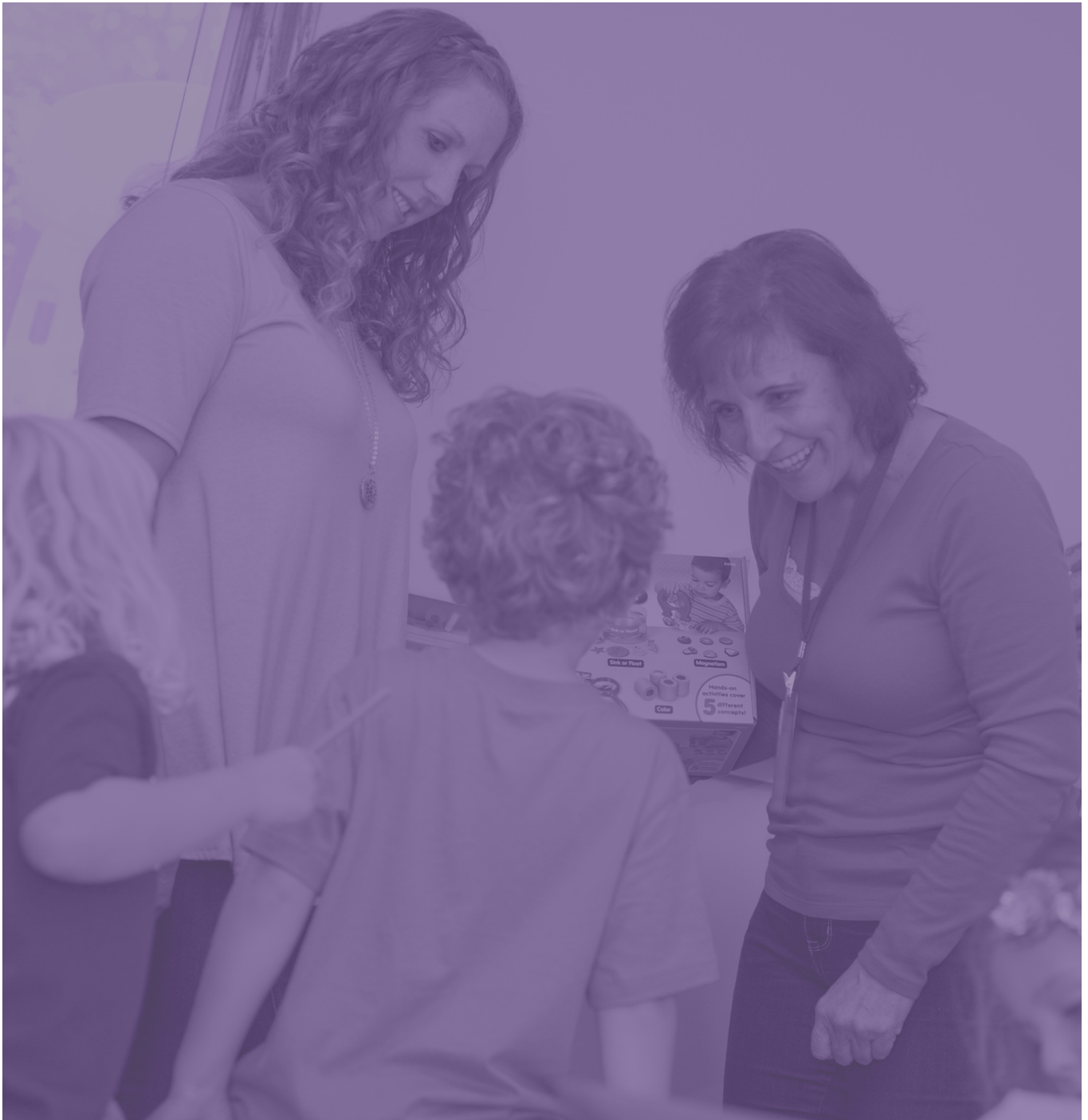




Full-Rating Pathway
Quality Documentation Portfolio

Parent Aware Rating Guide



January 2023 Update

Let Your Stars Shine!

Join us in our mission to help get kids ready for kindergarten and life!

Thank you for choosing to seek a Star Rating from Parent Aware, Minnesota's Quality Rating and Improvement System. We applaud your decision to participate and your commitment to quality improvement. When you volunteer to participate in Parent Aware, you go above and beyond basic health and safety requirements to demonstrate the best practices in child care and early education. Each Star-Level builds toward the next, helping families easily identify how far your program has progressed in adopting these practices.

There is a team available to help improve, support, and celebrate the strengths of your program. As you prepare for your Rating, you will work with a Quality Coach and Professional Development Advisor with years of early education experience. They will work closely with you throughout the entire Rating process.

As a participating program, you must submit a Quality Documentation Portfolio (QDP) to earn a Star Rating. The purpose of the QDP is to help you organize examples of your work as evidence that your program is implementing best practices for school readiness. You will complete the QDP and assemble your documentation with the help of a Quality Coach from your local Child Care Aware of Minnesota agency.

- For more information about Parent Aware Ratings, visit ParentAware.org
- For help in Spanish, Hmong, or Somali, call 888.291.9811

Four Steps to Submitting Your QDP

There are four steps to submit your required Quality Documentation Portfolio:

1. **Enlist** the help of a Parent Aware Quality Coach and a Professional Development Advisor (PDA) from your local Child Care Aware of Minnesota agency.
2. **Review** your program's strengths and set a Star-Level goal with your Parent Aware Quality Coach.
3. **Organize** samples that highlight your kindergarten-readiness best practices.
4. **Submit** evidence to receive your Star Rating.



Important!

To succeed in Parent Aware, you will need to access a computer. You will use Develop (developtoolmn.org), an online data system, to send and receive email communication, and to submit some, or all, of your Evidence online.

Help is available! Contact your Parent Aware Quality Coach for assistance in accessing a computer during your Parent Aware experience.

Step 1. Enlist the help of a Parent Aware Quality Coach and a Professional Development Advisor (PDA) from your local Child Care Aware of Minnesota agency.

As a participating program, you will work with a **Quality Coach** to discuss your program's strengths and needs, set goals, create plans for improvement, and reflect on your progress.

The focus of the coaching relationship is to support participants in building the quality of their program through research-based best practices and agreed-upon activities and strategies. As you choose your Star-Level goal, you and your Quality Coach will discuss additional coaching opportunities, such as CLASS® coaching.



You will work with a **Professional Development Advisor (PDA)** from your local Child Care Aware of Minnesota agency to review your Learning Record, identify training needed to meet your Star-Level goal, and create professional development plans.

Your PDA will also advise you along your professional development path. You should contact your PDA for any questions about training and professional development.

Current Individual Membership in Develop and Organization registration is required for all Star Ratings

To receive a Star Rating, every Lead Provider, Program Director, Education Coordinator, and one Lead Teacher per classroom **must have a current Individual Membership in Develop** and a Career Lattice Step by your QDP submission deadline.

An Individual Membership in Develop provides early childhood professionals a way to document educational achievements and professional development activities. This includes the Knowledge and Competency Framework (KCF) Learning Record, which lists training, coaching, consulting, mentoring, and coursework activities that have been approved through Achieve - The Minnesota Center for Professional Development (Achieve MNCPD).

The Minnesota Career Lattice recognizes the hours of credit and non-credit-based training, degrees, and credentials of professionals in the field of early childhood.



Apply for and renew Individual Memberships online at developtoolmn.org. After completing the online application, copies of your training certificates, credentials, and official higher education transcripts must be sent to Achieve MNCPD to be added to your Learning Record.

It can take up to six weeks after all supporting documents are received by Achieve MNCPD to process your Membership and issue a Career Lattice Step. You can view the current processing time on the Achieve MNCPD homepage at mncpd.org or in your Individual Profile in Develop.

You can view helpful information and current Achieve MNCPD policies and procedures for individuals in the Individual Membership Guide at <https://mncpd.org/wp-content/uploads/Individual-Membership-Companion-Guide-1.pdf>

For individuals participating in Parent Aware: Every Lead Provider, Program Director, Education Coordinator, and one Lead Teacher per classroom must have a current Individual Membership in Develop, a Career Lattice Step, and verified, accurate employment records. This connects each individual to the program's Organization Profile in Develop, which is required to earn a Star Rating.

For Organizations participating in Parent Aware: To receive a Star Rating, program leaders must register their Organization Profile in Develop and verify the employment of the Lead Provider, Program Director, Education Coordinator and each Lead Teacher on the Employees tab. You must also complete the Classrooms tab, identifying one Lead Provider or Lead Teacher per classroom. You will receive Parent Aware email updates from Develop. Visit developtoolmn.org to register your Organization Profile.

Step 2. Review your program's strengths and set a Star-Level goal with your Quality Coach.

Programs can receive a One-, Two-, Three-, or Four-Star Rating.

- **To receive a One-Star Rating**, you must meet the basic requirements for all Star Ratings, and all training requirements and Indicators at the One-Star level.
- **To receive a Two-Star Rating**, you must meet the basic requirements for all Star Ratings, and all training requirements and Indicators at the One- and Two-Star levels.
- **To receive a Three-Star Rating**, you must:
 - Meet the basic requirements for all Star Ratings
 - Meet all training requirements and all Indicators at the One- and Two-Star levels
 - Meet all training requirements and all required Indicators at the Three-Star level
 - Earn at least two points in each of the five Categories
 - Family child care programs must earn 25-34 points and child care centers must earn 33-48 points in the Three- and Four-Star Indicators
 - For child care centers serving preschool aged children, each preschool or preschool/toddler classroom observed must earn a CLASS® score of at least 2.0 in the Instructional Support domain
 - **All Lead Providers or Lead Teachers must earn at least a Step 1 on the Minnesota Career Lattice**
- **To receive a Four-Star Rating**, you must:
 - Meet the basic requirements for all Star Ratings
 - Meet all training requirements and all Indicators at the One- and Two-Star levels
 - Meet all training requirements and all required Indicators at the Three- and Four-Star levels
 - Earn at least two points in each of the five Categories
 - Family child care programs must earn 35-50 points and child care centers must earn 49-65 points in the Three- and Four-Star Indicators
 - For child care centers serving preschool aged children, each preschool or preschool/toddler classroom observed must earn a CLASS® score of at least 2.5 in the Instructional Support domain
 - **All Lead Providers or Lead Teachers must earn at least a Step 1 on the Minnesota Career Lattice.**

Star Ratings are divided into four areas: Categories, Standards, Indicators, and Evidence.

- **Categories** are a grouping of program Standards that logically fit together.
- **Standards**, also known as “kindergarten-readiness best practices,” are parts of a Category that identify features of early childhood programs that have been shown to make a difference for children.
- **Indicators** are parts of a Standard – such as an outcome, process, or role – which can be observed and measured.
- **Evidence** is the documentation that shows your program is implementing best practices for school readiness.

| CATEGORY | STANDARDS | INDICATORS |
|---|--|--|
| Category #1. Teaching and relationships with children (T) | T1. Curriculum T2. Play and interactions T3. Learning and belonging T4. Kindergarten transition support | <i>T1.1 Routines T1.2 Lesson plans T1.3a Curriculum use; T1.3b Classroom transitions T2.3/T2.4 Child/adult interactions T3.2 Learning environment T3.3 Cultural responsiveness T4.2 Kindergarten transition plan T4.3 Kindergarten transition activities</i> |
| Category #2. Relationships with families (R) | R1. Respect and ongoing two-way communication R2. Links families to services | <i>R1.1 Asks and listens to families R1.2 Shares information with families R1.3a Family involvement; R1.3b Family input R2.1 Family support services</i> |
| Category #3. Assessment and planning for each individual child (A) | A1. Observation and assessment A2. Assessment-based instruction | <i>A1.1 Child observation A1.3a Child assessment; A1.3b Providing assessment to families; A1.3c Asks for parent input; A1.3d Kindergarten Entry Profile tool; A1.3e Planning for children with special needs A1.4 Child assessment A2.3a Assessment-based individualized instruction A2.3b Assessment-based group instruction</i> |
| Category #4. Professionalism (P) | P1. Program leadership P2. Qualifications and development | <i>P1.1 Professional ethics P1.3a Specialized credential; P1.3b Education for leadership; P1.3c Program development P2.2 Intentional ongoing learning P2.3a Career Lattice achievements; P2.3b Highly qualified</i> |
| Category #5. Health and well-being (H) | H1. Health and safety H2. Nutrition and play | <i>H1.2 Health and safety practices H2.3a Healthy food; H2.3b Sharing information about healthy food; H2.3c Nutrition and active play</i> |

Step 3. Organize samples that highlight your kindergarten readiness best practices.

You will submit a Quality Documentation Portfolio (QDP), which includes examples of your work as evidence that your program is currently using best practices for school readiness. This includes Evidence for each Indicator that is required for the Star Rating you are seeking. Evidence requirements are listed for each Indicator.

Guidelines for Submitting Evidence

- All Evidence must follow the requirements outlined in the Participation Agreement.
- Do not submit photos of children. Black out ALL identifying information, such as names and birthdates of parents and children. You are responsible for protecting the privacy of the children and families you serve.
- Submit only 8.5 x 11-inch copies (letter size paper) of loose-leaf evidence, which may include flyers, booklets, brochures, notebook paper, or on-the-fly records such as sticky notes.
- The QDP must be submitted single-sided (no double-sided printing).
- Use adequate postage when mailing your QDP. DHS is not permitted to pay postage.
- Do not leave any fields blank; use "n/a" or "zero" as needed.
- Do not use any presentation materials, such as sheet protectors, folders, or binders.
- Before you submit your QDP, review it with your Quality Coach. Make a copy of your completed QDP for your records. The Minnesota Department of Human Services (DHS) will not return any original materials submitted.
- Following the above guidelines will ensure timely processing of your QDP evidence.

Category #3. Assessment & planning for each individual child (A)

Children do better when their teachers and providers know them well, understand their levels of development, and use this information to plan instruction. Assessment information is accurate and fair when it is gathered in a way that includes observation in natural settings, and a child assessment tool that is valid and reliable.

There are two "Standards" in Category #3:

1. A1. Observation and assessment
2. A2. Assessment-based instruction

*Note: Three- and Four-Star Ratings are based on points unless specified.

Category #3. Assessment and Planning for each individual Child (A)
Standard - A1. Observation and assessment

A1. Observation and assessment. Program teams meet about each child through regular observation and formal assessments.

Why is this Standard important? Offering individualized instruction requires knowing and understanding children's unique needs, temperaments, and levels of development. Gathering assessment information is one important part of getting to know children, and helps teachers and providers monitor their progress, both for individual children and for the program as a whole. Assessment information best informs instruction when it is gathered using a valid, reliable child assessment tool and involves families.

| STARS | INDICATOR | EVIDENCE |
|-----------|--|---|
| One Star | <input type="checkbox"/> A1.1 - Child observation. Program observes and documents children's growth and development. | Submit: One observation for one child in each age group across. Observations must identify child's age group. |
| Two Stars | <input type="checkbox"/> A1.2 - Child assessment. Program assesses all children in at least one age group using an approved assessment tool at least once a year. | Submit: Assess the score of the child assessment tool used for the age group assessed from the list of approved assessment tools: Individual Assessment Tool: _____ Individual Assessment Tool: _____ If the program uses a child assessment tool that has been previously approved, submit the assessment. |

14

Step 4. Submit the Evidence to receive your Star Rating.

The Minnesota Department of Human Services (DHS) reviews, scores, and awards Parent Aware Star Ratings. Ratings are awarded to participating programs that submit a complete Quality Documentation Portfolio (QDP) and meet the requirements for a Star Rating. It is your responsibility to submit your QDP by the deadline in the chart below. DHS will only review and consider Evidence and documentation that is received by the deadline.

| Cohort Start Date | Quality Documentation Portfolio Deadline | | *Rating Issued By |
|-------------------|--|-------------------------|-------------------|
| | Three- or Four-Star Rating | One- or Two-Star Rating | |
| January | March 31 | April 30 | June 30 |
| July | September 30 | October 31 | December 31 |

**If you submit a QDP on time, you will receive your Rating Packet in the mail within 15 business days after June 30 or December 31. If you submit a late QDP your Rating may be delayed.*

Options for submitting your QDP:

You can choose to submit your QDP online or by mail, however, **all programs are required to submit some Evidence online.** If you need help accessing a computer, consult your Quality Coach. Remember to have your Quality Coach review your Quality Documentation Portfolio with you prior to submission.

Submit online: Your Quality Documentation Portfolio may be submitted online via your program's Organization Profile at developtoolmn.org.

- For online-only submission, use the Indicator checkboxes in Develop to identify which Indicators you are seeking credit for. If you are not seeking credit for an Indicator, you will select the "Opt Out" checkbox.
 - Upload all evidence online.
- For online/paper combination submission, use the Indicator checkboxes in Develop to identify which Indicators you are seeking credit for online. Upload Evidence online for those Indicators. If you need to send any paper documentation along with your online submission, select the "I will provide this evidence by mail" checkbox.
 - Submit a completed Program Information Form, Indicator Checklist, and paper Indicator Evidence by mail immediately following your online submission.
 - **Send paper Evidence only for Indicators where evidence was not submitted online.** Label evidence with the Indicator number as described in the paper submission guidance below.

Submit by mail: Use the mailing address below to submit paper materials that do not require online submission. QDPs submitted by mail must be postmarked by the QDP due date, submitted in a single envelope, and mailed to:

Child Care Aware of MN
Attn: Parent Aware Rating Team
10 River Park Plaza, Suite 820
St. Paul, MN 55107

- For paper submission, use the Indicator Checklist to identify which Indicators you are seeking credit for. Mark the check box next to each Indicator you are trying to meet. **Only the Indicators that are checked on the Indicator Checklist will be reviewed and scored.**
- Use the Indicator Checklist to organize your Evidence. Write the Indicator number, such as "T1.1" in the upper right-hand corner of all documents submitted for that Indicator. If the same document is being submitted as Evidence for more than one Indicator, write each Indicator number on the Evidence. Place Evidence in Category order behind the Indicator Checklist.
- For Paper submissions, your QDP will not be scored if you do not submit the completed Indicator Checklist and Program Information Form. **Only the Program Information Form (page 7) and the Indicator Checklist (page 8) need to be mailed with your QDP Evidence. All other pages are for your reference.**

Program Information

Every program must provide the following program information to receive a Star Rating. Programs submitting their QDP by paper should complete this form and include it with their submission. Programs submitting their QDP online will complete this information in Develop.

| | |
|------------------------|--|
| Program Name | |
| Program License Number | |
| Star-Level Goal | <input type="checkbox"/> One-Star <input type="checkbox"/> Two-Star <input type="checkbox"/> Three-Star <input type="checkbox"/> Four-Star |

Basic Requirements for All Star Ratings

Every program must complete the following requirements to receive a Star Rating. These requirements are the baseline for all Star Ratings. Parent Aware is a voluntary program, and all eligible programs are invited to participate.

| REQUIREMENT | <input checked="" type="checkbox"/> | EVIDENCE |
|--|-------------------------------------|--|
| Licensed program in good standing | <input type="checkbox"/> | <p>Program is currently licensed with the Minnesota Department of Human Services and does not have any of the following licensing violations: conditional license, temporary immediate suspension, suspension, revocation, or maltreatment finding.</p> <p>OR</p> <p>Program is currently licensed and in good standing with a Tribal Government.</p> |
| Actively serves children | <input type="checkbox"/> | <p>Program actively provides child care and early education to children ranging in age from birth to kindergarten entry.</p> |
| Current Individual Membership in Develop | <input type="checkbox"/> | <p>Every Lead Provider, Program Director, Education Coordinator, and one Lead Teacher per classroom must have a current Individual Membership in Develop, a Career Lattice Step, and verified, accurate employment records.</p> <p><i>Complete the Classrooms tab in the Organization Profile in Develop, identifying one Lead Provider or one Lead Teacher per classroom.</i></p> <p>AND</p> <p><i>Ensure the Employees tab in the Organization Profile has verified information and is up to date.</i></p> |
| Ongoing professional learning | <input type="checkbox"/> | <p>All Lead Providers or Lead Teachers must successfully complete the required number of hours of approved training, coaching, consultation, or mentoring every five years for the desired Star Rating (see Training Requirements section).</p> <p><i>The Knowledge and Competency Framework (KCF) Learning Record of the Lead Provider or one Lead Teacher listed per classroom will be used to determine if this requirement has been met.</i></p> <p><i>Complete the Classrooms tab in the Organization Profile in Develop, identifying one Lead Provider or one Lead Teacher per classroom.</i></p> <p>AND</p> <p><i>Ensure the Employees tab in the Organization Profile is accurate and up to date.</i></p> <p>AND</p> <p><i>Completed Verifying and Documenting Coaching, Consulting, and Mentoring in Parent Aware forms that you are using to meet professional development requirements (if applicable).</i></p> |

Indicator Checklist

Program Name: _____ License Number: _____

To receive a Three-Star Rating, family child care programs must earn 25-34 points and child care centers must earn 33-48 points. To receive a Four-Star Rating, family child care programs must earn 35-50 points and child care centers must earn 49-65 points. **At least two points must come from each of the five Categories to receive a Three- or Four-Star Rating.** Total points are a combination of Indicator points and CLASS® score results (CLASS® observation is only required for child care centers with preschool classrooms that are seeking a Three- or Four-Star Rating).

If you submit your QDP by mail, this document must be completed and included to identify the Indicators you are trying to meet. Only the Indicators that you check below will be reviewed by the Parent Aware Rating Team.

| Category | One-Star (required) | Two-Star (required) | Three- and Four-Star (required) | Three- and Four-Star (for points) |
|------------------------------------|--|---|---|--|
| Requirements: | | All One-Star Indicators | All One-Star Indicators and All Two-Star Indicators | |
| Teaching and Relationships | <input type="checkbox"/> T1.1 | <input type="checkbox"/> T1.2 <input type="checkbox"/> T3.2 <input type="checkbox"/> T4.2 | <input type="checkbox"/> T1.3a – List curricula here: Infant Curriculum: Toddler Curriculum: Preschool Curriculum: <input type="checkbox"/> T1.3b (met/not met) <input type="checkbox"/> T2.3/T2.4 (up to 15 points) | <input type="checkbox"/> T3.3 (2 pts) <input type="checkbox"/> T4.3 (4 pts) |
| Relationships with Families | <input type="checkbox"/> R1.1 <input type="checkbox"/> R2.1 | <input type="checkbox"/> R1.2 | | <input type="checkbox"/> R1.3a (2 pts) <input type="checkbox"/> R1.3b (2 pts) |
| Assessment | <input type="checkbox"/> A1.1 | | <input type="checkbox"/> A1.3a – List assessment tools here: Infant Assessment: Toddler Assessment: Preschool Assessment: <input type="checkbox"/> A1.4 (required for a Four-Star) | <input type="checkbox"/> A1.3b (2 pts) <input type="checkbox"/> A1.3c (2 pts) <input type="checkbox"/> A1.3d (3 pts) <input type="checkbox"/> A1.3e (2 pts) <input type="checkbox"/> A2.3a (2 pts) <input type="checkbox"/> A2.3b (2 pts) |
| Professionalism | <input type="checkbox"/> P1.1 | <input type="checkbox"/> P2.2 | <input type="checkbox"/> P2.3a (required, and can earn up to 9 pts) | <input type="checkbox"/> P1.3a (3 pts) <input type="checkbox"/> P1.3b (3 pts) <input type="checkbox"/> P1.3c (3 pts) <input type="checkbox"/> P2.3b (2 pts) |
| Health and Well-being | | <input type="checkbox"/> H1.2 | | <input type="checkbox"/> H2.3a (2 pts) <input type="checkbox"/> H2.3b (2 pts) <input type="checkbox"/> H2.3c (3 pts) |
| | | | <input type="checkbox"/> At least two points are required in each category for programs seeking a Three- or Four-Star Rating. | |

Training Requirements for All Star Ratings

Children do better when their providers and teachers have professional preparation that includes higher education coursework, combined with on-going training and support. In addition to completing the requirements outlined in the Professionalism category, ongoing learning is required in each of the following Knowledge and Competency Framework Content Areas. Lead Providers and Lead Teachers with a current initial Child Development Associate® (CDA) Credential™ within the last 3 years or an AMI/AMS Montessori diploma within the last 5 years on their Learning Record have met all training requirements for all KCF areas. Lead Providers and Lead Teachers with a current age-appropriate Minnesota teaching license on their Learning Record have met all the training requirements except those with an asterisk (*) and will need to complete those hours in order to receive a Rating.

| STAR-LEVEL | REQUIRED HOURS | CONTENT AREA |
|----------------------|----------------|---|
| Three- and Four-Star | 10 | I: Child Development and Learning |
| | 10 | IIa through IIe: Developmentally Appropriate Learning Experiences |
| | 10 | IIc: Promoting Social and Emotional Development |
| | 10 | III: Relationships with Families |
| | 10* | IVa: Observing, Recording, and Assessing Development OR IVb: Assessing and Using Information to Plan (Training hours can be a combination of either KCF area IVa or IVb) |
| Two-Star | 8 | I: Child Development and Learning |
| | 2 | IIc: Promoting Social and Emotional Development |
| | 6 | III: Relationships with Families |
| | 2* | IVa: Observing, Recording, and Assessing Development OR IVb: Assessing and Using Information to Plan (Training hours can be a combination of either KCF area IVa or IVb) |
| One-Star | 8 | I: Child Development and Learning |
| | 2* | IVa: Observing, Recording, and Assessing Development OR IVb: Assessing and Using Information to Plan (Training hours can be a combination of either KCF area IVa or IVb) |

Age-Appropriate Minnesota Teaching Licenses for Parent Aware

| Function Code | MDE TEACHING LICENSE TITLE |
|--|---|
| 180102 | PRE-KINDERGARTEN |
| 180103 | PRE-KINDERGARTEN AND KINDERGARTEN |
| 180105 | PRE-PRIMARY |
| 180150 | EARLY CHILDHOOD EDUCATION |
| 180402 | FAMILY EDUCATION/EARLY CHILDHOOD EDUCATOR |
| 190500 | EARLY CHILDHOOD SPECIAL EDUCATION |
| 090000 | HOME ECONOMICS |
| 090100 | FAMILY AND CONSUMER SCIENCES |
| 090101 | CONSUMER AND HOMEMAKING OCCUPATIONS |
| 090112 | CONSUMER AND HOMEMAKING/FAMILY LIFE |
| MDE License on Learning Records must have exact title from TEACHING LICENSE (from MDE License Lookup) and Function Code on Learning Record. | |

Documenting Professional Development for Parent Aware

- All training must appear on an individual's KCF Learning Record as Achieve MNCPD-approved clock hours, Continuing Education Credit (CEU), or college credit. The KCF Learning Record is the source for training verification. DHS has electronic versions of all KCF Learning Records; you do not need to submit copies of KCF Learning Records.
- Official, unopened college transcripts must be submitted to Achieve MNCPD as part of the Individual Membership application process. College coursework must appear on a KCF Learning Record in order to be counted toward meeting the training requirements.
- Coaching, consulting, and mentoring hours can be tracked through approved RBPB Events on an individual's KCF Learning Record or by submitting a completed Verifying and Documenting Coaching, Consulting, and Mentoring in Parent Aware form. If you are using the form, each instance needs to be labeled with the appropriate KCF Content Area. This form may only be completed by coaches, consultants and mentors that are not approved RBPB Specialists. Coaching, consulting, and mentoring provided by an approved RBPB Specialist must appear on an individual's KCF Learning Record. Contact your PDA for more information.
- If you believe there is an error on your individual KCF Learning Record or your Career Lattice Step, you must email Achieve MNCPD at support@mncpd.org. Errors must be resolved by the QDP submission due date. The appeals process could take several weeks, and your Individual Membership may need to be renewed.
- All training, coaching, consulting, mentoring, and coursework must have been completed five years prior to the first day of the Full-Rating Cohort (either Jan. 1 for the January Cohort or July 1 for the July Cohort) and up until the Quality Documentation Portfolio deadline.

Note: training, coaching, consulting, mentoring, and coursework completed and verified on the KCF Learning Record by the QDP submission due date will be accepted.

Category #1. Teaching and Relationships with Children (T)

Children do better when early care and education teachers and providers are caring and engaging, have quality learning environments, use a research-based curriculum, and support children's transitions to kindergarten. Teachers and providers make a big difference in children's lives. These practices help build relationships and give children what they need to learn and grow.

There are four Standards in Category #1:

1. T1. Curriculum
2. T2. Play and interactions
3. T3. Learning and belonging
4. T4. Kindergarten transition support



Note: Three- and Four-Star Ratings are based on points unless specified.

Category #1. Teaching and Relationships with Children (T)

Standard – T1. Curriculum

T1. Curriculum. Program plans and implements developmentally appropriate learning experiences using a curriculum or bundle of curricula that cover all the Minnesota Early Childhood Indicators of Progress (ECIP) child development domains.

Why is this Standard important? A curriculum is a roadmap for planning and implementing a program, which includes learning objectives for children, as well as the experiences and materials provided by the program to help children achieve them. Alignment of the curriculum to the Minnesota Early Childhood Indicators of Progress (ECIP) helps ensure that all children across age groups and settings receive developmentally appropriate instruction. Curricula are more likely to help children achieve school readiness if they are research-based.

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|------------|-------------------------------------|--|---|
| One-Star | <input type="checkbox"/> | T1. 1 – Routines. Program uses consistent routines to support children. | Submit: <i>One daily routine for each age group served. Each daily routine must identify age group. A separate daily routine must be submitted for each age group served.</i> |

| | | | |
|--------------------------------------|--------------------------|--|--|
| Two-Star | <input type="checkbox"/> | T1.2 – Lesson plans. Program uses lesson plans aligned with ECIP domains. | <p>Submit: <i>One lesson plan for each age group served. A lesson plan may include multiple age groups served, but must show intentional planning that includes specific, age-appropriate activities for each age group served.</i></p> <p>Options: Option A: A lesson plan template created by the publisher of an aligned curriculum tool that includes the printed name of the tool. OR Option B: Each lesson plan must be labeled with at least three age-appropriate/specific ECIP domains. One of the three ECIP domains must be Physical and Movement Development.</p> |
| Three-Star (Required) | <input type="checkbox"/> | T1.3a – Curriculum use. Program uses a curriculum aligned with ECIP domains across all age groups. | <p>Submit: <i>Choose one of the following options.</i></p> <p>Option A: For programs submitting a paper QDP - On the Indicator Checklist page, write the name of the curriculum used for each age group served from the list of Parent Aware Aligned Curricula.</p> <p>For programs submitting online - This information will be entered in Develop, either by selecting the correct checkbox or entering the name of the aligned curriculum in the Evidence Text Box.</p> <p>Option B: <i>If the program uses a site-designed curriculum that has been previously approved, submit the curriculum approval notification.</i></p> <p>Option C: <i>If one or more of the curriculum tools that the program uses are not on the aligned curricula list, consult with your coach and follow the Parent Aware Curriculum Nomination Process.</i></p> |
| Three- or Four-Star (met/not met) | <input type="checkbox"/> | T1.3b – Classroom transitions. Program keeps classroom transitions brief and uses them to extend learning experiences. <i>This Indicator is only for child care centers serving preschool aged children. Family child care programs, infant classrooms and toddler classrooms do not receive a CLASS® score.</i> | <p>Submit: <i>The CLASS® score earned for Indicator T2.3/T2.4 will be used to determine if this Indicator is met.</i></p> |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #1. Teaching and Relationships with Children (T)

Standard – T2. Play and interactions

T2. Play and interactions. Program implements learning experiences that provide purposeful play, peer and adult interaction, exploration, and skill development.

***Why is this Standard important?** Children learn more in early learning settings with teachers and providers who thoughtfully plan play and use it to help children learn skills they will need in school and in life. Providers and teachers also use exploration to extend children's learning, problem-solving abilities, and build conversational skills.*

The emotional climate and classroom organization play a role by establishing a learning environment where skill development happens. Use of the Classroom Assessment and Scoring System (CLASS®) – a reliable, valid observation tool – helps teachers and administrators understand and plan for these key processes that are fundamental to children's learning. This Indicator is only for child care centers serving preschool aged children. Family child care programs, infant classrooms, and toddler classrooms do not receive a CLASS® score.

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|---|-------------------------------------|--|---|
| One-Star | | ↓ | ↓ |
| Two-Star | | ↓ | ↓ |
| Three- or Four-Star (Required, for points) | <input type="checkbox"/> | <p>T2.3/T2.4 – Child-adult interactions. Program provides instruction that is organized, challenging, and warm (Up to 15 points).</p> <p><i>This Indicator is only for child care centers serving preschool aged children. Family child care programs, infant classrooms, and toddler classrooms do not receive a CLASS® score.</i></p> | <p>Submit: <i>Preschool and preschool/toddler classrooms in child care centers are observed using the Classroom Assessment and Scoring System (CLASS®). Each classroom receives points based on scores on the CLASS® observation.</i></p> <p>(T2.3) Each classroom observed must receive a minimum of 2.0 in the Instructional Support domain to achieve Three Stars.</p> <p>(T2.4) Each classroom observed must receive a minimum of 2.5 in the Instructional Support domain to achieve Four Stars.</p> <p><i>The CLASS® score will be used to determine if this Indicator is met. See Glossary for CLASS® points.</i></p> |
| Three- or Four-Star (for points) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #1. Teaching and Relationships with Children (T)

Standard – T3. Learning and belonging

T3. Learning and belonging. Program creates environment that supports a sense of belonging for each child and family.

Why is this Standard important? *The learning environment sets the stage for everything else that happens in early care and education programs. The best environments have engaging materials and equipment, are welcoming to families, provide for the safety and comfort of all who use it, and are affirming and respectful of the children's cultures, abilities, and languages. High-quality environments empower providers and teachers to offer the kind of early educational experiences that prepare children for school and for life.*

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|-------------------------------------|-------------------------------------|--|--|
| One-Star | | ↓ | ↓ |
| Two-Star | <input type="checkbox"/> | T3.2 – Learning environment. Program evaluates learning environment and sets goals using the <i>Parent Aware Environment Self-Assessment (ESA) Checklist</i> . | Submit: <i>After completing the Parent Aware ESA, create a minimum of two goals per classroom that are related to the classroom learning environment.</i> There are three options to submit ESA goals: <ul style="list-style-type: none"> • Complete the goals section of the online ESA • Enter goals in EQUIP and assign to this Indicator • Upload documentation as Indicator Evidence Goals must include: <ul style="list-style-type: none"> • Goal statement • At least one strategy/activity to accomplish goal • Intended outcome - Description of how this action will improve your program quality • Timeline for completion for each strategy/activity |
| Three-Star (Required) | | ↓ | ↓ |
| Three- or Four-Star (for points) | <input type="checkbox"/> | T3.3 – Cultural responsiveness. Program evaluates its cultural responsiveness and sets goals using an approved self-assessment tool (2 points). Program must choose to use one of the following tools: <ul style="list-style-type: none"> • <i>Promoting Cultural and Linguistic Competency Self-Assessment</i> • <i>Family and Community Engagement Tool (FaCET)</i> | Submit: Evidence must be submitted online in Develop using EQUIP and assigned to this Indicator. <i>After completing one of the cultural responsiveness tools, the program sets a minimum of two goals.</i> Goals must include: <ul style="list-style-type: none"> • Goal statement • At least one strategy/activity to accomplish goal • Intended outcome - Description of how this action will improve your program quality • Timeline for completion for each strategy/activity <i>Refer to Glossary for more details about the assessment tools.</i> |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #1. Teaching and Relationships with Children (T)

Standard – T4. Kindergarten transition support

T4. Kindergarten transition support. Program supports children and families as children transition to kindergarten.

***Why is this Standard important?** Preschool children transition into kindergarten more successfully when their schools and families prepare for it together, and when their preschool and kindergarten teachers connect. Also, by coordinating transition efforts, preschool and elementary school programs can help children maintain and maximize the gains they made in preschool.*

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|-------------------------------------|-------------------------------------|---|--|
| One-Star | | ↓ | ↓ |
| Two-Star | <input type="checkbox"/> | T4.2 – Kindergarten transition plan. Program provides written guidance to families for planning their child's kindergarten transition. | <p>Submit:</p> <p><i>At least one piece of documentation that shows you provide families with information to help them plan for their child's kindergarten transition.</i></p> <p><i>Some examples of topics include information on early childhood screening, information on school open house, school contact information, information on how parents can help children prepare for kindergarten, etc.</i></p> |
| Three-Star (Required) | | ↓ | ↓ |
| Three- or Four-Star (for points) | <input type="checkbox"/> | T4.3 – Kindergarten transition activities. Program offers a variety of activities that transition children to kindergarten (4 points). | <p>Submit:</p> <p><i>Written descriptions of or examples of at least two activities or events that your program offers to support children in their transition to kindergarten.</i></p> <p><i>Some examples of activities or events include visit/tour of kindergarten classroom, visit from kindergarten teacher, family information night at your program, and planned classroom experiences.</i></p> |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #2. Relationships with Families (R)

Children do better when families are engaged in their children's education and development. Building two-way relationships with families helps strengthen a sense of belonging among all children in the program as they experience respect and support for their home cultures and languages.



There are two Standards in Category #2:

1. R1. Respect and ongoing two-way communication
2. R2. Links families to services

Note: Three- and Four-Star Ratings are based on points unless specified.

Category #2. Relationships with Families (R) Standard – R1. Respect and ongoing two-way communication

R1. Respect and ongoing two-way communication. Program respects each families' strengths, choices, and goals for their children. Information about children's progress and curriculum is shared between the program and family.

***Why is this Standard important?** Effective early learning programs form relationships with families that foster respect, support, and collaboration. Developing partnerships with families that include on-going, two-way communication allow teachers and providers to learn about the child's interests and routines; family traditions, religion, language, and expectations; gather information that can be used to create a program that is sensitive to the child's culture; and provide a curriculum that meets the child's individual needs. Strong relationships with families are associated with positive child and parent outcomes, and more sensitive caregiving.*

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|------------|-------------------------------------|---|--|
| One-Star | <input type="checkbox"/> | R1.1 – Asks and listens to families. Program has conversations to learn about each child's family and their: <ul style="list-style-type: none"> • Routines • Ways they prefer to communicate with the program • Backgrounds and interests • Languages spoken in the home • Cultures they consider most important to their identity | Submit: <i>At least one example that demonstrates an intentional conversation between the program and the family that includes at least two of the following:</i> <ul style="list-style-type: none"> • Family Routines • Ways the family prefers to communicate with the program • Backgrounds and interests of the child and family • Languages spoken in the home • Cultures the family considers most important to their identity <p><i>*Evidence must include the signature of a family member. If no new families have enrolled within the last 12 months, a blank example with a place for a signature will be accepted. A note explaining that no new families have enrolled in the last 12 months must be included.</i></p> |

Category #2. Relationships with Families (R)

Standard – R2. Links families to services

R2. Links families to services. Program provides families with links to services based on family's strengths, resources, priorities, and concerns.

***Why is this Standard important?** Teachers and providers in early care and education programs see families regularly and know the families well. Research has shown that when early care and education programs connect families to services in their community, we see far-reaching, positive outcomes for children and families.*

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|-------------------------------------|-------------------------------------|--|--|
| One-Star | <input type="checkbox"/> | R2.1 – Family support services. Program provides families with list of community services available on the Parent Aware website. | Submit: <i>Documentation that shows how you share the website, ParentAware.org with families to provide them with information about family support services available, such as: MFIP, CCAP, MA, and Housing Assistance.</i> <i>See Glossary for more details about family support services.</i> |
| Two-Star | | ↓ | ↓ |
| Three-Star (Required) | | ↓ | ↓ |
| Three- or Four-Star (for points) | | ↓ | ↓ |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #3. Assessment & Planning for Each Individual Child (A)

Children do better when their teachers and providers know them well, understand their levels of development, and use the information to plan instruction. Assessment information is accurate and fair when it is gathered in a way that includes observation in natural settings, and a child assessment tool that is valid and reliable.

There are two Standards in Category #3:

1. A1. Observation and assessment
2. A2. Assessment-based instruction




Note: Three- and Four-Star Ratings are based on points unless specified.


Category #3. Assessment and Planning for Each Individual Child (A) Standard – A1. Observation and assessment

A1. Observation and assessment. Program learns more about each child through regular observation and formal assessment.

Why is this Standard important? Offering individualized instruction requires knowing and understanding children's unique needs, temperaments, and levels of development. Gathering assessment information is one important part of getting to know children, and helps teachers and providers monitor their progress – both for individual children and for the program as a whole. Assessment information best informs instruction when it is gathered using a valid, reliable child assessment tool and involves families.

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|--------------------------|-------------------------------------|--|---|
| One-Star | <input type="checkbox"/> | A1.1 – Child observation. Program observes and documents children's growth and development. | Submit: <i>One observation for one child in each age group served. Observation(s) must identify child's age group.</i> |
| Two-Star | | ↓ | ↓ |
| Three-Star (Required) | <input type="checkbox"/> | A1.3a – Child assessment. Program assesses all children in at least one age group using an approved assessment tool at least once a year. | Submit: <i>Complete both parts of this Indicator.</i> Part 1 <i>Choose from the following options.</i> Option A: For programs submitting a paper QDP – On the Indicator Checklist page, write the name of the child assessment from the Parent Aware Approved list for each age group assessed. <i>(continued on next page)</i> |

| | | | |
|-------------------------|---|--|---|
| Four-Star (Required) |  | A1.4 – Child assessment. Program assesses all children in all age groups using an approved assessment tool at least twice a year. | Submit: <i>Two completed assessments for one child in each age group served.</i> <i>The assessment evidence must be from the tool(s) listed for Indicator A1.3a and must identify child's age group.</i> |
|-------------------------|---|--|---|


Grey Arrow = No Indicators or Evidence for this Star Level.

Category #3. Assessment and Planning for Each Individual Child (A)

Standard – A2. Assessment-based instruction

A2. Assessment-based instruction. Program uses assessments to plan group and individualized instruction.

***Why is this Standard important?** Offering individualized and group instruction requires knowing and understanding children's unique needs, temperaments, and levels of development.*

Gathering assessment information is one important part of getting to know children, and helps teachers and providers monitor their progress – both for individual children and for the program as a whole. Assessment information best informs instruction when it is gathered using a valid, reliable child assessment tool and involves families.

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|-------------------------------------|-------------------------------------|---|--|
| One-Star | | ↓ | ↓ |
| Two-Star | | ↓ | ↓ |
| Three-Star (Required) | | ↓ | ↓ |
| Three- or Four-Star (for points) | <input type="checkbox"/> | A2.3a – Assessment-based individualized instruction. Program uses child assessment information to design goals and guide instruction for each child (2 points). | Submit: <i>At least one example that demonstrates instruction is informed by individual child assessment results, for one child in one age group.</i> |
| | <input type="checkbox"/> | A2.3b – Assessment-based group instruction. Program uses aggregated child assessment information to design group goals and guide instruction for the group (2 points). <i>Aggregated means a collection of child assessment results. Here is how aggregated information can be used:</i> <ol style="list-style-type: none"> 1. Assess individual children 2. Review individual results and look for common themes 3. Design goals that meet the needs of the group based on these themes or aggregated results | Submit: <i>Minimum of one group instruction goal for one age group.</i> <i>Goals must include:</i> <ul style="list-style-type: none"> • Goal statement • At least one strategy/activity to accomplish goal • Intended outcome - Description of how this action will improve your program quality • Timeline for completion for each strategy/activity <i>Goals may be submitted online in EQUIP and assigned to this Indicator, submitted with a paper QDP or uploaded as Indicator evidence.</i> |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #4. Professionalism (P)

Children do better when their teachers and providers have professional preparation that includes higher education coursework, combined with on-going training and support. These qualifications have been found to be consistent predictors of program quality, strong child-adult interactions, quality learning environments, and positive child outcomes.

There are two Standards in Category #4:

1. P1. Program leadership
2. P2. Qualifications and development



Note: Three- and Four-Star Ratings are based on points unless specified.

In addition to completing the requirements in Professionalism, ongoing learning is required in each of several Knowledge and Competency Framework Content Areas, as outlined in the training requirements section. Connect with your Professional Development Advisor for assistance with professional development plans and training needs.

| Category #4. Professionalism (P) Standard – P1. Program leadership | | | |
|---|-------------------------------------|--|--|
| P1. Program leadership. Program leaders have specialized knowledge and skills to effectively lead an early care and education program. | | | |
| <i>Why is this Standard important? Organizational leadership and support are needed to carry out individualized instruction for young children. When directors, providers, and education coordinators have training and education credentials specific to leadership in early childhood settings, they are better prepared to foster a climate of ongoing growth and learning.</i> | | | |
| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
| One-Star | <input type="checkbox"/> | P1.1 – Professional ethics. Program commits to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. | Submit: <i>Program Director or Lead Provider reviews the NAEYC Code of Ethical Conduct and signs the NAEYC Statement of Commitment page.</i> |
| Two-Stars | | ↓ | ↓ |
| Three-Star (Required) | | ↓ | ↓ |
| Three- or Four-Star (for points) | <input type="checkbox"/> | P1.3a – Specialized credential. Program Director or Lead Provider earned a credential for leading and managing an early care and education program (3 points). | Submit: <i>The qualifications that appear on the Learning Record of a Program Director or Lead Provider must include either an Administrator's Credential recognized by NAEYC or the Business Leadership Credential offered by First Children's Finance. Ensure the Employees tab in the Organization Profile in Develop is accurate and up to date.</i> |

| | | | |
|-------------------------|--------------------------|--|--|
| | <input type="checkbox"/> | P1.3b – Education for leadership. Program Director, Lead Provider, or Education Coordinator has a four-year degree or higher with at least 24 early childhood-related, verified semester credits (3 points). | Submit: <i>The qualifications and coursework that appear on the Learning Record of a Program Director, Lead Provider, or Education Coordinator will be used to determine if this Indicator is met. Ensure the Employees tab in the Organization Profile in Develop is accurate and up to date.</i> |
| | <input type="checkbox"/> | P1.3c – Program development. Program creates and uses a Program-Wide Professional Development Plan (3 points). | Submit: <i>Program-Wide Professional Development Plan that includes, at minimum, all of the following:</i> <ul style="list-style-type: none"> • <i>One goal</i> • <i>Action items labeled with related Knowledge & Competency Framework Content Areas</i> <i>Goals must include:</i> <ul style="list-style-type: none"> • <i>Goal statement</i> • <i>At least one strategy/activity to accomplish goal</i> • <i>Description of how you know your goal is met (document, event, form, etc.)</i> • <i>Timeline for completion for each strategy/activity</i> |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.



Category #4. Professionalism (P)



Standard – P2. Qualifications and development

P2. Qualifications and development. Lead Providers and Lead Teachers pursue and document educational achievements.

***Why is this Standard important?** Adults are best able to learn new skills when professional development scaffolds to meet their individual learning needs. Professional development plans that respond to each learner's personal and professional backgrounds – and include coaching, consultation, mentoring, and classroom-based training – improve teachers' and providers' ability to put knowledge into practice.*

Remember: Professional development is part of the quality improvement process. There is required training for each Lead Provider and one Lead Teacher per classroom.

| STAR-LEVEL |  | INDICATOR | EVIDENCE |
|--------------------------|---|--|--|
| One-Star | | ↓ | ↓ |
| Two-Star |  | P2.2 – Intentional ongoing learning. Each Lead Provider or Lead Teacher creates and uses an individual professional development plan. | Submit: <i>One individual professional development plan for each Lead Provider or Lead Teacher that includes, at minimum, all of the following:</i> <ul style="list-style-type: none"> • One goal • Action items labeled with related Knowledge & Competency Framework Content Areas <i>Goals must include:</i> <ul style="list-style-type: none"> • Goal statement • At least one strategy/activity to accomplish goal • Description of how you know your goal is met (document, event, form, etc.) • Timeline for completion for each strategy/activity |
| Three-Star (Required) | | ↓ | ↓ |

| | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------|--|--|-------------------------------|--------------------------------|---------------|----------|-----------------------|----------|-----------------------|----------|-----------------------|----------|-----------------------|----------|-----------------------|----------|-----------------------|----------|-------------------------|----------|-----------------|----------|
| Three- or Four-Star (Required, for points) | <input type="checkbox"/> | <p>P2.3a – Career Lattice achievements. The Career Lattice Steps achieved by Lead Providers or Lead Teachers are recognized (Up to 9 points).</p> | <p>Submit:</p> <p><i>The Career Lattice Step levels of the Lead Provider or one Lead Teacher per classroom will be used to determine the points earned for this Indicator. Ensure the Classrooms tab and Employees tab of the Organization Profile in Develop are accurate and up to date.</i></p> <p>All Lead Providers or Lead Teachers must earn at least a Step 1 on the Minnesota Career Lattice to achieve a Three- or Four-Star Rating.</p> <p>For each Lead Provider or Lead Teacher, points are awarded based on their Steps on the Minnesota Career Lattice as follows: 1 point for Step 1, 2 points for Step 2, and so on through 12 points awarded for Step 12. The points are then averaged to determine the points earned for this Indicator.</p> <table><tr><td><u>Average Career Lattice</u></td><td><u>Points Earned for P2.3a</u></td></tr><tr><td>1.99 or fewer</td><td>0 points</td></tr><tr><td>Between 2.00 and 2.99</td><td>2 points</td></tr><tr><td>Between 3.00 and 3.99</td><td>3 points</td></tr><tr><td>Between 4.00 and 4.99</td><td>4 points</td></tr><tr><td>Between 5.00 and 5.99</td><td>5 points</td></tr><tr><td>Between 6.00 and 7.99</td><td>6 points</td></tr><tr><td>Between 8.00 and 9.99</td><td>7 points</td></tr><tr><td>Between 10.00 and 10.99</td><td>8 points</td></tr><tr><td>11.00 or higher</td><td>9 points</td></tr></table> <p><i>Refer to the Glossary for additional details about the Career Lattice.</i></p> | <u>Average Career Lattice</u> | <u>Points Earned for P2.3a</u> | 1.99 or fewer | 0 points | Between 2.00 and 2.99 | 2 points | Between 3.00 and 3.99 | 3 points | Between 4.00 and 4.99 | 4 points | Between 5.00 and 5.99 | 5 points | Between 6.00 and 7.99 | 6 points | Between 8.00 and 9.99 | 7 points | Between 10.00 and 10.99 | 8 points | 11.00 or higher | 9 points |
| <u>Average Career Lattice</u> | <u>Points Earned for P2.3a</u> | | | | | | | | | | | | | | | | | | | | | | |
| 1.99 or fewer | 0 points | | | | | | | | | | | | | | | | | | | | | | |
| Between 2.00 and 2.99 | 2 points | | | | | | | | | | | | | | | | | | | | | | |
| Between 3.00 and 3.99 | 3 points | | | | | | | | | | | | | | | | | | | | | | |
| Between 4.00 and 4.99 | 4 points | | | | | | | | | | | | | | | | | | | | | | |
| Between 5.00 and 5.99 | 5 points | | | | | | | | | | | | | | | | | | | | | | |
| Between 6.00 and 7.99 | 6 points | | | | | | | | | | | | | | | | | | | | | | |
| Between 8.00 and 9.99 | 7 points | | | | | | | | | | | | | | | | | | | | | | |
| Between 10.00 and 10.99 | 8 points | | | | | | | | | | | | | | | | | | | | | | |
| 11.00 or higher | 9 points | | | | | | | | | | | | | | | | | | | | | | |
| Three- or Four-Star (for points) | <input type="checkbox"/> | <p>P2.3b – Highly qualified. All Lead Providers or Lead Teachers in the program have at least one of the following: (2 points)</p> <ul style="list-style-type: none">• Bachelor’s degree in early childhood education, child development, or closely related field• Master’s degree or doctorate in early childhood education, child development, or closely related field• Current, age-appropriate Minnesota Teaching License | <p>Submit:</p> <p><i>The qualifications that appear on the Learning Record of the Lead Provider or one Lead Teacher per classroom will be used to determine if this Indicator is met. A Career Lattice Step of 10d, 11d or 12d indicates that a closely related field has been verified on the KCF Learning Record.</i></p> <p><i>Ensure the Classrooms tab and Employees tab of the Organization Profile in Develop are accurate and up to date.</i></p> | | | | | | | | | | | | | | | | | | | | |
| Four-Star (Required) | |  |  | | | | | | | | | | | | | | | | | | | | |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #5. Health and Well-being (H)

Children do better when early care and education programs are safe and healthy, provide nutritious meals and snacks, and offer many opportunities for active play. This foundation allows children to take full advantage of learning opportunities.

There are two Standards in Category #5:

1. H1. Health and safety
2. H2. Nutrition and play



Note: Three- and Four-Star Ratings are based on points unless specified.

Category #5. Health and Well-being (H) Standard – H1. Health and safety

H1. Health and safety. Program establishes and maintains an environment that ensures each child's health and safety.

Why is this Standard important? Ensuring compliance with licensing regulations is a critical step in building a quality care and education program. When programs carefully monitor the health and safety in their programs, using the licensing regulations and other practices provided in self-assessment tools, such as the Parent Aware Environmental Self-Assessment, they are able to build the foundational level of quality needed in order to successfully carry out the best practices included in Parent Aware.

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|-----------------------|-------------------------------------|---|--|
| One-Star | | ↓ | ↓ |
| Two-Star | <input type="checkbox"/> | H1.2 Health and safety practices. Program evaluates health and safety practices using the <i>Parent Aware Environment Self-Assessment (ESA) Checklist</i> and creates goals in areas of need. | Submit: After completing the Parent Aware ESA, create one goal per classroom that relates to health and safety practices. There are three options to submit ESA goals: <ul style="list-style-type: none"> • Complete the goals section of the online ESA • Enter goals in EQUIP and assign to this Indicator • Upload documentation as Indicator Evidence Goals must include: <ul style="list-style-type: none"> • Goal statement • At least one strategy/activity to accomplish goal • Intended outcome - Description of how this action will improve your program quality • Timeline for completion for each strategy/activity |
| Three-Star (Required) | | ↓ | ↓ |

| | | | |
|----------------------------------|--|---|---|
| Three- or Four-Star (for points) | | ↓ | ↓ |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

Category #5. Health and Well-being (H)

Standard – H2. Nutrition and play

H2. Nutrition and play. Program provides healthy meals and snacks that encourage healthy eating behaviors and offers daily opportunities for active play.

***Why is this Standard important?** Eating nutritious foods improves children's ability to grow, develop, and achieve and maintain a healthy weight. Eating healthy foods helps children get the nutrients their bodies need to stay healthy, active, and strong. Children are physical learners and require physical movement to be at their best. Early learning programs that provide structured and unstructured physical activity will be more likely to keep children engaged and learning and can help prevent childhood obesity.*

| STAR-LEVEL | <input checked="" type="checkbox"/> | INDICATOR | EVIDENCE |
|----------------------------------|-------------------------------------|---|--|
| One-Star | | ↓ | ↓ |
| Two-Star | | ↓ | ↓ |
| Three-Star (Required) | | ↓ | ↓ |
| Three- or Four-Star (for points) | <input type="checkbox"/> | H2.3a Healthy food. Program offers healthy meals and snacks (2 points). | Submit: <i>Option A: Documented participation in the Child and Adult Care Food Program (CACFP). Refer to Glossary for CACFP participation definitions and Evidence requirements.</i> OR <i>Option B: The Evidence submitted for Indicator H2.3c will be used to determine if this Indicator is met.</i> |
| | <input type="checkbox"/> | H2.3b. Sharing information about healthy food. Program provides families with written guidelines on importance of providing healthy meals and snacks (2 points). | Submit: <i>At least one example that shows how you provide families with written guidelines that explain why providing healthy meals and snacks is important.</i> |

| | | | |
|-------------------------|--------------------------|--|--|
| | <input type="checkbox"/> | <p>H2.3c. Nutrition and active play. Program evaluates its nutrition and physical activity practices using a self-assessment tool and creates goals in need areas (3 points).</p> <p>Program must complete one Go NAPSACC Self-Assessment related to child nutrition and one related to physical activity.</p> | <p>Submit: <i>Evidence must be submitted online in Develop using EQUIP and assigned to this Indicator.</i> <i>Minimum of two goals. One goal must be related to child nutrition and one related to physical activity.</i></p> <p><i>Goals must include:</i></p> <ul style="list-style-type: none"> • <i>Goal statement</i> • <i>At least one strategy/activity to accomplish goal</i> • <i>Intended outcome - Description of how this action will improve your program quality</i> • <i>Timeline for completion for each strategy/activity</i> <p><i>Refer to the Glossary for more information about the self-assessment tool.</i></p> |
| Four-Star (Required) | | ↓ | ↓ |

↓ **Grey Arrow** = No Indicators or Evidence for this Star Level.

QDP Appendix A: Glossary

| Term | Definition |
|--|--|
| Age Groups by Program Type | <p>For Child Care Centers: Infant (6 weeks to 15 months), Toddler (16 to 32 months), Preschool (33 months to first day of kindergarten)</p> <p>For Family Child Care Programs: Infant/Toddler (6 weeks to 23 months), Preschool (24 months to first day of kindergarten)</p> |
| Aggregated Data | A collection of child assessment results that can be used to inform group instruction. The process for gathering aggregated data includes assessing individual children, reviewing the results, and looking for common themes. When themes are identified, goals and activities can be designed to meet the needs of the group. |
| Authentic Assessment | Assessment practices that are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process (McAfee, 2004). |
| Career Lattice | <p>A tool for child care and early education professionals to document professional achievements. Achieve (MNCPD) awards Career Lattice Steps based on a combination of approved training hours, credentials, college credits and degrees earned.</p> <p><i>*Please note that Career Lattice Steps may change upon renewing an individual membership. Achieve MNCPD includes approved clock hours within the last 5 years when calculating Career Lattice Steps 1-5; and a current CDA credential is required to maintain a Career Lattice Step 6. For more information, visit www.mncpd.org.</i></p> <p>Career Lattice Steps achieved by Lead Teachers are used to determine the program's scoring for Indicator P2.3a. If there is more than one Lead Teacher, points will be averaged and awarded for Indicator P2.3a.</p> <p>Career Lattice Points and Scoring: For each Lead Provider or Lead Teacher, points are awarded based on their Steps on the Minnesota Career Lattice as follows: 1 point for Step 1, 2 points for Step 2, and so on through 12 points awarded for Step 12, then averaged.</p> <p>Using the Career Lattice Step average for Lead Teachers, or the Career Lattice Step for a single Lead Provider is, Indicator points are earned as follows:</p> <p>1.99 or fewer = 0 points Between 2.00 and 2.99 = 2 points Between 3.00 and 3.99 = 3 points Between 4.00 and 4.99 = 4 points Between 5.00 and 5.99 = 5 points Between 6.00 and 7.99 = 6 points Between 8.00 and 9.99 = 7 points Between 10.00 and 10.99 = 8 points 11.00 or higher = 9 points</p> <p>All Lead Providers or Lead Teachers must have a Career Lattice Step of Step 1 or higher to achieve a Three- or Four-Star Rating.</p> |
| Child and Adult Care Food Program (CACFP) Participation | <p>The Child and Adult Care Food Program (CACFP) provides aid to child and adult care organizations for nutritious foods that contribute to wellness, healthy growth, and development of children and older adults.</p> <p>For programs in the January Cohort: You must be reimbursed between September 1 and your QDP due date.</p> <ul style="list-style-type: none"> • If you have received a reimbursement between September 1 and February 28, no evidence is needed. We will receive evidence of your reimbursement from the Minnesota Department of Education. |

| | | | | | | | | | | | | | |
|---|--|-------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| | <ul style="list-style-type: none">• If you have not received a reimbursement between September 1 and February 28 but have received a reimbursement between February 28 and your QDP due date, please submit a cancelled check or direct deposit receipt. <p>For programs in the July Cohort: You must be reimbursed between March 1 and your QDP due date.</p> <ul style="list-style-type: none">• If you have received a reimbursement between March 1 and August 31, no evidence is needed. We will receive evidence of your reimbursement from the Minnesota Department of Education.• If you have not received a reimbursement between March 1 and August 31 but have received a reimbursement between August 31 and your QDP due date, please submit a cancelled check or direct deposit receipt. | | | | | | | | | | | | |
| Classroom Assessment and Scoring System (CLASS®) | <p>A reliable, valid observation tool that measures child-adult interactions and helps providers, teachers, and directors understand and plan for key processes that are fundamental to children’s learning (Teachstone, 2015). For Parent Aware, CLASS® observations are only required for preschool classrooms in child care centers and the program’s Star-Level goal is a Three- or Four-Star Rating. CLASS® scores are used to score Indicators T2.3, T2.4, and T1.3b.</p> <p>Each individual classroom must receive a minimum score in the Instructional Support domain (2.0 for a Three-Star Rating or 2.5 for a Four-Star Rating). If there are multiple classrooms that have a CLASS® observation, scores are averaged, and points earned toward a Three- or Four-Star Rating (up to 15 points):</p> <table><tr><td>Emotional support:</td><td>Classroom organization:</td><td>Instructional support:</td></tr><tr><td>Between 1.00 and 3.99 = 0 pts</td><td>Between 1.00 and 2.59 = 0 pts</td><td>Between 1.00 and 2.49 = 0 pts</td></tr><tr><td>Between 4.00 and 5.59 = 3 pts</td><td>Between 2.60 and 3.59 = 3 pts</td><td>Between 2.50 and 2.99 = 3 pts</td></tr><tr><td>Between 5.60 and 7.00 = 5 pts</td><td>Between 3.60 and 7.00 = 5 pts</td><td>Between 3.00 and 7.00 = 5 pts</td></tr></table> | Emotional support: | Classroom organization: | Instructional support: | Between 1.00 and 3.99 = 0 pts | Between 1.00 and 2.59 = 0 pts | Between 1.00 and 2.49 = 0 pts | Between 4.00 and 5.59 = 3 pts | Between 2.60 and 3.59 = 3 pts | Between 2.50 and 2.99 = 3 pts | Between 5.60 and 7.00 = 5 pts | Between 3.60 and 7.00 = 5 pts | Between 3.00 and 7.00 = 5 pts |
| Emotional support: | Classroom organization: | Instructional support: | | | | | | | | | | | |
| Between 1.00 and 3.99 = 0 pts | Between 1.00 and 2.59 = 0 pts | Between 1.00 and 2.49 = 0 pts | | | | | | | | | | | |
| Between 4.00 and 5.59 = 3 pts | Between 2.60 and 3.59 = 3 pts | Between 2.50 and 2.99 = 3 pts | | | | | | | | | | | |
| Between 5.60 and 7.00 = 5 pts | Between 3.60 and 7.00 = 5 pts | Between 3.00 and 7.00 = 5 pts | | | | | | | | | | | |
| Cultural Responsiveness | <p>A commitment to: 1) Learning about cultural beliefs and practices other than one’s own, 2) Affirming and respecting the cultures and languages of children and families served, and 3) Regularly reflecting on ways to carry out this commitment by setting goals for implementing culturally responsive practices, typically through use of a self-assessment. <i>Adapted from a definition provided by the National Center for Cultural Competence.</i></p> | | | | | | | | | | | | |
| Curriculum | <p>A set of written materials that providers and teachers use to create engaging learning experiences for young children that includes: 1) A research or philosophical basis that describes how children learn and teachers teach 2) Goals and objectives of children’s learning 3) Instructional approaches used to help children achieve the goals and objectives 4) Information about the setting and environment in which learning happens and 5) Examples of learning experiences for young children.</p> | | | | | | | | | | | | |
| Early Childhood Indicators of Progress (ECIPs) | <p>Revised and expanded in 2016, these standards are a framework for a common set of developmentally appropriate expectations for children ages birth to kindergarten, within a context of shared responsibility for helping children meet these expectations. The ECIPs are aligned to the Minnesota Kindergarten Academic Standards.</p> <p>Retrieved from education.mn.gov/MDE/dse/early/ind/index.htm.</p> | | | | | | | | | | | | |
| Environmental Self-Assessment | <p>The Environmental Self-Assessment helps providers evaluate the resources, practices, and learning environment in their program. Providers and teachers are encouraged to use this self-assessment to learn about and celebrate their strengths, as well as identify areas for growth.</p> <p>You can access the Parent Aware ESA here: https://www.parentaware.org/programs/full-rating-resources/ or you can complete the online tool in your Develop Organization Profile.</p> | | | | | | | | | | | | |

| | |
|--|---|
| Ethics | The study of right and wrong, duty, and obligation. |
| Family Support Services | <p>Family support services are community-based services that assist and support parents in their role as caregivers. Family support services help keep children safe and provides families with supports to care for their children.</p> <p>A comprehensive list of resources to support families can be found here: parentaware.org/learn/</p> |
| Family and Community Engagement Tools (FaCET) | <p>The Family and Community Engagement Tool for parents assesses healthy early childhood development from the perspective of family and community knowledge systems. The Family and Community Engagement Tool for providers and program staff assesses program quality from a family and community knowledge systems perspective. Together, the tools measure family and community engagement based upon valuing and respecting family and community connections and wisdom and including families as an integral part of program design and decisions.</p> <p>The website address is wilderresearch.org/tools/facet/ (Emarita and Chase, 2014).</p> <p>Your Quality Coach can provide more information about how to access and use this tool.</p> |
| Go NAPSACC | <p>The Go NAP SACC self-assessments help early care and education programs compare their nutrition and physical activity practices to best practice standards. The assessments employ the most up-to-date research on how early care and education programs can help children ages 0 to 5 build healthy eating and activity habits. The Go NAPSACC website address is gonapsacc.org/.</p> <p>The link to the self-assessment page can be found here: gonapsacc.org/self-assessment-materials</p> |
| Goal | A description of something a program would like to change or do differently, activities needed to make the change, a date by which the program hopes to make the change, and a description of how you will know when the goal is completed. |
| Individualization | Adapting or changing an activity to respond to the interests, abilities, and learning styles of a child. |
| Intentional instruction | Instruction that has an explicit purpose and considers the approach to promote children's development (child-guided, adult-guided, or a combination of both). |
| Kindergarten Entry Profile (KEP) tools | <p>The Kindergarten Entry Profile (KEP) tools are child assessment tools reviewed and approved by the Minnesota Department of Education (MDE) to be used in Voluntary Pre-kindergarten programs. Associated KEP tools are also available for use with younger children. These tools have been tested for reliability and validity and have been found to closely align to the Minnesota Early Childhood Indicators of Progress.</p> <p>More information about the KEP Initiative, including the list of qualifying assessments, can be found here: https://education.mn.gov/MDE/dse/early/highquality/ELONA/</p> |
| Knowledge and Competency Framework (KCF) | <p>Minnesota's <i>Knowledge and Competency Framework for Early Childhood Educators</i> provides what people working educating and caring for young children need to know and be able to do.</p> <p>There are three versions:</p> <ul style="list-style-type: none"> • Working with Infants and Toddlers • Working with Preschool Aged Children • Working in Family Child Care <p>(Minnesota Knowledge and Competency Framework, Minnesota Department of Education, https://education.mn.gov/MDE/dse/early/highquality/know/)</p> |

| | |
|--|---|
| Lesson Plan | According to <i>Minnesota's Knowledge and Competency Framework for Early Childhood Professionals</i> , a lesson plan is an outline for teaching a lesson including the goal (what the teacher wants the children to learn), the procedures for reaching this goal (the format of the lesson), and how the teacher will measure that the goal has been reached (a demonstration of understanding). |
| National Association for the Education of Young Children (NAEYC™) | The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. NAEYC's website address is naeyc.org . The link to NAEYC's Code of Ethical Conduct can be found here: naeyc.org/resources/position-statements/ethical-conduct |
| Observation | A process used by early childhood educators to watch, listen to, and record children's actions, facial expressions, body language, sounds, words, and gestures. Educators use the information to learn about a child and his/her skills and plan ways to support and strengthen the child's skill development. |
| Promoting Cultural and Linguistic Competency Self-Assessment | This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural and linguistic cultural competence in health, mental health, and human service settings. It provides concrete examples of the kinds of beliefs, attitudes, values, and practices that foster cultural and linguistic competence at the individual or practitioner level. The website address is: nccc.georgetown.edu/ (Goode, 2004). The link to the self-assessment can be found here: nccc.georgetown.edu/documents/ChecklistEIEC.pdf |
| Routine | The daily activities and events that happen throughout the day in an early care and education setting. When routines are consistent and ordered in a predictable way, children can participate more successfully. |
| Written Description | Written statement, typically involving two to five sentences, that communicates an idea, program practice, or goal. For the purposes of Parent Aware, content must be related to the Indicator for which it is submitted. |