Implementation Manual

July 2024

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Section 1: About Parent Aware

Part 1: Parent Aware Overview

A. Introduction

Parent Aware, Minnesota's Quality Rating and Improvement System (QRIS), provides a common set of program Standards for child care and early education programs and is supported by a mission and principles. The program Standards, combined with the Parent Aware Indicators, are also known as the Parent Aware "kindergarten readiness best practices."

B. Parent Aware Mission

Parent Aware, Minnesota's Quality Rating and Improvement System, offers tools and resources to help:

- Families find quality child care and early education.
- Programs improve their practices.
- Children benefit from care and education that will prepare them for school and life.

C. Parent Aware Principles

We believe that…

- Every child has unique gifts and abilities to celebrate and nurture.
- All families deserve equitable access to quality care and education for their children.
- Quality early learning from trained and culturally competent professionals makes a difference for children.
- Children learn through relationships and playful interactions with their families, peers, providers, teachers, and environment.

We commit to...

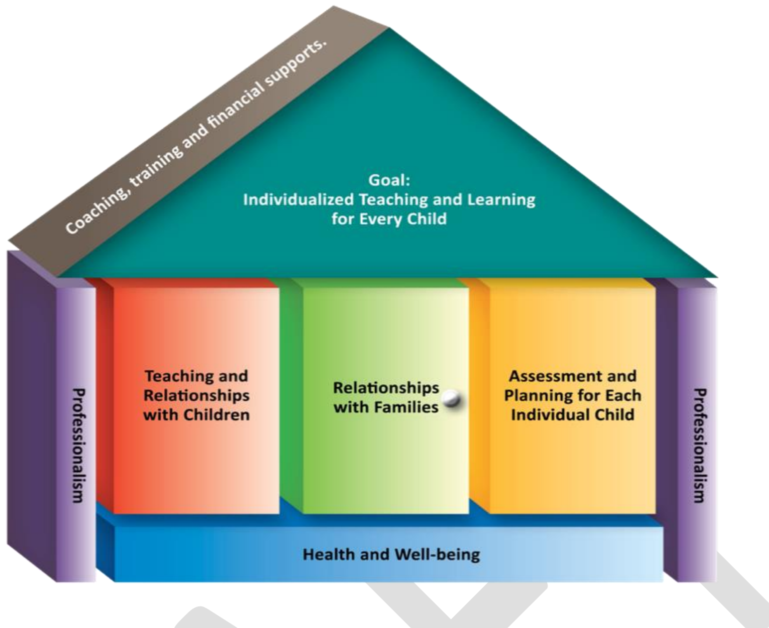
- Advancing inclusive practices that build on family, child, and community strengths.
- Helping care and education programs adopt best practices and serve children of all cultures, races, ethnicities, languages, beliefs, and abilities.
- Offering services and supports from people who reflect our diverse community.
- Supporting practices that will lead to closing the achievement gap for young children.

We will…

- Promote the importance of high-quality inclusive care and education programs and practices to all Minnesotans.
- Offer professional growth for child care and early education professionals through cutting-edge, culturally responsive training, education, and coaching.
- Always improve Parent Aware services through evaluation, listening to parents and providers, and using the latest methods, models, and research.

Minnesota's Parent Aware Principles were inspired and strongly informed by those developed by New Mexico and found in *New Mexico FOCUS: Essential Elements of Quality for Center-Based Early Care and Education Programs, January 2015.*

D. The Parent Aware House: A Framework for School Readiness



Supporting School Readiness

Parent Aware uses a "house" to represent quality teaching and learning practices that support children's school readiness.

These practices are summarized in Parent Aware's five categories of program Standards:

- Health and Well-being
- Relationships with Families
- Teaching and Relationships with Children
- Assessment and Planning for Each Individual Child
- Professionalism

The ultimate goal of these practices is individualized teaching and learning for every child. These practices are supported through coaching, training, education, and financial supports.

The elements are symbolized by parts of a "house": foundation, door, pillars, siding, roof, and shingles. Together, they form the structure needed to support children's success in school and life.

The Parent Aware House

The Foundation: Health and Well Being

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

The Door: Relationships with Families

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 culture and language.

The Left Pillar: Teaching and Relationships with Children

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

The Right Pillar: Assessment and Planning for Each Child

Children do better when their providers and teachers 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.

The Siding: Professionalism

Children do better when their providers and teachers have professional preparation that includes higher education coursework combined with ongoing training and support. These qualifications consistently predict program quality, strong child-adult interactions, quality learning environments, and positive child outcomes.

Professional preparation is most effective when it:

- Allows and encourages specialization.
- Encourages participants to own their own goals and individualize their learning, making the experience meaningful and relevant to them.
- Is flexible and offers choice of content and format.

The Roof: Individualized Teaching and Learning for Every Child

Children do better when providers and teachers individualize instruction. Young children vary widely in their skills, knowledge, cultures, languages, and abilities. Instruction needs to meet the needs of all children, regardless of these differences.

Teaching and learning are truly individualized when providers and teachers:

- Make adjustments to their curriculum to meet the interests and needs of the children in their program.
- Intentionally plan for the specific routines and lessons needed, grounded in their knowledge of each child's development, based on assessment information and the skills and concepts they know they need to learn.
- Make sure children get just the right amount of help to keep on learning.

The Shingles: Coaching, Training, and Financial Supports

Parent Aware helps child care and early education programs adopt these practices through:

- Coaching
- Access to free or low-cost training
- Financial supports

Coaches partner with directors, teachers, and providers to grow their program's ability to provide individualized teaching and learning. Through a series of meetings, coaches guide program staff through the following process:

- Assess needs and set goals.
- Create an action plan.
- Gather information.
- Discuss and reflect on progress.
- Update the action plan.

The purpose of this process is to foster a climate of ongoing learning and improvement. The world of early learning is always changing, with new research, new families, and children, and at times, even new staff and leadership.

Commitment to engaging in ongoing reflection and improvement, even after a coach is no longer available, is one marker of a high-quality program and allows care and education professionals to be responsive to changes and the needs of the children and families they serve.

The process also connects child care and early education programs with:

- Advisors who help them access or seek out higher education, classroom or online training, and relationship-based training, which includes coaching, consultation, and mentoring.
- Grant specialists who support them in accessing financial supports for education, training, equipment, and materials, based on needs identified in their action plans.

E. Parent Aware Standards and Indicators: An Overview

Quality care and education can look different across settings to meet the unique needs of children and families. These settings or types of programs can be public or private, use a wide array of educational philosophies, and use materials and resources in unique and creative ways.

While Parent Aware provides a common set of program Standards and Indicators for child care and early education programs, these best practices are not a checklist or a “one-size-fits-all” approach. Rather, they provide a flexible framework that encourages innovation, creativity, and continuous quality improvement.

Voluntary Participation: Choice is foundational to the Parent Aware approach.

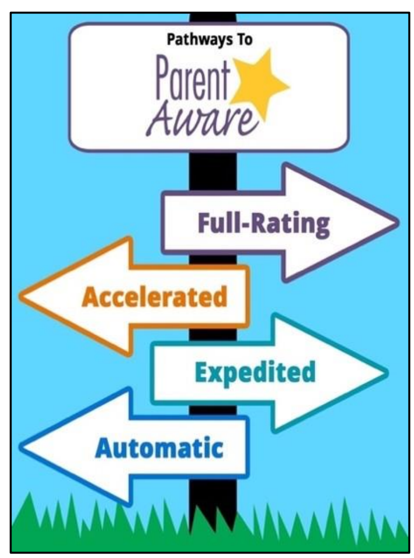
The Standards and Indicators provide the definition of quality; programs choose how they will carry them out. At the highest Star-Levels, programs can also choose to document the practices that work best for them.

Participation in Parent Aware is voluntary. All eligible programs are invited to participate. Ratings are valid for two years.

Eligible Programs:

- Licensed child care centers, including Tribally licensed centers
- Licensed family child care programs, including Tribally licensed family child care
- Public school prekindergarten programs
- Head Start programs

F. Pathways to a Parent Aware Rating



There are four Pathways to a Parent Aware Rating: Full-Rating, Accelerated, Expedited, and Automatic. Starting July 1, 2026, all licensed child care providers that are in good standing with the state or their Tribe will automatically receive a One-Star Parent Aware Rating (Minnesota Statutes, section 124D.142, subdivision 2), unless they are already Rated or choose to opt out. Starting in 2024, child care programs in good standing with the state or their Tribe can sign an agreement committing to accept the Automatic One-Star Rating when it is available on July 1, 2026. By signing this commitment agreement, programs will be eligible to serve children receiving Early Learning Scholarships and will be featured on the Parent Aware website. See the Parent Aware Policy Manual for more details.

Part 2: Roles and Responsibilities

A. Introduction

This section outlines the roles and responsibilities of the 15 Parent Aware functions within the Child Care Aware of Minnesota system and its partners. It also describes the differences between Inclusion Coaches and Mental Health Consultants.

Business Consultant

First Children's Finance Business Consultants provide a combination of training, consultation, coaching, and technical assistance regarding the operation and financial management of child care and early education businesses.

Business consultants provide:

- Free or low-cost training
- Business leadership cohorts
- Consultation on a variety of business management and operational issues
- Financial analysis and financial modeling for programs
- Low-cost financing for quality improvements

Child Care Aware Grant Administrator

Child Care Aware Grant Administrators work with Parent Aware Quality Coaches and Professional Development Advisors regarding the spending of Parent Aware Grants. Their primary role is to ensure materials requested are ordered and delivered and the cost is paid or reimbursed. They maintain financial records and track grant spending.

They also verify that programs that complete Building Quality have a minimum of 20 hours of documented Building Quality Coaching. This is done prior to approving expenditures for programs completing Building Quality.

Classroom Assessment Scoring System (CLASS®) Coach

These coaches have current RBPD Specialist Memberships in Develop and current CLASS® Coach Endorsements and are CLASS® certified observers. They are responsible for performing the following activities:

- Coach programs using the CLASS® tool based on the model described in Section 7.
- Implement a baseline observation using CLASS®.
- Build a relationship with the program director and teachers, explaining the foundations of the CLASS®.
- Implement ongoing short observations.
- Provide one-on-one feedback sessions, preferably using video.
- Set goals with the program director and teachers.
- Enter RBPD Events and attendance in Develop.

Coordinating Office (Child Care Aware of Minnesota)

The Coordinating Office is responsible for the overarching coordination, development, technical assistance, and support of the Child Care Aware system and serves as a liaison between implementation and policies related to Parent Aware. It includes the following teams with related duties:

Quality Improvement

- Provide support and technical assistance to the Parent Aware Recruiters, Quality Coaches, and CLASS® Coaches.
- Coordinate and lead statewide meetings to coordinate and collaborate on issues and topics related to Parent Aware.
- Support the need for data integrity and systematic documentation and organization of quality improvement work.
- Provide support and technical assistance to accredited programs seeking a Rating through the Accelerated Pathway and programs using the Expedited Pathway, and those that have earned an Accelerated or Expedited Pathway grant.

- Provide technical assistance for programs in both the Accelerated and Full-Rating Pathway about the curriculum and assessment review process.
- Gather input from the CCAoMN system and make recommendations for Parent Aware policies and implementation.
- Coordinate the completion of the Implementation Manual and forms in collaboration with partners and DHS.

Professional Development

- Provide support and technical assistance to District and Coordinating Office PD staff about PD advising and related duties.
- Provide support and technical assistance to District PD staff on the scheduling and delivery of Parent Aware training and related duties.
- Schedule and deliver courses through the online learning platform, Eager-to-Learn (ETL).
- Provide support and technical assistance to District PD staff about the creation of individual and program professional development plans.
- Coordinate and lead statewide PD meetings to coordinate and collaborate on service delivery related to PA.
- Analyze PDA RBPD monthly reports and provide technical assistance and support to the districts. Provide reports to DHS monthly.
- Conduct regular site-specific PD meetings with district PD staff and management and report findings to DHS as needed.

Marketing and Communications

- Create and provide standardized Parent Aware marketing materials for programs and families, including ParentAware.org.
- Provide support and technical assistance to Recruiters.

Grants

- Provide support and technical assistance to District Grant Administrators in the implementation of Parent Aware Grants.
- Support the need for data integrity and systematic documentation of grants-related quality improvement work.
- Organize and lead statewide Grants meetings to coordinate and collaborate on service delivery related to Parent Aware.

Child Care Aware District and Regional Sites

Child Care Aware of Minnesota has five district offices and 15 regional offices, including MNTRECC. The supervisory staff at these offices play an active role in the successful implementation of Parent Aware by:

- Attending regular meetings with the Associate Directors of the Coordinating Office.
- Participating in statewide meetings, such as listening sessions, PD meetings, QDP Refreshers, and professional development opportunities.
- Reviewing the RBPD event entry of their teams (PDAs And Coaches) to ensure consistent practices are in place for all programs participating in Parent Aware.
- Supporting the efforts of the Parent Aware Recruiters and understanding the needs of the community.
- Providing caseload data for Quality Coaches to inform staffing level needs and monitoring the workloads of PDAs to ensure manageable distribution.
- Providing accurate Coach and PDA assignments prior to the beginning of each Cohort.

Curriculum and Assessment Review team

This group reviews classroom curricula and child assessment tools nominated for Parent Aware acceptance. This process determines if curricula and assessment tools meet the Parent Aware requirements for these Indicators:

- T1.3a. Curriculum use. The program uses a curriculum aligned with the ECIP domains across all age groups.

- A1.3a. Child assessment. The program assesses all children in at least one age group using an approved assessment tool at least once a year.
- A1.4. Child assessment. The program assesses all children in all age groups using an approved assessment tool at least twice a year.
- A1.3d. Kindergarten Entry Profile tool. The program assesses each child using a child assessment tool included in the Kindergarten Entry Profile menu.

The team is composed of staff from:

- Minnesota Department of Human Services (DHS)
- Minnesota Department of Education (MDE)
- Child Care Aware Coordinating Office Quality Improvement Team
- Curriculum and Assessment Reviewer

For more information, see Appendix A: Curriculum and Assessment Review.

Health/Safety Specialist-Coach

These coaches have current RBPD Specialist Memberships in Develop and current Health/Safety Specialist-Coach Endorsements. They are responsible for performing the following activities:

- Coach in family and center-based care settings.
- Offer services at no cost to participating programs.
- Focus on supporting health and safety best practice.
- Enter RBPD Events and attendance in Develop.

Inclusion Coach/Consultant

These coaches have current RBPD Specialist Memberships in Develop and current Inclusion Coach/Consultant Endorsements. They are responsible for performing the following activities:

- Coach in family and center-based care settings.
- Offer services at no cost to participating programs.
- Focus on successful inclusion of children with special needs/challenging behaviors through environmental, programming, and relational strategies.
- Enter RBPD Events and attendance in Develop.

Please see the end of this section for a description of the difference between mental health consultants and inclusion coaches.

Infant/Toddler Specialist-Coach

These coaches have current RBPD Specialist Memberships in Develop and current Infant/Toddler Specialist-Coach Endorsements. They are responsible for performing the following activities:

- Coach in family and center-based care settings.
- Offer services at no cost to participating programs.
- Focus on infant/toddler development and providing quality care in group settings.
- Enter RBPD Events and attendance in Develop.

Mental Health Consultant

These consultants have current RBPD Specialist Memberships in Develop and current Mental Health Consultant Endorsements. They are responsible for the following activities:

- Offer services in family and center-based care settings.

- Provide a combination of training, reflective consultation, skill building, and clinical intervention for child care staff, supervisors, and directors.
- Enter RBPD Events and attendance in Develop.

Please see the end of this section for a description of the difference between mental health consultants and inclusion coaches/consultants.

Parent Aware Quality Coach

These coaches have current RBPD Specialist Memberships in Develop and current Parent Aware Quality Coach Endorsements. They are responsible for performing the following activities:

- Support all Parent Aware participants in the Full-Rating Pathway.
- Implement the Parent Aware quality coaching model with fidelity.
- Provide technical assistance to programs in Parent Aware.
- Work in collaboration with Recruiters, Professional Development Advisors, Grant Administrators, and CLASS® Coaches.
- Refer programs and individuals to the Recruiter for support to join or Re-rate in a Building Quality Cohort or Full-Rating Cohort of Parent Aware.
- Facilitate partnerships through community outreach.
- Enter RBPD Events and attendance in Develop.
- Refer programs and individuals to their assigned Professional Development Advisors (PDAs) for all inquiries related to professional development training and career goals.

Parent Aware Raters

The Parent Aware Rating team includes CCAoMN full-time staff and contracted employees that work together to review applicant documentation and award Parent Aware Star Ratings to child care and early education programs for all Parent Aware Pathways. The Rating Team ensures consistent and impartial Ratings by establishing rigorous training, following strict evidence review procedures, and are subject to regular rating reliability checks. The Rating team is responsible for determining eligibility for participation in all Pathways and manages all requests sent to support@parentaware.zendesk.com that include but are not limited to:

- Parent Aware Applications and Participation Agreements
- Requests to change participation
- Questions about in-process and previously issued Ratings for all Pathways

Parent Aware Recruiter

Parent Aware Recruiters are District staff employed by a local Child Care Aware agency. Recruiters specialize in marketing, outreach, and community organizing. They are responsible for performing the following activities:

- Create and implement District recruitment plans to increase participation in Parent Aware.
- Recruit child care centers and family child care programs to join or Re-rate in a Building Quality Cohort or Full-Rating Cohort of Parent Aware, or complete the Commitment Agreement for the Automatic One-Star Rating.
- Support application processes for programs in the Full-Rating Pathway.
- Assist with the Organization Profile registration in Develop.
- Work in collaboration with Coaches, PDAs, and statewide recruitment efforts.
- Identify and build relationships with child care programs, related organizations, and community leaders.
- Document work and collect required data.

Professional Development Advisor

Professional Development Advisors (PDAs) have current RBPD Specialist Memberships in Develop and current Professional Development Advisor Endorsements and offer career advising services to child care programs and providers. The PDA role for all PA pathways includes all the same touchpoint areas and contact expectations. They include:

- Assist with the Individual Membership process in Develop.
- Assist with the Organization Profile registration and Classroom tab setup in Develop.
- Review individual Learning Records in Develop to determine training needs for Rating.
- Assist in the creation of individual professional development plan.
- Assist in the creation of a program professional development plan.
- Advise individuals in pursuing their professional development career path.
- Enter RBPD Events in Develop.

Minnesota Tribal Resources for Early Childhood Care (MNTRECC)

Minnesota Tribal Resources for Early Childhood Care (MNTRECC) delivers services and support to Minnesota's 11 federally recognized Tribes and Tribally-licensed child care programs throughout the state.

These include:

- Coordination and collaboration among Tribal child care and education programs, Child Care Aware, other CDS grantees and organizations serving Tribal families.
- Training on language revitalization and Native American Parenting Program (NAPP).
- Recruitment, approval, and support of Tribal cultural trainers.
- Coordination with Child Care Aware District sites to assess the training needs and challenges of Tribally licensed providers and to assist with the coordination of training delivery that is culturally relevant and responsive to Tribal needs.
- Professional development advising for programs participating in Parent Aware, following the procedures outlined in Section 3.

For additional information on MNTRECC, see Appendix B: Partners in Parent Aware.

Differences between Inclusion Coaches and Mental Health Consultants

There are several differences in the roles and responsibilities of Inclusion Coaches and Mental Health Consultants.

Inclusion Coaches

- Primary focus is working with child care programs and providers on successful inclusion of children with special needs or challenging behaviors.
- May be child and/or classroom focused.
- Partner with early childhood educators in the program (and sometimes families) to develop goals and action plan (based on the Knowledge and Competency Frameworks) toward positive outcomes for children, the classroom/family child care group and the early childhood educator.
- Support early childhood educators to meet their goals through observation and feedback, hands on modeling, joint problem-solving, reflection and resources.
- Obtain consent from families when working with a focus on individual children.
- Make referrals where appropriate for mental health services or infant mental health consultation, Help Me Grow, OT, etc.

Mental Health Consultants

Mental Health Consultation is a mental health prevention service focused on building the adults' capacity to support infant and young children's emotional development and to prevent, identify or reduce mental health challenges.
Mental Health Consultation includes a combination of training, skill building and reflective support (active listening, exploration of the provider's beliefs and feelings, and problem solving) to promote the social and emotional health and wellbeing of not only young children and their families but the providers themselves. As providers experience support through consultation, they have greater capacity to regulate and relate in healthy ways with the children they serve.

Section 2: Parent Aware Recruitment

A. Introduction

This chapter provides a general description of the Parent Aware recruitment model and a definition of the role of the Parent Aware Recruiter. Because one of the tenets of recruitment is to be responsive and flexible, the specific strategies and tasks are defined at the District level and will change over time; however, the overall approach to recruitment in Parent Aware is standardized statewide.

B. Purpose

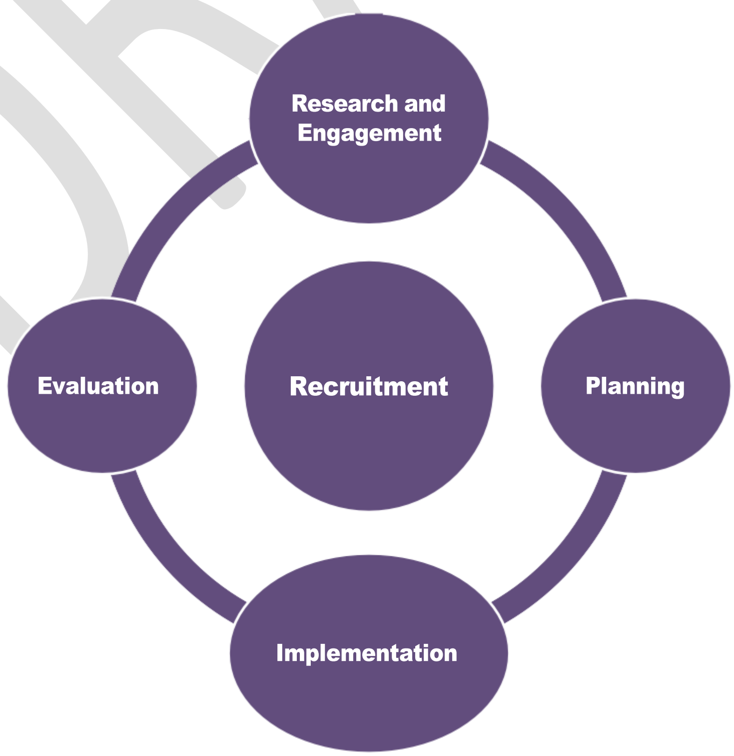
The purpose of Parent Aware Recruitment is to:

- Raise awareness and increase understanding of Parent Aware at the community level for partners and parents.
- Raise awareness and increase understanding of Parent Aware with child care and early education programs.
- Reach out to programs in communities with DHS priority populations with target numbers in mind.
- Build partnerships with provider groups and other early childhood organizations.
- Plan and implement strategies to increase the participation of licensed child care programs that are registered with the Child Care Assistance Program (CCAP) and serve children with high needs.
- Determine the appropriate Parent Aware Pathway and, if it is not the Full-Rating Pathway, refer the program to the appropriate contact to support their application process.

For licensed, accredited programs interested in the Accelerated Pathway, and newly licensed programs interested in the Expedited Pathway, refer to Nikki Lepowsky at the Coordinating Office at NikkiL@childcareawaremn.org

For School-based Pre-Kindergarten and Head Start Programs, refer to the Minnesota Department of Education at parentaware.mde@state.mn.us

C. Parent Aware Recruitment Model



Research and Engagement

In this first phase of the model, Recruiters draw on the data that is available to them and pursue relationships that will support their outreach efforts. Recruiters build and maintain relationships with key partners that may help influence providers' decisions to participate in Parent Aware, including, but not limited to state and county licensors, child care associations, education and health organizations, and early childhood initiative foundations.

The data that is available from Develop is also a key part of planning for recruitment. There are reports that are built to show:

- programs that have participated in Parent Aware in the past.
- those that have applied to participate.
- those that have recently earned a Parent Aware Rating.

In addition, the data received from WLS informs Recruiters of newly licensed family and center-based child care. These programs are targeted as potential participants in Parent Aware as a form of support for their new business with the benefits of coaching, professional development advising, and financial supports.

Within the broad eligible provider category, Recruiters target several specific groups, including providers serving families experiencing low income (such as those who receive CCAP), non-English speaking providers, and programs eligible for Re-Rating.

The goals of the research and engagement phase include:

- Engage the community and partners.
- Engage with the Child Care Aware system and Coordinating Office teams.
- Understand current policies and implementation practices.
- Understand the available data.
- Understand the needs of families in the District's communities, including underserved and low-income communities.
- Understand the needs of programs and providers in the District.
- Review historical and current concerns/myths about Parent Aware and the messaging to increase understanding.

Planning

During planning, Recruiters use the data and information they have gathered in their research to determine the activities and efforts they'll use to promote Parent Aware and attract new and returning programs. This will include but is not limited to social media campaigns, one-on-one meetings (in-person or virtual) with providers and programs, Eblast and postcard messaging, and networking at events.

In the planning phase, the Recruiters explore and secure the necessary materials needed to fully execute the outreach effort for the following Cohort. This includes but is not limited to planning Quality Tune-Up events with the regions in their district, ordering marketing and communication materials from the Web Shop, and scheduling social media posts throughout the Cohort to generate interest and highlight the benefits of Parent Aware. In addition, the Recruiters collaborate closely with the Coordinating Office to understand relevant policy changes and updated marketing materials by meeting monthly with the Quality Improvement and Communications teams.

Implementation

During implementation, Recruiters execute their plans and carry out the activities to build relationships with providers and partners, promote Parent Aware and its benefits, provide clarifications to commonly asked questions about Parent Aware, and collect applications and participation agreements or refer programs to apply online in Develop. The activities that Recruiters engage in are a direct result of the research and planning phases, as well as the input from Quality Coaches and Coordinators.

In the first months of the Cohort, an emphasis is placed on "planting the seed", with general information, myth-busting, and advertising of events being sent out. The Recruiters have ongoing collaboration with their district teams to support programs with their interest in and applications for Parent Aware. They provide significant follow-up toward the end of the Cohort by phone, email, and/or text to ensure that the deadline is met.

During implementation, there are two types of leads that a recruiter is responsible for processing. There are new programs to recruit and there are current programs to retain. There is an understanding that a relationship exists between a program that has participated in the past and their Quality Coach and/or PDA. The Coach and PDA play a role in promoting Parent Aware which aligns with retaining the program. However, the Recruiter will facilitate the application process for accurate data and lead tracking.

Evaluation

Finally, during the evaluation phase the Recruiters will reflect on the previous Cohort, review the data of programs that have applied to participate, and record the number of events, campaigns, and messaging initiatives they have completed. The evaluation will be based on the impact of the recruitment effort, not just the number of programs that chose to participate. These reports will be shared with their Districts, as well as the Coordinating Office and DHS to modify and adjust support for the following Cohort.

In addition, Recruiters will provide a narrative of the previous Cohort. This allows the Recruiter to share the stories behind the data. This includes relationships and partnerships that were developed, challenges that were experienced and either overcome or remain, and successes that are not evident in the tracking data.

D. Parent Aware Recruitment – Research and Engagement

METHODS – Research and Engagement

- Group meetings (District planning meetings, Statewide Recruiter meetings with the Coordinating Office, events with the community or partners)
- One-on-one meetings with partners

TASKS – Research and Engagement

- Stay familiar with current Parent Aware policies and implementation practices.
- Attend annual Parent Aware implementation webinar or review recording to learn about changes to policy or implementation.
- Review any changes in revised Policy and Implementation manuals and connect with the Coordinating Office with any follow up questions as needed.
- Review any results from the most recent provider survey(s) conducted by the Coordinating Office.
- Review any recent news, reports, or research studies about Parent Aware.
- Review the monthly reports from the Coordinating Office and Develop.
- Visit and review relevant websites and state statutes including, but not limited to:
    - Rule 2
    - Rule 3
    - Child Care Aware of America
    - Child Care Aware of Minnesota
    - First Children's Finance
    - NAEYC
    - BUILD Initiative
    - Minnesota Department of Human Services
- Identify newly licensed programs in the district as targets for information about Child Care Aware and Parent Aware.
- Participate in community or partner events to promote Parent Aware, build relationships, and identify the needs in the community.

- Prepare the Recruitment Tracking spreadsheet and track all leads, campaigns, and outreach efforts on the spreadsheet.

ACCOUNTABILITY – Research and Engagement

Recruiter, Supervisor, and Coordinating Office responsibilities are as follows:

Parent Aware Recruiter:

- Review changes to Parent Aware Policy and Implementation as needed.
- Review recruitment reports from the Coordinating Office and Develop.
- Participate in monthly statewide Recruiter meetings with the Coordinating Office.
- Keep District Coordinator up to date on recruitment numbers and trends.
- Share updated recruitment efforts and data at district planning meetings.
- Track all leads on the Recruitment spreadsheet throughout the Cohort.

Supervisors:

- Review recruitment trends and reports.
- Provide support as needed throughout the Cohort.

Coordinating Office:

- Provide Recruiters with the necessary reports needed to inform their recruitment efforts. This includes but is not limited to the newly licensed provider report, and the Recruitment and Early Learning Scholarship Report from Develop.
- Provide marketing materials for Recruiters and access to the Web Shop and Google drive, technical assistance on Parent Aware policy and implementation expectations, and professional development.
- Provide support for the costs of Quality Tune-up events. (See "Quality Tune-Up Models" flyer for more information.)

SAMPLE REFLECTIVE QUESTIONS – Research and Engagement

- What did we learn in the last Cohort?
- Whom do we want to reach? What do we know about them? Where do we find them? What do we want them to do?
- What's the problem or opportunity?
- What's happening now?
- What are positive/negative forces?
- Who is involved or affected?
- What's the desired situation?
- What are the trends (positive or negative) we are seeing/hearing from providers? Has anything changed?
- What are the barriers that providers are reporting, including those who are participating and those who are not?
- What are the targets for the upcoming Cohort?

E. Parent Aware Recruitment – Planning

METHODS – Planning

- Group meetings (In-person or virtual Quality Tune-Ups, Info Sessions, events with the community or partners)
- One-on-one meetings (In-person or virtual)
- Mass communications (postcards, eblasts, flyers, brochures, webinars)
- Telephone
- Email

TASKS – Planning

- Review the Web Shop and order marketing and promotional materials that will be needed in the recruitment efforts for the Cohort.

- Collaborate with District teams to:
    - Plan Quality Tune Ups or other recruitment events.
    - Determine leads and inquiries.
    - Schedule information sessions and webinars.
    - Schedule social media posts to generate interest, share highlights, and convey important deadline information.

ACCOUNTABILITY – Planning

Recruiter, Supervisor, and Coordinating Office responsibilities are as follows:

Parent Aware Recruiter:

- Review the reports provided by the Coordinating Office to determine outreach efforts.
- Access the Web Shop to determine products that will be needed in the recruitment efforts and customize as needed.
- Collaborate with District teams to understand the needs and leads that may be in process.
- Keep District Coordinator up to date on recruitment activities and trends.
- Share updated recruitment efforts and data at district planning meetings.

Supervisors:

- Review recruitment trends and reports.
- Provide support as needed throughout the Cohort.

Coordinating Office:

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- Provide support for the costs of Quality Tune-up events. (See "Quality Tune-Up Models" flyer for more information.)

SAMPLE REFLECTIVE QUESTIONS – Planning

- What are the trends and targets for the upcoming Cohort?
- Who – internal or external – must the program respond to, reach, and affect?
- What must be achieved with each audience?
- Action Strategies:
    - What must be changed to achieve objectives?
    - What does the organization intend to do/not do?
- Communication Strategies: What must be communicated to achieve objectives?

F. Parent Aware Recruitment – Implementation

METHODS – Implementation

- Group meetings (In-person or virtual Quality Tune-Ups, Info Sessions, events with the community or partners)
- One-on-one meetings (In-person or virtual)
- Mass communications (postcards, eblasts, flyers, brochures, webinars, social media)
- Provide marketing materials for Recruiters and access to the Web Shop and Google drive, technical assistance on Parent Aware policy and implementation expectations, and professional development.
- Telephone
- Email

TASKS – Implementation

- Review recruitment report and ensure outreach to programs with upcoming expiration dates.
- Provide newly licensed programs with information about Parent Aware, including postcards, flyers, and invitations to information sessions.
- Plan for recruitment events, such as Quality Tune-Ups or other community events. For example:
    - Send out an e-blast one month prior.
    - Send a press release to District newspapers.
    - Send out postcards at least one month prior.
    - Two weeks prior, post on social media (e.g. local or statewide Facebook pages).
    - Send an email to county licensors with the information session zoom link and request that they share with educators
    - The week before, send out a reminder eblast.
    - When talking to providers throughout the cohort, keep track of a list of programs you mention the information session to, and send those providers a text two days prior.
    - The day of the event, send a text message
- Track all leads, campaigns, and outreach efforts on the Recruitment spreadsheet.
- Identify programs that are eligible to Rate or Re-rate and provide outreach with directions on how to apply and the deadline. **Encourage online application whenever possible.** This includes the program's option to complete the Commitment Agreement for the Automatic One-Star Rating in Develop.
- Paper Application: Review Parent Aware application and Participation Agreement with the program, specifically the list of assurances, and send completed forms to support@parentaware.zendesk.com. Encourage the program to retain a copy for their records.
- Online Application: Review the Participation Agreement for understanding, specifically the list of assurances and send to support@parentaware.zendesk.com by the deadline (January 31 or July 31).
- For programs that have participated previously, the Quality Coach may have the established relationship. If the application and participation agreement for continued participation is collected by the Quality Coach, it will be forwarded to the Recruiter for tracking and to send to the Rating team by the deadline.
- Follow up with programs to inform them of the next steps and what to expect:
    - The role of the Quality Coach
    - The role of the PDA
    - The timeline for the Re-Rating process
    - Refer them to the coach or PDA for questions about requirements in Develop, including individual membership applications and connecting with Achieve MNCPD.
    - Share "Unlocking Key Resources" and other documents that showcase additional support for programs in Parent Aware.

ACCOUNTABILITY – Implementation

Recruiter, Supervisor, and Coordinating Office responsibilities are as follows:

Parent Aware Recruiter:

- Conduct all planned recruitment events.
- Collaborate with District teams to understand the needs and leads that may be in process.
- Keep District Coordinator up to date on recruitment activities and trends.
- Share updated recruitment efforts and data at district planning meetings.
- Track all leads on the Recruitment spreadsheet throughout the Cohort.

Supervisors:

- Review recruitment trends and reports.
- Provide support as needed throughout the Cohort.

Coordinating Office:

- Provide Recruiters with the necessary reports needed to inform their recruitment efforts. This includes but is not limited to the newly licensed provider report and the Recruitment and Early Learning Scholarship Report from Develop.
- Provide support to Recruiters for marketing materials, Parent Aware policy and implementation expectations, and professional development.
- Provide support for the costs of Quality Tune-up events. (See "Quality Tune-Up Models" flyer for more information.)

SAMPLE REFLECTIVE QUESTIONS – Implementation

- How did you hear about Parent Aware?
- What do you know about Parent Aware?
- Would you tell me a little about your program?
- You have a lot to process. When can I follow up with you? How do you prefer to communicate (phone call, text, email)? What is the best way to reach you?
- Parent Aware is different from licensing in many ways. Instead of monitoring health and safety rules, Parent Aware encourages you to evaluate your quality and set goals. What goals have you been thinking about in your work?
- Do you have a Star-Level goal in mind? Here are some things to consider as you prepare for your Rating.
- Thank you for joining Parent Aware again! What have you been working on since your last Rating?
- How have you used your marketing materials to increase your enrollment or inform your parents about your success in Parent Aware?
- What kinds of resources could I share with you to help you with your Re-Rating?
- What are the specific communications tools/materials and mediums/channels that will be used?

G. Parent Aware Recruitment – Evaluation

METHODS – Evaluation

- Group meetings (District planning meetings, monthly meetings with the Coordinating Office, partner, and community meetings)
- One-on-one meetings

TASKS – Evaluation

- Complete the Recruitment spreadsheet and narrative and submit to the Coordinating Office.
    - Include data around the total number of programs that applied, how many applied to re-rate, and how many support underserved communities.
    - In the narrative, describe the efforts and work behind the data, including partnerships established in the community, connections made with other organizations or licensing, and other initiatives that supported the recruitment effort for the upcoming Cohort.
- Review the final Cohort report and confirm the caseloads with the district team.
- Provide feedback to the Coordinating Office regarding marketing materials on the Web Shop and information on the Parent Aware website.

ACCOUNTABILITY – Evaluation

Recruiter, Supervisor, and Coordinating Office responsibilities are as follows:

Parent Aware Recruiter:

- Complete the Recruitment spreadsheet and narrative and submit to the Coordinating Office.
- Attend monthly statewide Recruiter meetings with the Coordinating Office to discuss trends, challenges, and successes.
- Keep District Coordinator up to date on recruitment activities and trends.
- Share updated recruitment efforts and data at district planning meetings.

Supervisors:

- Review recruitment trends and reports.
- Provide support as needed throughout the Cohort.

Coordinating Office:

- Review the Recruitment spreadsheets and narratives for trends, challenges, and success.
- Synthesize the data and comments and submit a report to DHS.
- Review feedback regarding current marketing materials and consider updates and changes for the following Cohort.

DHS:

- Review the Recruitment report.
- Identify areas of support or funding needed for future Cohorts.

SAMPLE REFLECTIVE QUESTIONS – Evaluation

- How will the outcomes be specified and measured?
- How will the results be reported?
- What were the common challenges this Cohort?
- What were the most successful campaigns and why?
- How will we use the data and stories from this Cohort to inform and improve processes for the next Cohort?
- What are the trends and targets? Did we meet the needs of underserved communities?


Minnesota DHS
Provides recruitment funding support through contracts
Outlines basic requirements in workplans
Reports statewide summaries of Parent Aware participation
Shares provider contact information regularly for broad and target recruitment
Child Care Aware of Minnesota
Provides strategies, messages, and materials
Hosts regular check-ins and meetings
Offers basic administrative support for materials and events
Shares updates and reports with DHS
District & Regional Coordinators
Oversee day-to-day work of recruiters
Work together to ensure District coverage
Address funding or other administrative needs
Share updates with DHS
RECRUITERS
Implement set of strategies and tactics to reach and recruit target audiences
Uses tools to track progress and share experiences with Child Care Aware of Minnesota and Coordinators to inform strategy, material, and message updates
Phone calls
Information sessions and presentations
One-on-ones
Eblasts
Social media
Provider conferences
Direct mail
Community events
Trainings
Providers
Providers eligible for Full-Rating
Low-income providers (CCAP recipients)
Non-English speaking providers
Programs eligible for Re-Rating
Newly-licensed providers
Partners
Licensors
Associations
Education/Health Organizations
Parents
Rated Programs!
Recruiters Submit Post-Cohort Activity Summary
DHS Produces Final Cohort Report

Section 3: Professional Development Advisors

A. Introduction

In this chapter, tasks are listed throughout the professional development advising process. There are a variety of options for how professional development advising can occur. Face-to-face communication with programs is ideal, but phone and email communication may be used.

Professional Development Advisors (PDAs) aid programs in Building Quality, Accelerated, and Expedited Pathways, and Full-Rating Cohorts. All PDAs provide Quality Improvement advising in between Ratings. This process is implemented through three main areas of support: Welcome and Getting Started, Professional Development Planning, and Training Needs.

B. Purpose

The goal of professional development advising is to assist the program in creating a plan to meet their short and long-term professional development goals and fulfill the training requirements for their Star-Level goal.

C. Timeframe

These are the timeframes for professional development advising:

- Approximately one to ten hours, depending on the size and needs of the program.
- Initial contact may occur before the Building Quality or Full-Rating Cohort, once the program has applied and has been assigned to a PDA.
- Areas of support can be completed on their own or combined depending on the needs of the program.

D. Professional Development Advising – Welcome and Getting Started (Develop)

METHODS – Professional Development Advising – Welcome and Getting Started (Develop)

The following communication methods are used in the initial meeting during the professional development advising process:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Professional Development Advising – Welcome and Getting Started (Develop)

These tasks are part of the welcome and getting started area of support:

- Introduce the role and contact information of the PDA to the program in the form of a welcome letter, phone call, email, or in-person meeting. Provide an overview of what the PDA process entails and what services are available to the program.
- Provide information and technical assistance related to Individual Memberships and Organization Profiles in Develop:

Individual Membership

- Share the Individual Membership Guide with the participant and walk through the process of initial or renewal application.
- Please note that once they begin the Individual Membership application process on Develop, their point of contact for all related questions is support@mncpd.org
- All training certificates*, credentials, diplomas, and/or official transcripts are submitted to Achieve MNCPD for review and appear on a provider's Learning Record in the approved section. The Acceptable Documentation Policy from Achieve MNCPD is a helpful resource for this process.
- Share the process (if applicable) for foreign credentials or transcripts to get translated and evaluated. (Note: child care programs will need to pay a cost for the evaluation. The Foreign Credential Evaluation Scholarship is available to cover translation and evaluation costs. Reference the Achieve MNCPD policy for Foreign Education Documentation and Foreign Credential Evaluation Scholarships).
- Provide information on how to enroll in Community Adult Basic Education for child care providers who don't have a high school diploma or GED.

**As of May 1, 2023, Achieve will continue to accept and verify Automatically Approved training certificates issued prior to May 1, 2023, within the 5-year lookback of the current Acceptable Documentation Policy for all new and renewing Individual Membership Applicants. Achieve will not accept and verify Automatically Approved training certificates issued after May 1, 2023, in Develop. Achieve will not accept and verify Other Clock Hour Training Certificates in Develop.*

Organization Profile

- Confirm that the organization profile Is registered and linked to the appropriate owner.
- Confirm that employment is accurately listed and verified.
- Confirm that the Classroom tab has updated information.

Develop Note – Welcome and Getting Started (Develop)

Develop helps child care providers track their education, training, and employment history in one place. Child care providers can document their higher education coursework, as well as other professional development training sponsored by their local Child Care Aware agency or other Achieve MNCPD-approved training sponsors.

Each Lead Teacher/Provider, Director, and Education Coordinator must have a current Individual Membership in Develop as of the Quality Documentation Portfolio submission deadline. This means that their Membership must be current (not expired) as of that date. The expiration date is displayed on the Summary page of the Individual Profile and on the Individual's Learning Record.

ACCOUNTABILITY – Professional Development Advising – Welcome and Getting Started (Develop)

PDA, Supervisor, and DHS staff accountabilities include:

Professional Development Advisor - Document RBPD Event(s) within seven days.

Supervisors and DHS staff - Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Professional Development Advising – Welcome and Getting Started (Develop)

Here are potential questions to ask as part of an initial meeting and completing Develop tasks:

- What is your preferred method of communication? Phone, email, in-person, or video chat?
- Do you have a personal (not work) email address? How often do you check it?

- Tell me about a class or training you attended that you really liked.
- Have you ever taken a class/training online? What was your experience like?
- How familiar are you with the training requirements for Parent Aware? Do you already have a Star-Level goal in mind?
- Do you (as a provider/lead teacher) have a current Individual Membership in Develop?
- Is your Organization Profile registered in Develop?
- Are your Classroom and Employee tabs up to date? Are your employees listed as verified?

In addition to these questions, various resources such as the Getting to Know You form and PD checklists may be helpful in your conversations.

E. Professional Development Advising – Professional Development Planning

METHODS – Professional Development Advising – Professional Development Planning

The following communication methods are used in professional development planning in the advising process:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Professional Development Advising – Professional Development Planning

An Individual Professional Development Plan is a requirement for Two-, Three-, and Four-Star Rated programs. A Program-Wide Professional Development Plan is optional for points for a Three- or Four-Star Rated program. It is expected that there will be an intentional conversation with all programs in all pathways and star levels about the importance and value of professional development goals and plans. The PDA role for all pathways includes all the same touchpoint areas and contact expectations.

These tasks are part of the professional development planning area of support:

- The PDA will send a copy of a blank Individual and/or Program-Wide Professional Development Plan alongside or after discussing potential goals, the indicator requirements for PD plans, and how to fill out the form to meet the Rating requirements.
- Work with each individual Lead Teacher/Provider to create goals for an Individual Professional Development Plan. For each plan, explain the requirements of the plan: there must be at least one goal on the plan, the goal must be related to a Knowledge and Competency Framework (KCF) area, and the various steps and timeline to reach the goal are listed.
- Work with the Lead Provider/Program Leader to create goals for a Program-Wide Professional Development Plan. The requirements for the Program-Wide Plan are the same as the Individual Professional Development Plan but cannot be the same goal.
- Encourage Lead Provider/Program Leader to create goals based on the Knowledge and Competency Framework Areas. These could include, but are not limited to: joining a professional organization, such as NAEYC or MCCCPIN, pursuing a CDA credential, or a higher education goal. Other goal ideas might include becoming an approved trainer, increasing skills and knowledge around assessment and observation, or incorporating more nature-based learning into their lesson plans. Program-Wide plans might have goals related to business contract policies, marketing goals, increasing family communication and activities, etc.
- Review completed Professional Development Plans and offer feedback or additional resources to help them reach their goals.

If translation is needed when working with child care providers who are English Language Learners, it may be helpful to conduct a three-way call with the Coach and provider, or utilize the Language Access Line.

ACCOUNTABILITY – Professional Development Advising – Professional Development Planning

PDA, Supervisors, Coordinating Office PD staff and DHS staff accountabilities include:

Professional Development Advisor: Document RBPD Event(s) within seven business days.

Supervisors: Be familiar with the regular PDA tasks and caseload workflow, attend Child Care Aware Professional Development and Parent Aware meetings related to the advising role, partner with the Coordinating Office and DHS in marketing and communication of the advising service, utilize the Coordinating Office assistance to train in new PDAs and provide ongoing support.

Supervisors, Coordinating Office PD staff and DHS staff: Review RBPD Events and hours monthly, problem-solve anomalies, and adjust caseloads.

SAMPLE REFLECTIVE QUESTIONS – Professional Development Advising – Professional Development Planning

Here are potential questions to ask as part of the Individual Professional Development Plan:

- Where do you see yourself in the next year five years?
- What are some steps to help you reach your goals?
- Let's look at a career path to achieving these goals. What do you need to get to your ideal career path?
- Are you familiar with the Career Lattice Steps? How are ways we can increase your CLS level?
- This is an exciting time in the early care and education profession. Many opportunities and supports are becoming available to earn credentials and degrees. Do you have a credential or degree? If not, let's talk more about how they can work for you. Are you familiar with the TEACH scholarship?
- Have you taken the Individual Training Needs Assessment (ITNA) on your Develop Individual Profile? This tool will help gauge your knowledge of each of the different KCF Areas. Once you take it you may want to ask yourself "what do I already know and what skills do I already have in this area? What knowledge and skills do I plan on learning in this area?"
- Are you familiar with the Knowledge and Competency Framework? If not, here are some resources to help you learn more. (For example, KCF module on ETL, KCF overview document, actual KCF documents appropriate for their age setting)

Here are questions to ask as part of the Program-Wide Professional Development Plan:

- What is going well in your program?
- What are times of day and/or environmental or behavioral issues that are challenging?
- How do you plan out each day for the children in your care?
- What do you want to learn more about?
- Are there any policies you want to change or add?
- What are some overall goals or changes you would like to see in your environment?
- (For center-based programs) Do you have any overarching goals you want to set for your classrooms?

F. Professional Development Advising – Training Needs

METHODS – Professional Development Advising – Training Needs

The following communication methods are used in the training needs area of support:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Professional Development Advising – Training Needs

Some of these tasks will not be able to be completed until the Lead Teacher/Provider has a Membership in Develop.

Prior to meeting/contact with Lead Teacher/Provider:

- If possible, gather Lead Teacher(s)/Lead Provider(s) names and individual Develop ID numbers. Use information listed in the Classroom and Reports Tabs of the Organization Profile to review Learning Records. If they do not have accurate employment records, and are not listed in the Employees Tab, it may be necessary to request that they send you a copy of their Learning Record.
- Identify the individual's Career Lattice Step. (An individual must have at least Foundational Awareness for a Three- or Four-Star Rating.)
- If the individual has a Parent Aware-approved teaching license on their Learning Record, verify their information on the MDE license lookup. If it is still current, this teaching license can be used in lieu of some of the training requirements. Verified current initial CDA credentials (within the last 3 years) and Montessori Diplomas (within the last 5 years) listed on the Learning Record also can be used in lieu of training requirements.
- Ask the Parent Aware Quality Coach or the program if the program has chosen a Star-Level goal.
- Inventory the number of hours in each required KCF Content Area in the approved section of the Learning Record, including completed college coursework or other credentials five years prior to the start date of the Full-Rating Cohort (either January 1 or July 1).

Meeting/contact with Lead Teacher/Provider:

- Review the Parent Aware Training Requirements (Written in the Stars) document to meet Indicators for each Star-Level.
- Review the Individual's Learning Record(s) to identify training that corresponds to the Knowledge and Competency Areas for each Star-Level. Document the hours met on the Training Review form or use the "Verified approved staff training hours" report in Develop. Provide information on any gaps in KCF areas to the provider and how to search for those areas in Develop. The coach will also be cc'd into this email.
- Discuss their preferred learning method – coursework, non-credit training, location, language, online, face-to-face, etc. and assist in finding training options if needed.
- Discuss options such as CDA, higher education, T.E.A.C.H, etc.

ACCOUNTABILITY – Professional Development Advising – Training Needs

PDA, Supervisor, and DHS staff accountabilities include:

Professional Development Advisor: Document RBPD Event(s) within seven business days.

Supervisors and DHS Staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Professional Development Advising – Training Needs

Here are some questions to ask as part of the Learning Record assessment and recommendation:

- Let's review the Parent Aware Written in the Stars flyer. It outlines the training requirements at each Star-Level for Parent Aware. Where do you see yourself?
- Where do you think you might need to take some additional training?
- Do you have a current Minnesota Teaching License? If it has expired, are you interested in renewing it?
- Are you interested in taking higher education coursework?

G. Professional Development Advising – Professionalism Indicators

METHODS – Professional Development Advising – Professionalism Indicators

The following communication methods are used in professional development planning in the advising process:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)

- Telephone
- Email

TASKS – Professional Development Advising – Professionalism Indicators

Some of these tasks will not be able to be completed until the Lead Teacher/Provider has a Membership in Develop. This section does not include P indicators P1.3c or P2.2 – see Professional Development Planning section. This process is in collaboration with both the coach and the program to communicate the eligibility of certain indicators that help to inform the overall QDP submission process.

- Using information provided by the Quality Coach or program, identify the Star-Rating goal.
- Ask programs if they or their staff have higher education credits, leadership credentials, or other training that may affect their Career Lattice Step.
- It is possible that a Lead Provider/Teacher or other staff may need to have information added to the Learning Record. If so, advise on the process of renewing their Develop membership and sending in documentation.
- Discuss with the coach their process with programs for submitting evidence for indicator P1.1 (NAEYC Code of Ethical Conduct).
- For Three- and Four-Star Rated programs, review Learning Records for Lead Providers and Lead Teachers to assess or identify:
    - Career Lattice Step (for indicators P2.3a and P2.3b)
    - Current, age-appropriate MN Teaching License (for indicator P2.3b)
- For Three- and Four-Star Rated programs, review Learning Records for Lead Providers, Directors, and/or Education Coordinators to assess or identify:
    - NAEYC accredited Administrator's Credential or First Children's Finance Business Leadership Credential (for indicator P1.3a)
    - Higher education degree and/or credits (for indicator P1.3b)
- Communicate the eligibility of these indicators to the program and coach. This information might be included in other communications with programs and coaches regarding training needs and professional development planning. If coaches have questions on Professionalism indicators, refer to the PDA.

Note: It is the responsibility of the program or provider to confirm the number of points earned meets the requirements for their Star-Rating goal.

ACCOUNTABILITY – Professional Development Advising – Professionalism Indicators

PDA, Supervisors, Coordinating Office PD staff and DHS staff accountabilities include:

Professional Development Advisor: Document RBPD Event(s) within seven business days

Supervisors: Be familiar with the regular PDA tasks and caseload workflow, attend Child Care Aware Professional Development and Parent Aware meetings related to the advising role, partner with the Coordinating Office and DHS in marketing and communication of the advising service, utilize the Coordinating Office assistance to train in new PDA's and provide ongoing support.

Supervisors, Coordinating Office PD staff and DHS staff: Review RBPD Events and hours monthly, problem-solve anomalies, adjust caseloads.

SAMPLE REFLECTIVE QUESTIONS – Professional Development Advising – Professionalism Indicators

- Have you, or any of your Lead Teachers and/or the Education Coordinator (if applicable), taken any college courses related to early childhood?
- Do you, or any of the Lead Teachers in your program, have a current Minnesota teaching license?
- Do you or the Director have an Administrator's Credential recognized by NAEYC or have completed the First Children's Finance Business Leadership Credential as of July 1, 2021 or forward?
- Do you see anything missing on your Learning Record that you have documentation for?

H. Professional Development Advising – Ongoing Support

METHODS – Professional Development Advising – Ongoing Support

The following communication methods are used in ongoing support during the professional development advising process:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Professional Development Advising – Ongoing Support

A PDA can provide advising services at any point in time before, during, or after the Rating process. It is not required for programs to receive ongoing support from the PDA, but it is available to them. The ongoing support is specific to each individual program's needs. Some of these tasks may include:

- Helping the child care provider implement their professional development plan.
- Planning for training requirements needed for the next Parent Aware Rating.
- Searching for local or online opportunities to help advance their Career Lattice Step, such as the MNCDA or MNITCDA credentials.
- Providing resources such as job board websites, REETAIN information, or more information on specific KCF topics they have discussed together.
- Providing information about financial resources to subsidize the cost of training.

ACCOUNTABILITY – Professional Development Advising – Ongoing Support

PDA, Supervisor, and DHS staff accountabilities include:

Professional Development Advisor: Document RBPD Event(s) within seven business days.

Supervisors and DHS Staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Professional Development Advising – Ongoing Support

- What are your next steps to complete on your professional development plans? How can I help you complete these?
- If you are Re-Rating for a higher Star-Level next time, let's go over the differences in the training requirements for that.
- Now that you have your first Star Rating, how can we help you identify what additional professional development you might need to support you to reach your next goal?
- Are you aware of other services and programs we have? T.E.A.C.H., REETAIN, Interactive Career Guide, Professional Membership activities?

I. Professional Development Advising – Incomplete Documentation

METHODS – Incomplete Documentation

The following communication methods are used in the incomplete documentation process for Full-Rating programs:

- One-on-one (virtual or in-person)
- Telephone
- Email

TASKS – Incomplete Documentation

These tasks are part of the incomplete process for programs:

- If there is an incomplete indicator related to training or Professionalism Indicators, the coach will notify the assigned PDA.
- Make sure you and the program understand the Rater's notes for any Indicators that have been marked "Not Met" or "Incomplete." If you have any questions, please contact support@parentaware.zendesk.com.
- Assist program in identifying and gathering documentation within 15 business days of receiving an email notification of incomplete documentation.
- Communicate with the coach when the training and/or Professionalism Indicator documents are ready to send in with any other needed incomplete Indicators. The coach will assist the program with the resubmission process.

ACCOUNTABILITY – Incomplete Documentation

PDA, Supervisor, and DHS staff accountabilities include:

Professional Development Advisor: Document RBPD Event(s) within seven business days.

Supervisors, and DHS staff: Review RBPD Events and hours monthly. Review to ensure this visit occurred.

SAMPLE REFLECTIVE QUESTIONS OR PROMPTS – Incomplete Documentation for Full-Rating Programs

Here is a question to ask as part of an incomplete documentation process for Full-Rating programs:

- It looks like you need ______ to fulfill the requirements for ____ Star Rating. Let's look for this documentation.

Section 4: Parent Aware Quality Coaches

Part 1: Building Quality – Coaching Overview

A. Introduction

In this section, tasks are listed throughout the coaching process. Some tasks need to be done one-on-one and in person, while others can be done in small groups or through technology. Phone calls and emails can also be used in smaller increments.

B. Purpose

The goal of coaching during Building Quality is to improve the use of kindergarten readiness best practices.

C. Timeframe

These are the timelines for coaching in Building Quality:

- Minimum number of hours: 20
- Maximum number of hours: 30
- Length of time: six months

Note: Programs may participate in Building Quality twice consecutively but must then join a Full-Rating Cohort. They can participate in Building Quality in any frequency, provided they complete the Full-Rating Cohort as prescribed.

D. Methods

Activities that count toward Building Quality hours include:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

E. Parameters for Telephone and Email Use

These are the parameters for using telephone and email when coaching in Building Quality:

- Call or email is made as a follow-up to an in-person, small group, or virtual visit.
- During Building Quality, telephone or email is limited to 5 hours of the 20-30 hours.
- Each email correspondence is considered .25 hours.
- Telephone correspondence can be written for .25 hours or greater.
- The remainder of the hours need to be conducted using one-on-one or group coaching (virtual or in-person).

F. Guiding Principles of Parent Aware Quality Coaching

These are the guiding principles of Parent Aware Quality Coaching:

- The relationship itself is the vehicle through which Parent Aware Quality Coaches operate. It is appropriate to identify and work on skills that build trust and safety.

- Program culture may impact the effectiveness of a Parent Aware Quality Coach (positively or negatively). Recognizing and attending as much as possible to factors that affect the Parent Aware Quality Coach's implementation is critical for success.
- The work of Parent Aware Quality Coaches directly impacts the development of other adults, which in turn affects children. We refer to this as "parallel process."
- All adult learners demonstrate strengths and bring a wealth of knowledge to their work.
- All adult learners can improve their effectiveness.
- An adult's individual approach to change and underlying beliefs about their work affects how they facilitate, work with others, learn, and apply learning.
- Data offers common ground for celebration and growth.
- Parent Aware Quality Coaches focus on strengths while also being mindful of the mandate to support high quality in the care and education of young children. To this end, Parent Aware Quality Coaches go beyond giving support to challenging the child care providers and educators to take risks, try new things, and take on new responsibilities.
- With recent changes to the approach to coaching due to the pandemic, a reliance on virtual platforms has emerged. This has both removed and presented obstacles to the process of building relationships and providing coaching experiences. While it allows for more flexibility in scheduling, reducing or even eliminating travel time, there is additional effort needed to effectively build and maintain a coach/coachee relationship, as well as observe and model practices virtually compared to in person.
- For more information on how to handle health and safety issues, see Appendix D: Addressing Health and Safety Issues While Coaching.
- RBPD Competencies guide how Parent Aware Quality Coaches conduct their work. For more information about RBPD Competencies, see Appendix E: RBPD Competencies.

Note: Some of these principles were originally developed at CEED to guide coach training content.

G. Building Quality Coaching Process – Co-Creating Relationships and the First Visit

METHODS – Co-Creating Relationships

The following communication methods are used in co-creating relationships:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)

TASKS – Co-Creating Relationships

The following items are conducted in the first few visits:

- Complete an in-person visit within the first month of Building Quality (January or July). This is not required if the program is in their second consecutive Cohort of Building Quality.
- Review the Participation Agreement with the program at the beginning of each Cohort, specifically the list of assurances.
- Ensure a paper copy of the Participation Agreement is submitted by the deadlines outlined in the Policy Manual (January 31 or July 31). Send signed agreements to the Recruiter for submission to the Parent Aware Rating team. Encourage the program to retain a copy for their records.
- Review and sign the Coaching Agreement. Provide a copy for the program and keep one for your records.
- Partner with the Professional Development Advisor to support the program in completing Develop tasks:
    - Register their Organization Profile if it is not already registered.
    - Apply for or Renew Individual Membership(s).
    - Ensure individuals have accurately reported employment on the Employment Tab in their Individual. Profiles and verify the employment of the Lead Provider or each Lead Teacher in the Employees Tab of the Organization Profile.
    - Update the Classrooms Tab with enrollment information, classrooms, and Lead Teachers.
    - It is important that any changes to lead teachers are communicated with the PDA.

- Review Building Quality guidelines:
  - Up to 30 hours of Quality Coaching (20 hours minimum) in a six-month period
  - Building Quality Grant benefits and requirements, including meeting minimum of 20 hours of Quality Coaching
  - Option for another Building Quality
  - Expectation that program will enter a Parent Aware Full-Rating Cohort after one Building Quality Cohort or after two consecutive Building Quality Cohorts
- Ask the program if they have been in touch with their PDA. If not, provide the PDAs contact information and refer to the PDA for any training or advising needs, including the training review, individual and program-wide PD plans, and other advising interests such as CDA and higher ed courses.
- Discuss learning styles and communication preferences, including ways to use virtual platforms for coaching experiences.
- Share that you are a mandated reporter and what that means.
- Discuss what it means to continuously improve care.
- Discuss the following three questions:
  - What is a teachable moment?
  - When should licensing be consulted?
  - What does it mean to be a mandated reporter?
- Outline the process of coaching to continuously improve quality:
  - Observe
  - Provide feedback
  - Modeling or side-by-side experience
  - Reflection
- For centers, talk about CLASS® resources.

ACCOUNTABILITY – Co-Creating Relationships

Coach, Supervisor, Coordinating Office and DHS staff

accountabilities include:

Parent Aware Quality Coach:

- Meet in-person with the program within the first month of the Building Quality Cohort (January or July). If the program is participating in a second consecutive Building Quality, it is not required to meet in-person within the first month of the second Cohort (January or July).
- Write Action Items in the Electronic Quality Improvement Plan (EQUIP) outlining goals for future visits in Building Quality.
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Building Quality Cohort, check in with staff to see if they have entered an Action Item in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coordinating Office, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Co-Creating Relationships

- How would you describe your program or your career in early childhood?
- What do you know about Parent Aware? Do you have any questions?
- How would you see me helping you with _______________?
- How do you work with children with Individual Education Plans (IEPs) or challenging behaviors?How familiar are you with the CLASS® tool?
- What would you like to gain from your participation in Parent Aware?

H. Building Quality Coaching Process – Observation of Provider's Knowledge and Competency

METHODS – Observation of Provider's Knowledge and Competency

The following communication methods are used to observe the provider's knowledge and competency:

- One-on-one (virtual or in-person)

TASKS – Observation of Provider's Knowledge and Competency

The following tasks are completed during the observation of the provider's knowledge and competency:

- Provide a copy of the Knowledge and Competency Framework books for the age group or setting you are observing, so the teacher or educator has it to reference. A copy of the Knowledge and Competency Observation Tool can also be shared with the child care educator.
- Observe the child care educator using one or more sections of the Knowledge and Competency Observation Tool.
- Identify individual and program strengths.
- Share findings from observation and identified strengths.
- Review the Parent Aware Standards and Indicators. Topics could include:
    - What is included in the different Star-Levels?
    - What does the provider want to accomplish in your time together?
- Revisit the process of coaching to continuously improve practices:
    - Observe
    - Provide feedback
    - Modeling or side-by side experience
    - Reflection
- Revisit the Action Items outlined in the Electronic Quality Improvement Plan (EQUIP).
- Introduce a video recording option to child care programs and discuss benefits. Be sure to use appropriate confidentiality practices, such as video or photo permissions and releases from the families in the program.

Note: Using video recording with child care programs and providing strengths-based feedback can help identify goals. Ask the educator the best way to do this. It may be less intimidating to only record their voice the first time. If in a center, you could suggest the recording be completed by peer teachers or the Director.

If working with a tribally licensed program, share the results of this observation with the Tribal Licensor and Child Care Services team. Connect with the MNTRECC PDA at 218-335-7210 for that contact information.

ACCOUNTABILITY – Observation of Provider's Knowledge and Competency

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach:

- Review EQUIP to identify what needs to be completed before the next visit.
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Building Quality Cohort, check in with staff to see if they have entered an Action Item in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Observation of Provider's Knowledge and Competency

- To get a better sense of your work, I would like to sit at the back of the room and watch your classroom/environment for an hour. I want to see how we can build upon your strengths. How do you feel about having me observe for a while?
- To get a better sense of your work, I would like to conduct a virtual observation. I want to see how we can build

upon your strengths. How do you feel about having me observe for a while?

- I'm interested in learning how you set up your room/home for children. Would you mind showing me how you set up learning for your kids?
- I like to learn new things by ______? (ex. observing others). How do you like to learn new things?

I. Building Quality Coaching Process – Shared Goal Setting by Creating Action Items in the Electronic Quality Improvement Plan

METHODS – Shared Goal Setting by Creating Action Items in the Electronic Quality Improvement Plan (EQUIP)

The following communication methods are used in shared goal setting in EQUIP:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Shared Goal Setting by Creating Action Items in the Electronic Quality Improvement Plan (EQUIP)

In collaboration with the program:

- Utilize the recommendation from the Professional Development Advisor, your observations and assessments, and the program/educator's strengths to identify a Parent Aware Star-Level goal.
- Create goals at the appropriate KCF level to guide the work between Parent Aware Quality Coaches and child care programs. Topics could include:
    - Child development in practice
    - Family engagement
    - Make referrals to community programs
    - Asking and listening to families
    - Involving families in children's learning, including assessments
    - Assessment of children's learning and development
    - Assessment-based individual instruction
    - Assessment-based group instruction
    - Incorporating observation into the assessment process
    - Identifying or implementing curriculum
    - Creating and implementing lesson plans
    - Schedules and routines, how they relate to curriculum, interactions, and transitions
    - Importance of learning environments in early care and education programs
    - Facilitated conversation about Environmental Self-Assessment, Cultural Self-Assessment, Health, and Nutrition Self-Assessment
    - Health and safety practices
    - Healthy food and sharing information with families about healthy food
    - Nutrition and active play
    - Utilizing Early Childhood Indicators of Progress (ECIP) in practice
    - Planning for children with special needs
    - Kindergarten transition plans and activities
    - Kindergarten Entry Profile tools
    - Other approved RBPD services as listed in Develop
- If working with a Tribally licensed program, share the results of this goal-setting phase with the Tribal Licensor and Child Care Services team. Connect with the MNTRECC PDA at 218-335-7210 for that contact information.
- Refer the program to their PDA for any goals that might be met through training or advising.
- Discuss if they are currently using an approved assessment tool and/or curriculum and explain the Curriculum and Assessment Nomination process. Contact the Quality Improvement team with questions.

For Child Care Centers with preschool classrooms that are seeking a Three- or Four-Star Rating:

- Provide basic understanding of the CLASS® tool.
- Identify a CLASS® coach to work with the program.
- Share introductory CLASS® resources, such as:
  - Dimension Guides, available from the Teachstone website
  - Self-study modules on the Center for Early Education and Development (CEED) website

ACCOUNTABILITY – Shared Goal Setting by Creating Action Items in the Electronic Quality Improvement Plan (EQUIP)

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach:

- Co-Create Action Items with the Provider in EQUIP.
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Building Quality Cohort, check in with staff to see if they have entered an Action Item in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Shared Goal Setting by Creating Action Items in the Electronic Quality Improvement Plan (EQUIP)

- Looking at your strengths and the Star Rating you want to achieve, what steps can you take that will help you achieve your goal?
- What steps do you think should happen first?
- Mindful that we have ___ months together, what do you think is a reasonable timeframe for completing that task?
- I'd like to assist you through this Rating process. What do you think may get in the way of you achieving your goals?
- How are you feeling about making the changes needed to earn a ______ Star Rating?

J. Building Quality Coaching Process – Observe, Feedback, Model, Reflect, and Repeat

METHODS - RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

The following communication methods are used in RBPD Cycle:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

These tasks are part of the RBPD Cycle:

- Modeling or side-by-side experience around specific skills based on the educator's level within the Knowledge and Competency Framework. Examples include:
  - Demonstrating how knowledge of child development is important
  - Techniques for making transitions smoother
  - Observing children
  - Using child observations in making an assessment
  - Group time with multi-age groups
  - Arranging learning stations for optimal learning and behavior management
  - Reflection on experience
- Re-observe and document progress toward meeting goal.

- Facilitate discussion about Environmental Self-Assessment, Cultural Self-Assessment, Health and Nutrition Self-Assessment.
- Co-create Action Items for each assessment in EQUIP (as appropriate for the corresponding desired Star-Level).
- Jointly plan the topic for the next visit.
- If the teacher has a different CLASS® Coach, coordinate when visits occur and identify goals to prevent duplication.

Note: All educator requests pertaining to professional development should be directed to the Professional Development Advisor (PDA). Quality Coaches working with program staff or educators who need language support can choose to conduct a call with the educator, PDA, and Language Access Line to help answer questions.

ACCOUNTABILITY – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach:

- Review and revise Action Items with the Provider in EQUIP (as appropriate).
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Building Quality Cohort, check in with staff to see if they have entered an Action Item in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

- It looks like you've tried several new strategies we discussed. How is it going?
- How would that look if you tried ______?
- What would you do differently next time based on what you know n?
- Would you be comfortable trying this while I watch?
- This is a difficult strategy to describe. Do you mind if I show you what I'm talking about?
- Tell me about a time when ________________.
- What does it mean when he/she ______________?
- What would you like to focus on at our next visit?
- Between now and our next visit, I will do _______.
- What do you plan on accomplishing and how?

K. Building Quality Coaching Process – Building Quality Grants

METHODS – Building Quality Grants

The following communication methods are used in Building Quality Grants:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Building Quality Grants

These tasks are part of Building Quality Grants and include those for Quality Coaches and Grant Administrators:

Parent Aware Quality Coach:

- Complete at least 20 hours of coaching, shown as RBPD Events in "Approved" or "Completed" status in Develop. (Make sure RBPD Events for Building Quality are entered in the correct Organization and Case.)
- In collaboration with the program or educator, determine what item or service best aligns with their goals or will support a move to the next Star Rating. Share the Parent Aware Grant Guide with the program.
- Review the Grants Decision Guidelines and the Grants Uses documents (available on the CCAoMN Shared Google site) for additional guidance in decision-making.
- Refer the program to their PDA for any goals that might be met through training or other advising.
- Write Action Item(s) in EQUIP for use of the Building Quality Grants.
- Order items or arrange for services according to the Building Quality Grants deadlines outlined in the Policy Manual and District guidelines.
- As each expenditure is completed, ensure the program has checked each Action Item as "Completed."
- Ensure that Building Quality Grants are spent in compliance with guidelines in the Policy Manual and that the EQUIP Action Items are checked as "Completed" and "Verified" according to the due dates listed in the Policy Manual (May 31 for grants awarded on January 1, and November 30 for grants awarded on July 1). *In extenuating circumstances, the program may be allowed to submit documentation past the deadline at the discretion of the Grant Administrator or local district.

Building Quality Cohort	Dates that Building Quality grant funds are available	Approved expenditure period for reimbursements	Final date to submit receipts to grant administrators for processing*
July	Jan. 1 - May 31	Jul. 1 – May 31	June 10
January	July 1 - Nov. 30	Jan. 1 – Nov. 30	Dec 10

Note: Programs should not assume that expenses incurred during Building Quality will be reimbursed with the Building Quality Grant. They must first meet the minimum required coaching hours and the expenses must meet the grant guidelines. The Building Quality grant funding is not available until the start of the following Cohort, according to Parent Aware Grant policy.

Grant Administrator:

- Check the RBPD Tab of the Organization Profile to ensure 20 hours of Building Quality coaching has been documented.
- Review EQUIP goals and any additional receipts or documentation for accuracy.
- Process the request for reimbursement or purchase.

- Check the Action Item “Qualify for BQ Spending” as “Verified”.
- Mark the programs’ expenditure requests, entered as Action Items, as “Approved”.
- As each expenditure is completed, check each Action Item as “Verified”.
- When all expenditures are approved and marked as “Completed,” change the status of the BQ case to “Finalized.”
- Communicate with programs and coaches to make substitutions when requested items are unavailable or the price of an item changes.

ACCOUNTABILITY – Building Quality Grants

Coach, Supervisor, Grant Administrator, and DHS staff accountabilities include:

Parent Aware Quality Coach:

- Work with the program to enter Action Items in EQUIP to request expenditures.
- Ensure the program has checked the Action Item “Qualify for BQ Spending” as “Completed”.
- Document RBPD Event(s) within seven business days.

Grant Administrator:

- Work with the Quality Coach to complete expenditure requests within the required timeline.

Director of Financial Supports at the Coordinating Office: Review funding requests to determine trends and appropriate use of the Building Quality Grants.

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Building Quality Grants

- What additional support would help you achieve your goals?
- How do you see these items supporting you in achieving your goals?
- How will these expenditures impact the care available to the children?
- Review the goals you have set during your Building Quality Cohort. Are these still relevant? What kind of spending would support progress toward meeting these goals?
- Review the goals you have set with your Professional Development Advisor. This could include professional development plans, options to support staff retention or other investments that may help you and/or your staff move toward these goals.
- As you think ahead to your next Rating, are there practices you are hoping to maintain or new practices you would like to try? What kind of spending would support those practices?

L. Building Quality Coaching Process – Transition to Full-Rating Cohort or Second Consecutive Building Quality

METHODS – Transition to Full-Rating Cohort or Second Consecutive Building Quality

The following communication methods are used in the transition to the Full-Rating Cohort or Second Consecutive Building Quality:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Transition to Full-Rating Cohort or Second Consecutive Building Quality

These tasks are part of the transition to Full-Rating or Second Consecutive Building Quality:

- Review progress made on Action Items in EQUIP
- In collaboration with the program, determine if they want to receive an additional 6 months of coaching in a second Building Quality Cohort or seek a Rating in the Full-Rating Cohort.
- Coordinate with any partners who are assisting programs, including the program's PDA.
- If a program chooses to participate in a second Cohort of Building Quality, communicate this decision with the program's PDA and the Recruiter. Programs must apply for a second Building Quality, either online or with a paper application. Applications and/or Participation Agreements for the second Building Quality should be forwarded to the Recruiter to be submitted by the application deadline (June 10 or December 10).
- Explain to the program what to expect in the next stage of Parent Aware.

ACCOUNTABILITY – Transition to Full-Rating Cohort or Second Consecutive Building Quality

Coach, Recruiter, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach:

- Prepare the program for the transition to the Full-Rating Cohort or another six months of Building Quality.
- Document RBPD Event(s) within seven business days.

Parent Aware Recruiter: Track and submit applications for second Building Quality.

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Transition to Full-Rating Cohort or Second Consecutive Building Quality

- What opportunities were useful to you during Building Quality? How was it useful?
- What other opportunities or supports would you find helpful at this time?
- Was the coaching experience what you expected? Why or why not?
- What resources do you need?
- How has our work together informed your decision or thought process about the Star-Level goal you will seek? What resources do you feel you still need?

Part 2: Full-Rating – Technical Assistance

A. Introduction

In this chapter, tasks are listed throughout the technical assistance process. Some tasks need to be done one-on-one and in person, while others can be done in small groups or through technology.

B. Purpose

The goal of technical assistance during the Full-Rating Cohort is to provide support to child care programs who are completing and submitting their Quality Documentation Portfolio to earn a Parent Aware Rating.

C. Timeframe

These are the timelines for Technical Assistance:

- Minimum number of hours: 3
- Maximum number of hours: 15
- Length of time: up to six months

D. Parameters for Telephone and Email Use

These are the parameters for using the telephone and email to provide technical assistance to a child care program in a Full-Rating Cohort:

- Call or email is made as a follow-up to an in-person, small group, or virtual visit.
- During the Full-Rating Cohort, telephone or email is limited to 3 hours of the 3-15 hours.
- Each email correspondence is considered .25 hours.
- Telephone correspondence can be written for .25 hours or greater.
- The remainder of the hours need to be conducted using one-on-one or group coaching (virtual or in-person).

E. Technical Assistance Process – Relationship Building

METHODS – Relationship Building

The following methods are used in relationship building:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Relationship Building

These tasks are part of relationship building:

- Complete an in-person visit with the program within the first month of the Cohort.
- Review the Participation Agreement with the program at the beginning of each Cohort, specifically the list of assurances.
- Ensure a paper copy of the Participation Agreement is submitted by the deadlines outlined in the Policy Manual (Jan 31 or July 31). Send signed agreements to the Recruiter for submission to the Parent Aware Rating team. Encourage the program to retain a copy for their records.
- Review and sign the Coaching Agreement. Provide a copy for the program and keep one for your records.
- Review Technical Assistance guidelines:
    - Minimum of three hours
    - Phone conversations
    - Emails
    - Sharing of resources
- Partner with the Professional Development Advisor to support the program in completing Develop tasks:
    - Registering their Organization
    - Applying for or renewing Individual Membership(s)
    - Ensuring individuals have accurately reported employment on the Employment Tab their Individual Profiles and verifying the employment of staff on the Employees Tab of the Organization Profile
    - Updating the Classrooms Tab with enrollment information, classrooms, and lead teachers
    - It is important to communicate with the PDA about any changes to lead teachers.
- Ask the program if they have been in touch with their PDA. If not, provide the PDA's contact information and refer to the PDA for any training or advising needs, including the training review, individual and program-wide PD plans, and other advising interests such as CDA and higher ed courses.

- Discuss learning styles and communication preferences.
- Discuss the three following questions:
    - What is a teachable moment?
    - When should licensing be consulted?
    - What does it mean to be a mandated reporter?
- Discuss that you are a mandated reporter and what that means.
- Introduce the Quality Documentation Portfolio (QDP).
- Start a conversation with the program about what Star Rating they want to pursue.
- For centers that want to earn a Three- or Four-Star Rating, discuss CLASS®

Note: The Professional Development Advisor will connect with the provider as early as possible to assess where they are at in meeting the training requirements associated with each Star-Level and provide recommendations for continued professional development.

ACCOUNTABILITIES – Relationship Building

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach:

- Meet in-person within the first month of the Full-Rating Cohort (January or July).
- Write an Action Item in EQUIP to outline the work.
- Document RBPD Event(s) within seven business days.

Supervisors, Coaches and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Relationship Building

Here are some reflective questions to ask as part of relationship building:

- Would you tell me a little about your program?
- What do you know about Parent Aware? Do you have any questions?
- How would you see me support you in putting together your Quality Documentation Portfolio?
- (For centers) How familiar are you with the CLASS® tool?

F. Technical Assistance Process – Completing the QDP

METHODS – Completing the QDP

The following communication methods are used in completing the QDP:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Completing the QDP

These tasks are part of completing the QDP:

- Assist the program in understanding the Parent Aware Indicators and setting their Star-Level goal in Develop.
- Discuss the program's strengths, challenges, and type of evidence they need to gather to complete the Rating process.
- Assist the program with gathering Evidence that meets each Parent Aware Indicator.
- Assist the program in creating EQUIP goals for the Indicators that require the use of EQUIP.
- Review program's Evidence for each Indicator to assess if it meets the requirements for the Star-Rating they are seeking.

- Check-in with the program at agreed-upon times listed in EQUIP.

ACCOUNTABILITY – Completing the QDP

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach:

- Provide guidance to child care programs in completing their Quality Documentation Portfolio.
- Document RBPD Event(s) within seven business days.

Coaches, Supervisors, and DHS staff:

- Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Completing the QDP

- Let's look at what you are currently doing that would meet Indicator ____.
- How do you go about finding out what a child may need?
- How do you keep track of what you see children doing? Could you show me?
- What strengths do your children bring when they come to your care?
- What information do you share with families? Could you show me?
- How do you structure your day? How do you keep track of what you do from day-to-day?
- What resources do you still need?
- What support could I give to help you in pulling documentation that shows what you are doing in this area?

G. Technical Assistance Process – Reviewing the QDP

METHODS – Reviewing the QDP

The following communication methods are used in reviewing the QDP:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Reviewing the QDP

These tasks are part of reviewing the QDP:

- Review each part of the Quality Documentation Portfolio to make sure that all instructions were followed, and the required information is provided.
- Guide programs to include notes in the appropriate Indicator evidence textbox in Develop or on the paper QDP if clarification of Evidence is needed .
- Review QDP and provide feedback to the program at least 10 business days prior to the program's planned submission date or the submission deadline. If you need technical assistance regarding requirements or acceptable evidence prior to submission, contact the Quality Improvement team at qualityimprovementinfo@childcareawaremn.org.

ACCOUNTABILITY – Reviewing the QDP

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach: Document RBPD Event(s) within seven business days..

Coaches, Supervisors, and DHS staff:

- Review RBPD Events and hours monthly.
- Review to ensure this visit occurred.

SAMPLE REFLECTIVE QUESTIONS – Reviewing the QDP

- It looks like you have a good grasp of ______. What are your thoughts about including ______ documentation?
- In reviewing the requirements for _____ Star Rating, I noticed you were missing _____. Let's discuss your options.

H. Technical Assistance Process – Incomplete Documentation Process for Full-Rating Programs

METHODS – Incomplete Documentation for Full-Rating Programs

The following communication methods are used in the incomplete documentation process for Full-Rating programs:

- One-on-one (virtual or in-person)
- Telephone
- Email

TASKS – Incomplete Documentation for Full-Rating Programs

These tasks are part of the incomplete process for Full-Rating programs:

- Make sure you and the program understand the Rater's notes for any Indicators that have been marked "Not Met." Questions about Incomplete evidence or the Rater's feedback should be emailed to support@parentaware.zendesk.com.
- Assist program in identifying, gathering, and submitting documentation within 15 business days of receiving an email notification of incomplete documentation.
- If there is an incomplete Indicator related to training or Professionalism Indicators, the coach will notify the assigned PDA.
- The PDA will notify the coach when the training and/or Professionalism Indicator documents have been addressed.
- Review QDP to ensure all requirements are met prior to completing the resubmission process.

Note: Programs only have one opportunity to resubmit for Incomplete Indicators.

ACCOUNTABILITY – Incomplete Documentation for Full-Rating Programs

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach: Document RBPD Event(s) within seven business days.

Coaches, Supervisors, and DHS staff:

- Review RBPD Events and hours monthly.
- Review to ensure this visit occurred.

SAMPLE REFLECTIVE PROMPT – Incomplete Documentation for Full-Rating Programs

Here is a prompt to use as part of an incomplete documentation process for Full-Rating programs:

It looks like the Rating team needs more information to understand this evidence and your current practices. Let's review the feedback notes and look for ways you can clarify them with a note in the textbox or additional documentation.

I. Technical Assistance Process – During Rating Process: Preparation for the Next Phase

METHODS - During Rating Process: Preparation for the Next Phase

The following communication methods are used during the Rating process – preparation for the next phase:

- One-on-one (virtual or in-person)
- Telephone
- Email

TASKS - During Rating Process: Preparation for the Next Phase

These tasks are part of the preparation for the next phase:

- Review coaching dashboard for Ratings issued and follow-up with programs as needed.
- If the Rating earned is lower than their Star-Level goal, discuss the following two options:
    - Accept the Rating
    - Submit a reconsideration of Rating
- The program has 30 days from the date the Rating is Active (Open to Review) to request Reconsideration of the Rating earned. If the program does not request Reconsideration and 30 days passes, the Rating will be moved into Active (Final) status.
- Please review the Coach Guide to the Reconsideration Process and the Develop Reconsideration Guide for additional information about the Reconsideration process. Both documents are available on the Child Care Aware Shared Google Site.

ACCOUNTABILITY - During Rating Process: Preparation for the Next Phase

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach: Document RBPD Event(s) within seven business days.

Coaches, Supervisors, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFELCTIVE QUESTIONS - During Rating Process: Preparation for the Next Phase

- You received a Star Rating of ______. Congratulations. How are you feeling about your progress?
- What has been the biggest change for you or your program as a result of this process?
- Now that you received your Rating, let's discuss how to maintain and improve upon what you have learned.

Part 3: Continuous Quality Improvement

A. Introduction

In this part, tasks are listed throughout the Technical Assistance process. Some tasks need to be done one-on-one and in person, while others can be done in small groups or through technology.

B. Purpose

The goal of continuous quality improvement is to assist the provider in creating a plan with goals to accomplish before their next Rating and supporting them with those goals. When a Full-Rating case goes into Active (Open to Review) or Active (Final) status, a Quality Improvement Support (QIS) case will be automatically created in the program's Organization Profile in Develop to guide the Continuous Quality Improvement phase of program support.

C. Timeframe

These are the timelines for Continuous Quality Improvement:

- Minimum number of hours: 3
- Maximum number of hours: unlimited
- Length of time: 6-18 months, until the program applies for Building Quality or Full-Rating Cohort

D. Parameters for Telephone and Email Use

These are the parameters for using the telephone and email to provide technical assistance in the continuous quality improvement phase:

- During the continuous quality improvement phase, telephone or email is unlimited, and can occur prior to the minimum face-to-face hours.
- Each email correspondence is considered .25 hours.
- Telephone correspondence can be written for .25 hours or greater.

E. Technical Assistance Process – Continuous Quality Improvement Plan

METHODS - Continuous Quality Improvement Plan

The following communication methods are used in the continuous quality improvement plan:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS - Continuous Quality Improvement Plan

These tasks are part of the continuous quality improvement plan:

- Review the Parent Aware Rating packet with the program.
- Review the Quality Improvement Plan, including the goals in EQUIP and any professional development plans with the program.
- Update EQUIP to include goals the program can work on until they join a Building Quality or Full-Rating Cohort. Examples include:
    - CLASS® coaching
    - Professional Development Plan (refer them to their PDA for support)
    - Business consultation
    - Advocacy or peer networking opportunities
- Coordinate with any partners who are assisting the program.
- Work with the program to determine a plan for future visits in between their next Full-Rating or Building Quality Cohort.

ACCOUNTABILITY - Continuous Quality Improvement Plan

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach: Document RBPD Event(s) within seven business days.

Coaches, Supervisors, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS - Continuous Quality Improvement Plan

- Congratulations on earning a _____ Star Rating. Let's talk about your goals for the next two years. What Star Rating would you like to earn next time?
- As part of the Continuous Quality Improvement plan, would you like to consider participating in Building Quality in six months?
- Knowing you would like to earn a _____ Rating, do you see barriers to achieving your goal?
- What are some things we can put in place to help reduce these barriers?
- I would enjoy continuing to support you. How often would you like to check in before your next Rating?

F. Technical Assistance Process – Full-Rating Grants

METHODS – Full-Rating Grants

The following communication methods are used in Full-Rating Grants:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Full-Rating Grants

These tasks are part of Full-Rating Grants:

Quality Coach:

- If program received a One-, Two-, Three-, or Four-Star Rating, work with the program to enter Action Items in EQUIP to make expenditure requests.
- Assist the program in identifying the best use of Full-Rating Grants that will maintain their current Rating or support an increased Star Rating at time of Re-Rating. Share the Parent Aware Grants Guide with the program.
- Review the Grants Decision Guidelines and the Grants Uses documents (available on the CCAoMN Shared Google site) for additional guidance in decision-making.
- Refer the program to the PDA for any goals that include training or other advising.
- As each expenditure is completed, ensure the program has checked each Action Item as "Completed".
- Ensure that Full-Rating Grants are spent in compliance with guidelines in the Policy Manual and that the EQUIP Action Items are checked as "Completed" and "Verified" according to the due dates listed in the Policy Manual (May 31 for any grants awarded on January 1, and November 30 for any grants awarded on July 1). *In extenuating circumstances, the program may be allowed to submit documentation past the deadline, at the discretion of the Grant Administrator or local district.
- If working with a tribally licensed program, share the results of this spending phase with the Tribal Licensor and Child Care Services team. Connect with the MNTRECC PDA at 218-335-7210 for that contact information.

Full-Rating Cohort	Dates that Full-Rating grant funds are available	Approved expenditure period for reimbursements	Final date to submit receipts to grant administrators for processing*
July	Jan. 1 - May 31	Jul. 1 – May 31	June 10
January	July 1 - Nov. 30	Jan. 1 – Nov. 30	Dec 10

Note: Programs may request reimbursement for expenses incurred during the Full-Rating Cohort, however the expenses must meet the grant guidelines. The Full-Rating grant funding will not be available until the start of the following Cohort.

Grant Administrator:

- Review EQUIP goals and any additional receipts or documentation for accuracy.
- Process the request for reimbursement or purchase.
- Communicate with programs and coaches to make substitutions when requested items are unavailable or the price of an item changes.
- Mark the programs' expenditure requests, entered as Action Items, as "Approved".
- After each Action Item is checked as "Completed" by the program, check each Action Item as "Verified".
- When all expenditures are approved and marked as "Completed," change the status of the QIS case to "Finalized".

ACCOUNTABILITY – Full-Rating Grants

Coach, Supervisor, and DHS staff accountabilities include:

Parent Aware Quality Coach: Document RBPD Event(s) within seven business days.

Grant Administrators: Work with the Quality Coach to complete expenditure requests within the required timeline.

Coaches, Supervisors, and DHS staff: Review RBPD Events and hours monthly.

Director of Financial Supports at the Coordinating Office: Review funding requests to determine trends and appropriate use of the funding.

SAMPLE REFLECTIVE QUESTIONS – Full-Rating Grants

- Knowing what your goals are, let's think about what you may need to achieve them. What areas are you the most concerned about?
- What additional supports would help address your concerns and help you meet your goals?
- Review the goals you have set with your Quality Coach during Building Quality and your Full-Rating Cohort. Are these still relevant? What kind of spending would support progress toward meeting these goals?
- Review the goals you have set with your Professional Development Advisor. This could include professional development plans, options to support staff retention or other investments that may help you and/or your staff move toward these goals.
- As you think ahead to your next Rating, are there practices you are hoping to maintain or new practices you would like to try? What kind of spending would support those practices?

Section 5: Accelerated Pathway

Part 1: Technical Assistance and Professional Development Advising

A. Introduction

Parent Aware Standards and Indicators represent Minnesota's common set of program standards and kindergarten readiness best practices. The ultimate goal of these practices is individualized teaching and learning for every child. Eligible programs in the Accelerated Pathway must meet two Indicators, and their directors, education coordinators, lead providers and teachers must have a current Individual Membership in Develop. For Standards and Indicators not met through Parent Aware, national accrediting bodies are responsible for ensuring that quality requirements are met for accredited child care programs and school boards are responsible for ensuring that School Readiness standards as described in state law are met for public school-based prekindergarten programs. This option is available because accredited child care and public school-based prekindergarten programs meet many of the Parent Aware Indicators through national accreditation requirements as overseen by national accrediting bodies or requirements in state law for School Readiness programs that are overseen by school boards and the Minnesota Department of Education.

This section outlines the role of the Coordinating Office in providing technical assistance and professional development advising to licensed, accredited child care centers and family child care providers. The Minnesota Department of Education is responsible for providing technical assistance to public school-based prekindergarten programs and works directly with the Rating Team to issue Ratings.

B. Purpose

The goal of technical assistance is to support the programs with completing an application to participate, confirming the use of an approved curriculum and assessment, and completing the steps to submit and earn the Rating. The Quality Improvement Coordinator is assigned as the Quality Coach for accredited programs and is responsible for providing technical assistance for the Rating process. A Professional Development Advisor is assigned to these programs to support them with Individual Memberships and Organization Profiles in Develop, training requirements for their Rating, and other advising conversations such as professional development goals.

C. Timeframe

The Accelerated Pathway is available to licensed, accredited programs as soon as they obtain accreditation through an approved accrediting body. Programs that hold a current accreditation through an approved accrediting body can apply and submit for a Parent Aware Rating at any time, therefore technical assistance can occur at any time. Rated programs are encouraged, but not required, to apply for their Rating six months prior to their expiration date, and they are encouraged to submit their QDP eight weeks prior to their expiration date to avoid a lapse in Rating. The PDA role for all PA pathways includes all the same touchpoint areas and contact expectations. Because this pathway is not in a six-month cohort model, this work may occur at different times that are not in the same timeline as the Full-Rating Pathway.

D. Technical Assistance in the Accelerated Pathway

METHODS – Technical Assistance and Professional Development Advising in the Accelerated Pathway

The following communication methods are used in the technical assistance process and Professional Development Advising in the Accelerated Pathway:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Technical Assistance in the Accelerated Pathway

- Assist accredited child care programs in learning more about the benefits of participating in Parent Aware through yearly recruitment efforts to newly accredited programs and programs accredited through newly approved accrediting bodies.
- Assist accredited child care programs with the application process for Parent Aware.
- Once an accredited child care program has applied for Parent Aware, provide support in completing the required action steps for the following:
    - Registering their Organization Profile in Develop
    - Applying for Individual Membership(s) in Develop
    - Ensuring individuals have accurately reported employment on the Employment Tab of their Individual Profiles and verifying the employment of staff on the Employees Tab of the Organization Profile in Develop
    - Updating the Classrooms Tab with enrollment information, classrooms, and lead providers or lead teachers in Develop
- Assist accredited child care programs in submitting the required documentation for the Rating.

TASKS – Professional Development Advising in the Accelerated Pathway

Provide information and technical assistance related to Individual Memberships and Organization Profiles in Develop:

Individual Membership

- Share the Individual Membership Guide with the participant and walk through the process for initial or renewal applications.
- Please note that once they begin the Individual Membership application process on Develop, their point of contact for all questions is support@mncpd.org.
- All training certificates*, credentials, diplomas, and/or official transcripts are submitted to Achieve MNCPD for review and appear on a provider's Learning Record in the approved section. The Acceptable Documentation Policy from Achieve MNCPD is a helpful resource for this process

  **As of May 1, 2023, Achieve will continue to accept and verify Automatically Approved training certificates issued prior to May 1, 2023, within the 5-year lookback of the current Acceptable Documentation Policy for all new and renewing Individual Membership Applicants. Achieve will not accept and verify Automatically Approved training certificates issued after May 1, 2023, in Develop. Achieve will not accept and verify Other Clock Hour Training Certificates in Develop.*
- Share the process (if applicable) for foreign credentials or transcripts to get translated and evaluated.
  Note: child care programs will need to pay a cost for the evaluation. The Foreign Credential Evaluation Scholarship is available to cover translation and evaluation costs. Reference the Achieve MNCPD policy for Foreign Education Documentation and Foreign Credential Evaluation Scholarships
- Provide information on how to enroll in Community Adult Basic Education for child care providers who don't have a high school diploma or GED.
- Inventory the number of hours in each required KCF Content Area in the approved section of the Learning Record, including completed college coursework or other credentials five years prior to the program's submission date.
- If the individual has a Parent Aware-approved teaching license on their Learning Record, verify their information on the MDE license lookup. If it is still current, this teaching license can be used in lieu of some of the training requirements. Verified current initial CDA credentials (within the last three years) and Montessori Diplomas (within the last 5 years) listed on the Learning Record also can be used in lieu of training requirements.
- Provide support to programs to meet training requirements, and offer information on CDA, higher ed, etc.

Organization Profile

- Is registered and linked to appropriate individual
- Employment is accurately listed and verified
- Classroom tab has updated information

Discuss the importance and value of individual and program professional development plans. PD Plans are not a requirement for this Pathway, but the PDA can share resources and assist programs and or/educators if needed.

ACCOUNTABILITY – Technical Assistance and Professional Development Advising in the Accelerated Pathway

Quality Improvement Coordinator, PDA, Supervisor and DHS staff accountabilities include:

Quality Improvement Coordinator: Provide technical assistance to accredited child care programs

Professional Development Advisor:

- Provide Professional Development advising to programs in preparation for their Rating and ongoing professional development goals.
- Document RBPD Event(s) in Develop within seven business days.

Supervisor, Quality Improvement Coordinator and DHS:

- Track the total number of Rated programs through the Accelerated Pathway.
- Review PDA RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Technical Assistance

- Would you tell me a little about your program?
- What are some of your goals for being involved with Parent Aware?
- What do you know about Parent Aware? Do you have any questions?
- What is your preferred method of communication? Phone, email, in-person, or virtual?
- How would you see me support you in applying for Parent Aware and submitting your Quality Documentation Portfolio?

SAMPLE REFLECTIVE QUESTIONS – Professional Development Advising

- What is your preferred method of communication? Phone, email, in-person, or virtual?
- Do you (as a provider/lead teacher) have a current Individual Membership in Develop?
- Do you have a personal (not work) email address? How often do you check it?
- Tell me about a class or training you attended that you really liked.
- Have you ever taken a class/training online? What was your experience like?
- How familiar are you with the training requirements for Parent Aware?
- What are your short or long-term professional goals? Have you written a PD plan before?

E. Technical Assistance and Professional Development Advising – Incomplete Documentation Process for Accredited Child Care

TASKS - Technical Assistance and Professional Development Advising for Incomplete Documentation

- Review the Rater's notes with the program. If you have any questions, contact support@parentaware.zendesk.com.
- Assist program in identifying, gathering, and resubmitting complete documentation within 45 days of the original submission date. The program can submit more than once as long as it does not exceed 45 days.
- If there is an incomplete Indicator related to training requirements the Quality Improvement Coordinator will notify the PDA.

- The PDA will notify the Quality Improvement Coordinator when the training requirements have been completed.
- The Quality Improvement Coordinator will provide technical assistance to the program for the resubmission process in Develop.

ACCOUNTABILITY - Technical Assistance and Professional Development Advising for Incomplete Documentation for Accredited Child Care Programs

Quality Improvement Coordinator: Track the program's status through the Incomplete and Resubmission processes.

Professional Development Advisor: Document RBPD Event(s) in Develop within seven business days**.**

Part 2: Continuous Quality Improvement

A. Technical Assistance Process – Continuous Quality Improvement Plan

METHODS - Continuous Quality Improvement Plan

The following communication methods are used in the continuous quality improvement plan:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS - Continuous Quality Improvement Plan

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff:

- Review existing goals or assist programs in creating goals that they can work on until they apply for their next Rating. Refer to the program's goal planning embedded within the requirements for their accreditation.
- Resources available and examples may include:
  - CICC Coaching
  - Professional Development Plan (refer them to their PDA for support)
  - Business consultation
  - Mental Health Consultation
  - Accreditation goals
- For professional development goals, include the PDA for specific recommendations based on the work completed with the program during the Rating process. This includes meeting training requirements for the Rating as well as ongoing professional development goals and growth discussed during the Rating process, such as higher education coursework, CDA, and scholarship opportunities.
- Assist the program in entering goals in EQUIP and providing accurate documentation of spending.
- Coordinate with any partners who are assisting the program.

ACCOUNTABILITY - Continuous Quality Improvement Plan

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff accountabilities include:

- Assist the program in entering goals in EQUIP and providing accurate documentation of spending.

SAMPLE REFLECTIVE QUESTIONS AND PROMPTS - Continuous Quality Improvement Plan

- Congratulations on earning a Four-Star Rating. Let's talk about your goals for the next two years.
- I would enjoy continuing to support you. How would you like to stay connected? What method of communication works best for you (phone, email, virtual visit)? How often would you like to check in before your next Rating?
- Review the goals you have set with your Professional Development Advisor. This could include professional development plans, options to support staff retention, or other investments that may help you and/or your staff

move toward these goals.
- As you think ahead to your next Rating, are there practices you are hoping to maintain or new practices you would like to try? What kind of spending would support those practices?
- Do you have recommendations or goals that you have already set for your accrediting body that would be supported by any spending of your Accelerated Pathway grant?

B. Technical Assistance Process – Accelerated Pathway Grants

METHODS – Accelerated Pathway Grants

The following communication methods are used in Accelerated Pathway Grants:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Accelerated Pathway Grants

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff:
- Review the EQUIP goals created in the Continuous Quality Improvement Plan.
- Assist the program in identifying the best use of the Accelerated Pathway Grants that will support programs to sustain quality or improve their quality. Share the Parent Aware Grants Guide with the program.
- Review the Grants Decision Guidelines and the Grants Uses documents (available on the CCAoMN Shared Google site) for additional guidance in decision-making.
- Ensure that Accelerated Pathway Grants are spent in compliance with guidelines in the Policy Manual and that proper documentation is submitted according to the due dates listed in the Policy Manual (May 31 for any grants awarded on January 1, and November 30 for any grants awarded on July 1).
- As expenditures are completed, make sure that program checks each item as "Completed."
- For Accelerated Pathway grants, programs may submit reimbursement requests that date back to the beginning of the Cohort in which their Rating became Active (Final).

  For example: ABC Child Care earned an Accelerated Pathway Rating on September 15, 2024. They are eligible to spend or submit for reimbursement using the grant on January 1, 2025. They paid for trainings for a teacher on July 1, 2024. They could submit receipts or proof of payment and be reimbursed for that cost.

Rating became Active (Final)	Dates that Accelerated Pathway grant available	Approved expenditure period for reimbursements	Final date to submit receipts to grant administrators for processing*
July 1 – December 31	January 1	July 1 – May 31	May 31
January 1 – June 30	July 1 - Nov. 30	January 1 – Nov. 30	November 30

Grant Administrator:

- Review EQUIP goals and any additional receipts or documentation for accuracy.
- Process the request for reimbursement or purchase.
- Communicate with programs and coaches to make substitutions when requested items are unavailable or the price of an item changes.
- Mark the programs' expenditure requests, entered as Action Items, as "Approved"
- After each Action Item is checked as "Completed" by the program, check each Action Item as "Verified"
- When all expenditures are approved and marked as "Completed," change the status of the QIS case to "Finalized"

ACCOUNTABILITY – Accelerated Pathway Grants

Quality Improvement Coordinator, Grant Administrator, and Coordinating office staff accountabilities include:

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff: Assist the program in completing EQUIP goals and ensure the proper documentation is submitted for approval.

Grant Administrators: Work with the Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff to complete expenditure requests within the required timeline.

Director of Financial Supports at the Coordinating Office: Review funding requests to determine trends and appropriate use of the funding.

SAMPLE REFLECTIVE QUESTIONS – Accelerated Pathway Grants

- Knowing what your goals are, let's think about what you may need to achieve them. What areas are you the most concerned about?
- What additional supports would help address your concerns and help you meet your goals?
- Review the goals you have set with your Professional Development Advisor. This could include professional development plans, options to support staff retention, or other investments that may help you and/or your staff move toward these goals.
- As you think ahead to your next Rating, are there practices you are hoping to maintain or new practices you would like to try? What kind of spending would support those practices?
- Do you have recommendations or goals that you have already set for your accrediting body that would be supported by any spending of your Accelerated Pathway grant?

Section 6: Expedited Pathway

Part 1: Technical Assistance and Professional Development Advising

A. Introduction

Parent Aware Standards and Indicators represent Minnesota's common set of program standards and kindergarten readiness best practices. The ultimate goal of these practices is individualized teaching and learning for every child. The Expedited Rating Pathway is an option for a newly opened site that is part of a multi-site child care center chain, with at least one Three- or Four-Star Rated site, to earn a Rating. Please see the Parent Aware Policy Manual for additional information about the Expedited Pathway.

There are two requirements that the program must meet within six months of applying for the Rating in order to maintain it:

1. A child care center with preschool classrooms seeking a Three- or Four-Star Rating is required to have a CLASS observation, but the scores from CLASS observations will not be used to calculate the program's Parent Aware Rating.
2. Within six months of applying for and earning the Expedited Rating, each Lead Teacher must have a current Individual Membership in Develop AND have completed 50 hours of approved training in specific KCF content areas within the past five years. Each Lead Teacher must have documentation on their Learning Record of the required training hours completed within the past five years from the date of application. All lead teachers listed in the Classrooms Tab at the time of the six-month review must meet the 50 hours of training requirements for a Three- or Four-Star Rating described in the Parent Aware Standards and Indicators..

These requirements are consistent with Parent Aware Standards and Indicators. The Quality Improvement Team at Child Care Aware of Minnesota is responsible for recruiting programs eligible for the Expedited Pathway and providing technical assistance to applicants.

B. Purpose

The goal of technical assistance is to support the program with determining eligibility, completing an application to participate, and understanding the requirements that will be reviewed six months after earning the Rating. The Quality Improvement Coordinator is assigned as the Quality Coach for expedited programs and is responsible for providing technical assistance for the Rating process. A Professional Development Advisor is assigned to these programs to support them with Individual Memberships and Organization Profiles in Develop, training requirements for their Rating, and other advising conversations such as professional development goals.

C. Timeframe

The Expedited Pathway is available to newly licensed programs. Programs that meet the eligibility requirements can apply for a Parent Aware Rating at any time within the first six months of operation, therefore technical assistance can occur at any time. Programs have six months from the time of application to meet the requirements to maintain the Rating or it will be revoked. Programs can only earn an Expedited Pathway Rating once. They will earn their next Rating through the Full-Rating or the Accelerated Pathway.

For example:

- ABC Child Care opens a new location as part of their child care chain. They are currently a Four-Star Rated program.
- The newly licensed program applies for a Rating in the Expedited Pathway on February 1, 2024. They meet the eligibility requirement and earn a Four-Star Rating like their other program.
- They are assigned a Quality Coach, PDA, and a CLASS® Coach.
- On August 1, 2024, the training requirements and the CLASS® observation requirement are reviewed. If they are met, they maintain their Four-Star Rating.
- Their Rating will expire on February 1, 2026.
- If they earn a national accreditation, they can apply for the Accelerated Pathway six months prior to their Rating expiration date).
- If they are not seeking accreditation, they can apply to participate in Building Quality in the January 2025 Cohort, and/or Full Rating in the July 2025 Cohort to Re-Rate prior to their expiration date of February 1, 2026.

D. Technical Assistance and Professional Development Advising in the Expedited Pathway

METHODS – Technical Assistance in the Expedited Pathway

The following communication methods are used in technical assistance process in the Expedited Pathway:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Technical Assistance in the Expedited Pathway

Identify eligible programs and provide outreach communication for recruitment.

The Quality Improvement Coordinator

- Send communication to eligible programs to recruit them to the Expedited Pathway.
- Provide programs with resources to review eligibility requirements, such as the Parent Aware website and the "Expedited Pathway Quality Documentation Portfolio Parent Aware Rating Guide.".
- Prior to applying for the Expedited Pathway, assist the program in determining their eligibility and completing the required steps in Develop for the following:
    - Evaluate the license to see if it has been issued less than six months prior to application date and if it is in good standing.
    - Identify the controlling individual and License Holder Entity Identification Number to be sure it is an affiliated program and that it holds a current Three- or Four-Star Rating.
    - Assist the program in Registering the Organization, if needed.
    - Ensure that the lead teachers, director, and education coordinator have applied for Individual Memberships in Develop.
    - Ensure that the director has at least 12 months of verified employment in a Three-, or Four-Star Rated program as a director, assistant director, or education coordinator; employment may be a combination of more than one program but must total at least 12 months.
    - Verify the employment of each lead teacher, lead provider, director, and education coordinator on the Employees tab of the Organization Profile.
    - Update the Classroom tab to list one lead teacher per classroom.
- Once the program has applied for and received the Rating, communicate with the assigned CLASS® coach to ensure they are in contact with the program and understand the timeline for this Pathway.
- Review the requirements for maintaining the Rating with the program and provide supporting documents
- Ensure a CLASS® observation has been scheduled eight weeks prior to the Rating review date.

TASKS – Professional Development Advising in the Expedited Pathway

Provide information and technical assistance related to Individual Memberships and Organization Profiles in Develop:

Individual Membership

- Share the Individual Membership Guide with the participant and walk through the process for initial or renewal applications.
- Please note that once they begin the Individual Membership application process on Develop, their point of contact for all questions is support@mncpd.org.
- All training certificates*, credentials, diplomas, and/or official transcripts are submitted to Achieve MNCPD for review and appear on a provider's Learning Record in the approved section. The Acceptable Documentation Policy from Achieve MNCPD is a helpful resource for this process

  **As of May 1, 2023, Achieve will continue to accept and verify Automatically Approved training certificates issued prior to May 1, 2023, within the 5-year lookback of the current Acceptable Documentation Policy for all new and renewing Individual Membership Applicants. Achieve will not accept and verify Automatically Approved training certificates issued after May 1, 2023, in Develop. Achieve will not accept and verify Other Clock Hour Training Certificates in Develop.*
- Share the process (if applicable) for foreign credentials or transcripts to get translated and evaluated.
  Note: child care programs will need to pay a cost for the evaluation. The Foreign Credential Evaluation Scholarship is available to cover translation and evaluation costs. Reference the Achieve MNCPD policy for Foreign Education Documentation and Foreign Credential Evaluation Scholarships
- Provide information on how to enroll in Community Adult Basic Education for child care providers who don't have a high school diploma or GED.
- Inventory the number of hours in each required KCF Content Area in the approved section of the Learning Record, including completed college coursework or other credentials five years prior to the program's submission date.
- If the individual has a Parent Aware-approved teaching license on their Learning Record, verify their information on the MDE license lookup. If it is still current, this teaching license can be used in lieu of some of the training requirements. Verified current initial CDA credentials (within the last three years) and Montessori Diplomas (within the last 5 years) listed on the Learning Record also can be used in lieu of training requirements.
- Provide support to programs to meet training requirements, and offer information on CDA, higher ed, etc.

Organization Profile

- Is registered and linked to appropriate individual
- Employment is accurately listed and verified
- Classroom tab has updated information

Discuss the importance and value of individual and program professional development plans. PD Plans are not a requirement for this Pathway, but the PDA can share resources and assist programs and or/educators if needed.

ACCOUNTABILITY – Technical Assistance in the Expedited Pathway

Quality Improvement Coordinator and PDA accountabilities include:

Quality Improvement Coordinator:

- At least once per year, recruit identified candidates for the Expedited Pathway through email and/or mailing.
- Provide technical assistance to programs that are eligible for the Expedited Pathway to support their application process.
- Contact the program monthly during the six-month timeframe to offer technical assistance.
- Support the program nine months prior to their expiration date to determine the correct Pathway to pursue another Rating.

Professional Development Advisor:

- Provide Professional Development advising to programs in preparation for their Rating and ongoing professional development goals.
- Document RBPD Event(s) in Develop within seven business days of contact.

Part 2: Continuous Quality Improvement

A. Technical Assistance Process – Continuous Quality Improvement Plan

METHODS - Continuous Quality Improvement Plan

The following communication methods are used in a continuous quality improvement plan:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS - Continuous Quality Improvement Plan

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff:

- Review and discuss existing goals or assist programs in creating goals. As a newly licensed program, consider goals they have for the program's quality and growth.
- For professional development goals, include the PDA for specific recommendations based on the work completed with the program during the Rating process. This includes meeting training requirements for the Rating as well as ongoing professional development goals and growth discussed during the Rating process, such as higher education coursework, CDA, and scholarship opportunities.
- Assist the program in entering goals in EQUIP and providing accurate documentation of spending, including goals the program can work on until they apply for their next Rating in the Accelerated or Full-Rating Pathway. Resources available and examples may include:
    - CICC Coaching
    - Professional Development Plan
    - Business consultation
    - Mental Health Consultation
    - Accreditation goals
- Coordinate with any partners who are assisting the program.

ACCOUNTABILITY - Continuous Quality Improvement Plan

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff accountabilities include:

- Assist the program in entering goals in EQUIP and providing accurate documentation of spending.

SAMPLE REFLECTIVE QUESTIONS AND PROMPTS - Continuous Quality Improvement Plan

- Congratulations on earning a Three- or Four-Star Rating. Let's talk about your goals for the next year.
- I would enjoy continuing to support you. How would you like to stay connected? What method of communication works best for you (phone, email, virtual visit)?
- What goals do you have in place to maintain your Rating?
- Review the goals you have set with your Professional Development Advisor. This could include professional development plans, options to support staff retention, or other investments that may help you and/or your staff move toward these goals.
- As you think ahead to your next Rating, are there practices you are hoping to maintain or new practices you would

like to try?

- If you are a newly licensed program in the Expedited Pathway, what are some areas for improvement that you have identified?

B. Technical Assistance Process – Expedited Pathway Grants

METHODS – Expedited Pathway Grants

The following communication methods are used in Expedited Pathway Grants:

- One-on-one (virtual or in-person)
- Small group work (virtual or in-person)
- Telephone
- Email

TASKS – Expedited Pathway Grants

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff:

- Review the EQUIP goals created in the Quality Improvement Plan. .
- Assist the program in identifying the best use of the Expedited Pathway Grants that will support programs to sustain quality or improve their quality. Share the Parent Aware Grants Guide with the program.
- Review the Grants Decision Guidelines and the Grants Uses documents (available on the CCAoMN Shared Google site) for additional guidance in decision-making.
- Ensure that the Expedited Pathway Grants are spent in compliance with guidelines in the Policy Manual and that proper documentation is submitted according to the due dates listed in the Policy Manual (May 31 for any grants awarded on January 1, and November 30 for any grants awarded on July 1).
- As expenditures are completed, make sure that program checks each item as "Completed."
- For Expedited Pathway grants, programs may submit reimbursement requests that date back to the beginning of the Cohort in which their Rating was maintained at the six-month review.

  For example: ABC Child Care's Expedited Pathway Rating was maintained at the six-month review on September 15, 2024. They are eligible to spend or submit for reimbursement using the grant on January 1, 2025. They paid for trainings for a teacher on July 1, 2024. They could submit receipts or proof of payment and be reimbursed for that cost.

Note: Expedited Pathway grants are available to programs in the spending cohort following their six-month review date, and only awarded if the Rating is maintained.

Rating was maintained at the six-month review	Dates that Expedited Pathway grant available	Approved expenditure period for reimbursements	Final date to submit receipts to grant administrators for processing*
July 1 – December 31	January 1	July 1 – May 31	May 31
January 1 – June 30	July 1 - Nov. 30	January 1 – Nov. 30	November 30

Grant Administrator:

- Review EQUIP goals and any additional receipts or documentation for accuracy.
- Process the request for reimbursement or purchase.
- Communicate with programs and coaches to make substitutions when requested items are unavailable or the price

of an item changes.

- Mark the program's expenditure requests, entered as Action Items, as "Approved."
- After each Action Item is checked as "Completed" by the program, check each Action Item as "Verified."
- When all expenditures are approved and marked as "Completed," change the status of the QIS case to Finalized.

ACCOUNTABILITY – Expedited Pathway Grants

Quality Improvement Coordinator, Grant Administrator, and Coordinating office staff accountabilities include:

Quality Improvement Coordinator or other RBPD endorsed (Quality Coach, PDA) staff: Assist the program in completing EQUIP goals and ensure the proper documentation is submitted for approval.

Grant Administrator: Work with the Quality Improvement Coordinator to complete expenditure requests within the required timeline.

Director of Financial Supports at the Coordinating Office: Review funding requests to determine trends and appropriate use of the funding.

SAMPLE REFLECTIVE QUESTIONS – Expedited Pathway Grants

- Knowing what your goals are, let's think about what you may need to achieve them. What areas are you the most concerned about?
- What additional supports would help address your concerns and help you meet your goals?
- As you think ahead to your next Rating, are there practices you are hoping to maintain or new practices you would like to try? What kind of spending would support those practices?
- If you are a newly licensed program in the Expedited Pathway, what are some areas for improvement that you have identified that your Expedited Pathway grant could support?

Section 7: CLASS® Coaches

A. Introduction

In this chapter, tasks are listed throughout the CLASS® coaching process. Some tasks need to be done one-on-one and in person, while others can be done in small groups or through technology.

B. Purpose

Parent Aware uses the Pre-K Classroom Assessment Scoring System (CLASS®) to provide the necessary on-site observation data for center-based programs applying for a Three- or Four-Star Rating. The CLASS® tool is an observational instrument designed to assess the quality of adult-child interactions in the classroom.

CLASS® coaching models a parallel process of CLASS® interactions with adult learners.

- Emotional Support Domain: Building relationships, noticing teacher needs, reflective listening, and following the teacher's lead.
- Classroom Organization Domain: Using time well, clearly stating expectations, and using materials, questions, and facilitation that engage the teacher's interest.
- Instructional Support Domain: Help teachers understand, think, and apply knowledge and skills.

The entire coaching process is one of quality feedback: scaffolding from where the teacher is to where they want/need to go; offering support; giving information and clarifying when needed; challenging thinking; and persistence.

C. Timeframe

These are the timeframes for CLASS® Coaching:

- Minimum number of hours: 2 hours per preschool classroom
- Maximum number of hours: 15 hours per preschool classroom
- Length of time:
  - For programs in the Full Rating Pathway
    - From the first day of either the Building Quality or Full-Rating Cohort through the end of the QIS case.
  - For programs in the Expedited Pathway
    - From the date of application through the end of the QIS case once the Rating is maintained.
- Frequency: each time they begin participation in the Full-Rating Pathway (Building Quality and/or Full-Rating Cohort). Programs in the Expedited Pathway will not use this Pathway for Rating a second time. They will enter a Full Rating Cohort, where CLASS® Coaching can begin again, or the Accelerated Pathway.

CLASS® coaching can occur at any point in time during participation in the Building Quality and/or Full-Rating Cohort, or the Expedited Pathway, and the following QIS cases timeframe, except on the day a CLASS® observation is conducted by the Center for Early Education and Development (CEED).

D. Methods

Activities that count toward CLASS® Coaching hours include:

- One-on-one (In-person or virtual)
- Small group work (In-person or virtual)
- Telephone
- Email

E. Parameters for Telephone and Email Use

These are the parameters for using telephone and email when coaching in CLASS® Coaching:

- Call or email is made as a follow up to an in-person, small group, or virtual visit.
- During CLASS® Coaching, telephone or email is limited to 5 hours of the 15 hours per each classroom.
- Each email correspondence is considered .25 hours.
- Telephone correspondence can be written for .25 hours or greater.
- The remainder of the hours need to be conducted using in-person or virtual one-on-one or group coaching.

F. Guiding Principles of CLASS® Coaching:

- The relationship itself is the vehicle through which CLASS® Coaches operate; thus, it is appropriate to identify and work on skills that build trust and safety.
- Program culture may impact the effectiveness of a CLASS® Coach (positively or negatively); thus, recognizing and attending as much as possible to those factors that affect CLASS® Coach's implementation is critical for success.
- What CLASS® Coaches do directly impacts the development of other adults, which in turn affects children. We refer to this as "parallel process".
- All adult learners demonstrate strengths and bring a fund of knowledge to their work.
- All adult learners can improve their effectiveness.
- An adult's individual approach to change and underlying beliefs about their work affects how they facilitate, work with others, learn, and apply learning.
- Data offers common ground for celebration and growth.
- CLASS® Coaches focus on strengths while also being mindful of the mandate to support high quality in the care and education of young children. To this end, CLASS® Coaches go beyond giving support by challenging child care providers to take risks, try new things, and take on new responsibilities.

Note: These principles were originally developed at CEED to guide coach training content.

Note: For information on health and safety, refer to Appendix D: Addressing Health and Safety Issues While Coaching.

G. The CLASS® Coaching Process – Relationship Building

METHODS – Relationship Building

The following communication methods are used in relationship building:

- One-on-one (In-person or virtual)
- Small group work (In-person or virtual)
- Telephone
- Email

TASKS – Relationship Building

The following items are conducted:

- Tour program.
- Review and sign the CLASS® Coaching Agreement.
- If the program decides to waive CLASS® Coaching, they must complete the form. Provide them a copy, retain one for your records, and send one to the Quality Improvement team (qualityimprovementinfo@childcareawaremn.org) for tracking.
- Determine the program's CLASS® coaching needs.
- Create EQUIP Action Items together with teacher/director.
- Discuss learning styles-communication preferences.
- Discuss the three following questions:

- What is a teachable moment?
- When should licensing be consulted?
- What does it mean to be a mandated reporter?

- Discuss that you are a mandated reporter and what that means.
- Discuss what it means to continuously improve care.
- Outline the process of coaching to continuously improve care:
  - Observe
  - Provide feedback
  - Modeling or Side-by-side experience
  - Reflection
- If they have previously received a CLASS® observation, review the feedback report and identify areas where the director or teachers have questions.
- Identify the level of CLASS® awareness and program structure for ongoing support.
  - If needed, provide an overview of CLASS®, or suggest an introductory CLASS® training.
- Introduce the use of video recording in future visits (how, why, who "owns" the recording).
- Arrange to meet teachers and plan for a CLASS® baseline observation.

ACCOUNTABILITY – Relationship Building

Coach, Supervisor, Coordinating Office, and DHS staff accountabilities include:

CLASS® Coach:

- Create an Action Item in EQUIP mapping out meeting dates, plan for observation, self-assessment dates, etc.
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Cohort, check in with staff to see if they have entered a goal in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

Coordinating Office Quality Improvement staff: Track programs that waive CLASS® Coaching and provide data to DHS.

Sample Reflective Questions – Relationship Building

- How would you describe your program or your career in early childhood?
- How familiar are you with the CLASS® tool? Do you have any questions?
- What would you like to gain from your participation in CLASS® coaching?
- What are your strengths and challenges in caring for your classroom?
- Tell me what your classroom is like.

H. CLASS™ Coaching Process – Baseline CLASS® Observation

METHODS – Baseline CLASS® Observation

The following communication method is used in baseline CLASS® observation:

- One-on-one or in-person

TASKS – Baseline CLASS® Observation

The following items are conducted:

- Baseline CLASS® observation is conducted without video recording to provide Coach with initial information about the interactions in the classroom. The coach:
  - Observes and scores at least one cycle in each classroom to gain information on each teacher's practice
  - Does not share scores
  - Uses this activity to gain initial information about the interactions in the classroom

ACCOUNTABILITY – Baseline CLASS® Observation

CLASS® Coach, Supervisor, and DHS staff accountabilities include:

CLASS® Coach:

- Co-create Action Items in EQUIP based on observation.
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Cohort, and more frequently if the Coach is assigned to a program in the Expedited Pathway, check in with staff to see if they have entered a goal in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Baseline CLASS® Observation

- Looking at your strengths and the Star-Level you want to achieve, what steps can you take that will help you achieve your goal?
- What steps do you think should happen first?
- Mindful that we have ___ months together, what do you think is a reasonable timeframe for completing that task?
- Which domain of the CLASS do you feel most confident in? Is there a domain where you feel less confident? Why?

I. CLASS® Coaching Process – Shared Goal Setting and EQUIP

METHODS – Shared Goal Setting and EQUIP

The following communication methods are used in shared goal setting and EQUIP:

- One-on-one (In-person or virtual)
- Small group work (In-person or virtual)
- Telephone
- Email

TASKS – Shared Goal Setting and EQUIP

In collaboration with the provider:

- Create Action Items in EQUIP at the appropriate KCF level to guide the work between the CLASS® Coach and child care program.
    - Plan for specific interactions such as Instructional Support (IS).
    - Teachers may need to build skills in other areas to set up opportunities for IS.
- Use an exemplary video from internet, Teachstone, or CEED video library to model what using video would be like - naming effective practice, identifying interactions, planning.
- Review feedback report with low/mid/high in the context of national scores/trends. Identify strengths. Ask the teacher for ideas about things to work on.
- If appropriate, debrief the CLASS® feedback report (the classroom is not identified in the score).
- If working with a tribally licensed program, share the results of this goal-setting phase with the Tribal Licensor and Child Care Services team. Connect with the MNTRECC PDA at 218-335-7210 for that contact information.

ACCOUNTABILITY – Shared Goal Setting and EQUIP

CLASS® Coach, Supervisor, and DHS staff accountabilities include:

CLASS® Coach:

- Co-create Action Items in EQUIP.
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Cohort, check in with staff to see if they have entered a goal in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coaches and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Shared Goal Setting and EQUIP

- Looking at your strengths and the CLASS® score you want to achieve, what steps can you take that will help you achieve your goal?
- What steps do you think should happen first?
- Mindful that we have ___ months together, what do you think is a reasonable timeframe for completing that task?
- Which domain of CLASS® do you feel most confident in? Is there a domain where you feel less confident? Why?
- How do you see CLASS® improving your teaching practices?

J. CLASS® Coaching Process – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

METHODS – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

The following communication methods are used in RBPD Cycle:

- One-on-one (In-person or virtual)
- Small group work (In-person or virtual)
- Telephone
- Email

TASKS – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

These tasks are part of the RBPD Cycle:

- Video record coaching sessions noting times when CLASS®-significant events occur to refer to when meeting with the teacher.
- Coach reflects with provider on the following:
  - EQUIP
  - Review CLASS® dimensions
  - Provider strengths
  - Observation findings
  - Framing/focus questions for video
- Use first baseline observation to inform the session.
- View video (self and/or other), using questions that focus attention, pause and identify interactions, plan next steps.
  - Observe with video every fifth session. (This will help the teacher feel more comfortable with taping.)
- Use reflective practice to guide the teacher's knowledge, feelings, "aha's," and goals for next visit.
- Model interactions and have the teacher observe.
- Use side-by-side coaching around specific domains as the teacher works with the children.
- Reflect on the experience.
- Re-observe and document progress toward meeting goal.
- If appropriate, recommend CLASS® domain-specific training (e.g., instructional support, classroom organization, or emotional support).
- In distance situations, the teacher may video record themselves and then email it to the Coach.
- Jointly plan the topic for the next visit.

Note: Continue visits for two to ten visits per classroom, rationed according to individual classroom need, size of program, time required for initial training, etc., 45-60 minutes per classroom. Allow for additional coaching hours to be completed after the formal observation, to process and coach based on the CLASS® summary.

Modify coaching activities for centers where it is not feasible to meet with all the classrooms. Coach may use both individual and small group meetings to maximize learning and coaching time.

It is recommended that coaches use video clips of exemplary practice, including clips from classrooms in the program (as per teacher choice/permission). This can support teachers sharing strategies and peer modeling. Ideally, teachers could tape themselves and bring multiple videos to share.

ACCOUNTABILITY – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

CLASS® Coach, Supervisor, and DHS staff accountabilities include:

CLASS® Coach:

- Revise Action Items in EQUIP (as appropriate).
- Document RBPD Event(s) within seven business days.

Supervisors: At the three-month period in the Cohort, check in with staff to see if they have entered a goal in the Electronic Quality Improvement Plan (EQUIP).

Supervisors, Coaches, and DHS staff: Review RBPD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – RBPD Cycle – Observe, Feedback, Model, Reflect and Repeat

- It looks like you've tried several new strategies we discussed. How is it going?
- How would that look if you tried ______?
- Based on what you know now, what would you do differently next time?
- Would you be comfortable trying this while I watch?
- This is a difficult strategy to describe. Do you mind if I show you what I'm talking about?
- Tell me about a time when ________________.
- What does it mean when he/she ______________?
- What would you like to focus on at our next visit?
- Between now and our next visit, I will do _______. What do you plan on accomplishing and how?

K. CLASS® Coaching Process – Concluding CLASS® Coaching Relationship

METHODS – Concluding CLASS® Coaching Relationship

The following communication methods are used in concluding CLASS® coaching relationship:

- One-on-one (In-person or virtual)
- Small group work (In-person or virtual)
- Telephone
- Email

TASKS – Concluding CLASS® Coaching Relationship

These tasks are part of concluding the CLASS® coaching relationship:

- Review progress made on EQUIP and what was completed.
- Summarize experience, gains, celebrate strengths.
- Ask the teacher what may be needed to maintain practice and continue to grow.
- Share resources with teachers and the director.
- After the Rating is issued, debrief CLASS® feedback report and co-plan with the program how to continue to improve before their next Rating and determine CLASS® Coaching needs during the QIS timeframe.

ACCOUNTABILITY – Concluding CLASS® Coaching Relationship

CLASS® Coach, Supervisor, and DHS staff accountabilities include:

CLASS® Coach:

- Prepare the provider to continue improving practice until their Re-Rating.

- Document RBPD Event(s) within seven business days.

Supervisors, Coaches, and DHS staff: Review RPBD Events and hours monthly.

SAMPLE REFLECTIVE QUESTIONS – Concluding CLASS® Coaching Relationship

- What opportunities were useful to you during the CLASS® coaching process?
- What other opportunities or supports would you find helpful at this time?
- Was the coaching experience what you expected? Why or why not? What resources do you need?
- What resources do you need to continue to maintain your CLASS®-informed teaching practice?

L. CLASS® Coaching Process – Transition from CLASS™ Coaching to Formal CLASS® Observation by CEED

Step 1: The Parent Aware Rating team receives the Quality Documentation Portfolio and determines if the center needs a CLASS® observation. If the center requires a CLASS® observation, the Rating team will select CLASS® observation for the specific Parent Aware Indicator. For programs in the Expedited Pathway, the program is placed in this status after the application is processed. Develop determines the number of CLASS® observations required by the classroom data entered on the Classroom tab of the Organization Account. Develop randomly selects which classroom(s) will receive a CLASS® observation.

Step 2: Develop creates a queue for CEED so they can determine which programs will need to be contacted to set up an observation. CEED staff have Develop accounts which allow them to see the classrooms that have been randomly selected for CLASS® observations. Once the request is received by CEED, the Parent Aware Observation Cycle begins.

Step 3: CEED reviews the Request for CLASS® observation queue in Develop.

Step 4: CEED contacts each center by phone and/or email and schedules the requested CLASS® observation(s). The number of observations required for the center is determined by Develop and is based on the data presented on the Classrooms tab of the Organization Account. CEED does not determine the number of observations or the classrooms to be observed for a center.

Step 5: CEED confirms the scheduled observation's date, time, and classroom in a confirmation email that is sent to the center and the Parent Aware Quality Coach.

Step 6: The CEED CLASS® observer enters the data into Develop immediately following the observation and creates a strengths-based feedback report based on the CLASS® observation that will be distributed to the center via the Classrooms tab in the Organization Account in Develop. The CEED CLASS® anchor reviews the data entered by the observer for accuracy. The CEED CLASS® anchor reviews the feedback report before finalizing and releasing it to the Rating team for review. CEED does not send the feedback report directly to the center. It is visible to the program and the Quality Coach on the Classrooms tab of the Organization Account.

For more information about the CLASS® observation, please review the FAQ for the CLASS® document on the Child Care Aware Shared Google site.

(Section 7 originally prepared by Vicki Hawley, Jonathan Fribley, and Kristina Erstad-Sankey. CEED, September 2014; revised by DHS, December 2017; reviewed annually)

Section 8: Grant Administrators

A. Introduction – Administration of Parent Aware Grants

In this chapter, tasks are listed throughout the Parent Aware Grants process. Some tasks need to be done one-on-one over the phone, while others can be done through technology. For more detail about grant administration, please refer to the grant sections of the Implementation Manual for each Pathway (Building Quality, Full-Rating, Accelerated, Expedited) and the Grants Manual.

B. Purpose

The goal of grant administration is to ensure the payment and reimbursement process is efficient and consistent for programs participating in Parent Aware.

District-wide Child Care Aware Grant Administrators work with Coaches and Professional Development Advisors regarding the spending of Parent Aware Grants. Their primary roles are to ensure materials requested are ordered and delivered, the provider is paid/reimbursed for the cost of items, and to maintain financial records and track spending.

C. Timeframe

These are timeframes for Grant Administration:

- Approximately 2 weeks after a completed expenditure request (including a valid receipt) is made, the program should be reimbursed for items purchased.
- Refer to the guidance and charts in the grants section of each grant type (Building Quality, Full-Rating, Accelerated, Expedited) for details about timeframes for grant processes.

D. Grant Administration Process – Awarding Parent Aware Grants

METHODS – Awarding Parent Aware Grants

The following communication methods are used in awarding Grants:

- Telephone
- Email

TASKS – Awarding Parent Aware Grants

These tasks are part of awarding Parent Aware Grants:

- For Building Quality Grants, confirm the program has received a minimum of 20 hours of coaching services prior to reimbursing.
- Prior to approving all Parent Aware Grants, ensure the program is in good financial standing with other grants (Regional Grants, etc.).
- Order items from vendors within 14 days of a completed request, and have items shipped directly to the provider or child care program(s).
- Process reimbursements for previously purchased items in a timely manner after receiving complete and accurate receipts, before December 31 (for July cohort participants) or June 30 (for January cohort participants). Items used exclusively for the awarded child care program are reimbursed at 100% of the cost. Items that are shared with another group (such as the family of a family child care provider or a church congregation) are reimbursed at 50% of the cost.

- Complete all necessary steps in Develop to notify programs and Quality Coaches that Action Items have been reviewed, approved, and items have been ordered/reimbursed.

ACCOUNTABILITY – Awarding Parent Aware Grants

Child Care Aware and DHS staff accountabilities include:

Child Care Aware – Coordinating Office and DHS staff:

- Provide support to Grant Administrators in using Develop and processing grants
- Advocate for policy/procedural changes as necessary

DHS staff: Using data in Develop, DHS will research complaints that reimbursements were not done in a timely manner by Grant Administrators.

E. Grant Administration Process – Prohibited Expenses

METHODS – Prohibited Expenses

The following communication methods are used in communicating prohibited expenses in the grant administration process:

- Telephone
- Email

TASKS – Prohibited Expenses

These tasks are part of the grant administration process – prohibited expenses:

- When questions arise about what purchases are allowed or prohibited, Quality Coaches should utilize the following documents: Parent Aware Policy manual, the Parent Aware Grants Purchasing Guide, Grants Decision Guidelines and the Grants Uses lists. Collaboration with peer coaches, their supervisor, their grant administrator, and the Quality Improvement team at Child Care Aware of Minnesota will help to determine appropriate use of Parent Aware grants.
    - If a purchase is clearly prohibited or unethical, the QI team will communicate to the Quality Coach that the purchase is not allowed.
    - If there is a question or disagreement as to whether the purchase is prohibited or unethical, use the online inquiry form to submit information about the purchase in question. The contract manager meets monthly with the Quality Improvement Manager and Financial Supports director to discuss and make decisions.

Section 9: Automatic One-Star Rating – July 1, 2026

A. Introduction

This chapter outlines the processes and implementation of the Automatic One-Star Rating (bonus initiative and commitment) in preparation for the new legislative decision to go into effect on July 1, 2026. *12.32 Sec. 9. Minnesota Statutes 2022, section 124D.142, subdivision 2, describes the requirement for all licensed programs that are in good standing to earn a One-Star Rating.

B. Purpose

The purpose of the new legislation is to:

- Align our licensing and quality rating and improvement systems
- Increase options for families with Early Learning Scholarships
- Prepare for the future development of a simplified statewide funding stream to help child care and early education financial assistance for families.

The purpose of this implementation plan is to:

- Outline and explain the options and benefits available to unrated programs
- Define the roles and responsibilities of the CCAMN Coordinating Office and system staff, including:
    - Recruiters
    - Quality Coaches
    - Grant Administrators
    - The Quality Improvement Team
    - The Rating Team
- Describe the reporting responsibilities of tracking unrated programs and their participation.

Programs that are licensed and in good standing and have not yet been Rated will have three options to prepare for the new Rating requirement:

1. Child care programs that are in good standing with the state or their Tribe can participate in Parent Aware before July 1, 2026, to earn a Rating. This includes programs participating in the Full-Rating Pathway, Expedited Pathway, Accelerated Pathway, or a Building Quality Cohort. Providers may receive a $500 signing bonus for their participation. Signing bonuses for all Pathways will be paid after July 1, 2024.
    a. Licensed, accredited programs that have never earned a Rating may use the Accelerated Pathway and earn a Four-Star Rating. They will be eligible for a signing bonus, as funds are available, if the Rating is applied for and earned after December 11, 2023.
    b. Newly licensed programs that seek a Rating in the Expedited Pathway will be eligible for a signing bonus, as funds are available, if the initial Rating is earned after December 11, 2023.
    c. Full-Rating Programs that have never earned a Rating may apply for the July 2024 Building Quality or Full Rating Cohort. They will be eligible for a signing bonus, as funds are available, once they have completed their first meeting with their Quality Coach in the month of July.
2. As of March 12, 2024, child care programs in good standing with the state or their Tribe are able to sign an agreement committing to accept the Automatic One-Star Rating when it is available July 1, 2026. By signing this commitment agreement, child care programs will become eligible to serve children receiving Early Learning Scholarships. Programs that choose to sign a commitment agreement for the Automatic One-Star Rating will not be eligible for a signing bonus. However, a program can decide to participate to earn a Rating (as outlined in option 1 above), and be eligible for a bonus if funds are available.
3. They can take no action until July 1, 2026, when the automatic One-Star Rating becomes effective. They will have the option to opt-out at that time if they do not want to be Rated.

Part 1: (Option 1) Participate in Parent Aware to work towards and earn a first-time Parent Aware Rating and earn a signing bonus

Programs that have never been Rated before may apply to participate and earn a Rating. They will be eligible for a signing bonus on a first-come first-served basis, beginning in July 2024, as long as funds are available.

METHODS – Supporting participation for programs that have never been Rated and Signing Bonus

The following communication methods can be used during this participation promotion:

- Group meetings (In-person or virtual Quality Tune-Ups, Info Sessions, events with the community or partners)
- One-on-one meetings (In-person or virtual)
- Mass communications (postcards, eblasts, flyers, brochures, webinars, social media)
- Telephone
- Email

TASKS – Recruiters

- Using a report of programs that have never been Rated provided by DHS, execute the Recruitment model with these programs as targets.
- Using supporting materials from DHS and the Coordinating Office, including FAQs, social media posts and postcards, share information and support programs to make informed decisions about their participation.
- Collect applications and participation agreements and submit them upon receipt to support@parentaware.zendesk.com. These programs will be allocated for the signing bonus on a first-come, first-served basis. The timestamp on the Zendesk email will be what is used to determine when it is received and their place in the signing bonus queue.
- For programs that choose to apply online, the date the program completes the application in Develop will be used to determine their place in the signing bonus queue. These programs will need to submit a Participation Agreement by the Cohort deadline (July 31 for the July Cohort and January 31 for the January Cohort). Recruiters will collect these and submit them to the support@parentaware.zendesk.com.
- For licensed, accredited programs that have never earned a Rating, they may use the Accelerated Pathway and earn a Four-Star Rating. They will be eligible for a signing bonus if the Rating is applied for and earned after December 11, 2023. The Quality Improvement Coordinator at the Coordinating Office will be responsible for communicating with unrated programs that are nationally accredited.
- For newly licensed child care centers that are part of a multi-site business that is already Parent Aware Rated, they may use the Expedited Pathway and earn a Three- or Four-Star Rating. They will be eligible for a signing bonus if the Rating is applied for after December 11, 2023. The Quality Improvement Coordinator at the Coordinating Office will be responsible for communicating this to licensed child care centers that are currently Rated.
- A final list of programs to be awarded the bonus will be provided to the Recruiters by the QI team. The Recruiters will send a confirmation letter to each program and copy the grant administrator and the Coach.

TASKS – Rating Team

- The Rating Team will verify eligibility as they do with all programs that apply to participate. They will also confirm that the program has not earned a Rating in the past, making them eligible for the signing bonus. A tracking spreadsheet will be kept and shared between DHS, QI, and the Rating Team to confirm eligibility. This tracking spreadsheet will be shared with Recruiters throughout the Cohort, and with Grant Administrators near the time of payment.
- For programs that apply online in Develop, the Rating team will determine eligibility for the Rating and for the signing bonus.
- For programs that submit paper applications to their Recruiter, each application will be sent individually to support@parentaware.zendesk.com. The timestamp on that email is what will be used to determine the program's place in the signing bonus queue. Beginning in January 2024, the Rating team will pull a report from Zendesk to show the applications for the July 2024 Cohort that have been received. They will verify the applications are for programs that have never been Rated.
- The Rating team will share a spreadsheet of programs that applied online and via the Zendesk with the Quality

Improvement team and the QRIS Specialist at DHS.

TASKS – Quality Improvement

- Review and share the tracking spreadsheet with the Rating Team and the Recruiters. Provide any feedback and questions to the QRIS Specialist at DHS as needed.
- In collaboration with Financial Supports and DHS, provide a confirmation letter to the Recruiters that will be sent to all programs that are awarded the bonus. Coaches and Grant Administrators will be copied on the communication to the program.

TASKS – Quality Coaches

- In July, meet with new programs and document it as an RBPD event within 7 business days. For this signing bonus initiative only, if the program is stacking a second Building Quality, there must be a visit that is documented in Develop to meet the eligibility criteria.
- If there are changes in participation for programs earning a Rating for the first time, notify the Recruiter, PDA, and Grant administrator for tracking and reporting to DHS. For example, if the program chooses to move Cohorts, change tracks, or terminate participation after the first visit, email the Recruiter, PDA, and Grant Administrator the program name and license number. The required documentation, including the Change of Participation Status, should be emailed to support@parentaware.zendesk.com.

TASKS – Grant Administrators

- CCA District grant administrators, in coordination with DHS, Quality Improvement, and the Rating Team, will track expenditures of the bonuses and data on providers accessing bonuses using an Excel spreadsheet, and report on progress to DHS, including the following data fields:
    - License number
    - Program name
    - Program address
    - County
    - Region
    - Email address
    - Program type (Center or Family Child Care)
    - Tribally-licensed (Yes or No)*
    - Participation option (Building Quality, Full Rating Pathway, Accelerated Rating, Expedited Rating)
    - Date bonus allocated
    - Cohort joined (July 2024 cohort, January 2025 cohort, or Not applicable)
    - Date of first meeting with coach
    - Date signing bonus issued
- Using the final tracking spreadsheet, allocate a bonus to programs in each region, as they are available to programs on a first-come, first-served basis. The priority counties are provided to show the counties with the greatest need for growth in Parent Aware participation. However, the bonuses are available on a first come, first served basis region wide, regardless of the county in where the program is located.
- Report to DHS using these spreadsheets and provide the following data:
    - Total number of providers receiving signing bonuses by:
        - Number joining BQ and completing, and number not completing
        - Number joining Full-Rating Cohort and earning Rating, and number not completing
        - Number earning Ratings through an Expedited or Accelerated Pathway
- The reports are due to DHS for these timelines, and should be cumulative over time instead of individual reports:
    - Report for June 30, 2024, due on July 31, 2024 (this report should show the number of programs that have joined the July 2024 Cohort or applied for an Accelerated or Expedited Pathway Rating, and should include the bonus data including the order of the queue with the dates the bonus was allocated)

- Report for Sept 2024, due Oct 31, 2024 (this report should show the bonus distribution data, dates of the first visit with the Coach, Accelerated Pathway programs that earned a Rating, and any notes about changes in participation for any programs that were originally allocated a bonus)
    - Report for Dec 2024, due Jan 30, 2025 (this report should show the final status of programs that received the bonus and any notes about why a program did not complete BQ or earn a Rating after receiving a bonus)
- A waiting list should be maintained, so that if programs allocated bonuses do not follow through, there will be programs listed that can be allocated bonuses. If programs do not follow through and meet with a coach, the bonuses allocated to them should be allocated to the next program on the waiting list.
- A confirmation letter will be sent to each program by the Recruiter, and the grant administrator will be copied. This letter can be used for any necessary accounting documentation for the agency.

* Tribally licensed programs: all tribally licensed programs will have the opportunity to receive a bonus, regardless of region, if they sign up for the July 1, 2024 cohort. Separate funds are set-aside for tribally licensed programs. Regions allocating bonuses for tribally licensed programs will not count these bonuses against the total number of bonuses for their region. Separate funding will be provided to Child Care Aware agencies to pay for these bonuses. Keep tribally licensed programs on a separate list of allocated bonuses.

Part 2: (Option 2) Accept an Automatic One-Star Rating

As of March 12, 2024, programs that have never been Rated before may sign an agreement in Develop committing to accept the Automatic One-Star Rating and not opt-out when it is available July 1, 2026.. They will be eligible to serve children and families with Early Learning Scholarships if they meet the eligibility requirements for this option. The intent is to expand the capacity and supply of programs where families can choose to use their scholarships. They will not be eligible for the signing bonus unless they choose to apply to participate in the July 2024 Cohort. Refer to the Develop Guide for more information and to support programs with the process.

METHODS – Automatic One-Star Rating

The following communication methods can be used during this participation promotion:

- Group meetings (In-person or virtual Quality Tune-Ups, Info Sessions, events with the community or partners)
- One-on-one meetings (In-person or virtual)
- Mass communications (postcards, eblasts, flyers, brochures, webinars, social media)
- Telephone
- Email

TASKS – Recruiters

- Using a report of programs that have never been Rated provided by DHS, execute the Recruitment model with these programs as targets.
- Using supporting materials from DHS and the Coordinating Office, including FAQs, social media posts and postcards, share information and support programs to make informed decisions about their participation.
- Collaborate with the Coordinating Office Quality Improvement and Marketing and Communications teams for technical assistance and updated resources to use with programs.
- If programs are interested in committing to the Automatic One-Star Rating, the Recruiters will direct them to their Organization Profile in Develop. If it is not yet registered, they will provide Develop guides and technical assistance to complete this process.
- Recruiters may refer programs to the Develop Helpdesk for support with the required steps needed to link the Individual and Organization Profiles.
- Recruiters may also enlist the support of Quality Coaches and PDAs to help programs with the required steps needed to access the Automatic One-Star Commitment Agreement.

TASKS – Rating Team

- The Rating Team will determine eligibility for these programs to commit to the Automatic One-Star Rating.
- The Rating team will review commitment agreements and check eligibility for this participation status. If a program is already Rated, or does not meet the eligibility criteria, they will be marked “Ineligible”.
- Programs that are eligible will appear on the List of programs eligible for Early Learning Scholarships.

As the Parent Aware Redesign progresses, more information about the Automatic One-Star Rating and the option for programs to “opt-out” in July 2026 will be provided.

Appendix A: Curriculum and Assessment Review

Overview of Curriculum and Assessment Review Process

A cross-sector team, including the Coordinating Office, DHS, and MDE, reviews classroom curricula and child assessments nominated for Parent Aware acceptance. This process determines if curricula and assessments meet the Parent Aware requirements for these Indicators:

> **T1.3a. Curriculum use.** Program uses a curriculum aligned with the Early Childhood Indicators of Progress (ECIP) domains across all age groups.
>
> **A1.3a. Child assessment**. Program assesses all children in at least one age group using an approved assessment tool at least once a year.
>
> **A1.4. Child assessment.** Program assesses all children in all age groups using an approved assessment tool at least twice a year.
>
> **A1.3d. Kindergarten Entry Profile tool.** Program assesses each child using a child assessment tool included in the Kindergarten Entry Profile menu.

Timeframe

In order for the Curriculum and/or Assessment review decision to count toward a program's Rating:

- Full-Rating process:
    - Programs participating in a January Full-Rating Cohort must submit a nomination form by March 31
    - Programs participating in a July Full-Rating Cohort must submit a nomination form by September 30
    - Programs participating in Building Quality Cohort may submit a nomination prior to joining the Full-Rating Cohort
- Accelerated Pathway process: Programs must submit a nomination with their application or in advance of applying for Parent Aware

Nomination and Screening Process

Child care programs follow the process for submitting a curriculum or assessment outlined in the Curriculum Nomination Form and Guide or the Assessment Nomination Form and Guide. Programs will submit nominations to qualityimprovementinfo@childcareawaremn.org

Once submitted, the Quality Improvement Team requests materials from the publisher if the nomination is a published tool and uses a screening tool to ensure basic criteria for curriculum and/or assessment are met.

If it meets the screening criteria, the materials are shared with the contracted Curriculum and Assessment reviewer (either by mail or uploaded to the MDE Sharepoint site), and a full review is completed based on the criteria listed in the nomination guides. When the contractor completes the review, the full review team meets to discuss and confirm the reviewer's evaluation.

Notification

When a curriculum or assessment is reviewed and an approval decision is made, a notification is provided to the program that nominated it. If it is a self-designed curriculum or assessment, this notification is used by the program as evidence they have an approved curriculum or assessment.

If the curriculum or assessment is published, and it meets the requirements, it is added to the Parent Aware list of published curricula and assessments. If it is self-designed, it is added to an internal list of curricula and assessments that meet the requirements, but is not published because it is intellectual property of an early care and education program and is not publicly available for purchase.

Technical Assistance

If the curriculum or assessment is self-designed and does not meet the requirements of the initial screening or the full review, the Quality Improvement team will send a notification to the program with instructions on how to receive technical assistance. The program may submit additional materials in order to try and meet the requirements.

If a published curriculum or assessment tool does not meet the requirements of the initial screening or the full review, the Quality Improvement team will send a notification to the program and will contact the publisher if applicable.

Please contact the QI team at qualityimprovementinfo@childcareawaremn.org with any questions about the nomination process or materials that are approved for use in Parent Aware.

Appendix B: Partners in Parent Aware

Business Consultation

Description of Services:

First Children's Finance provides several kinds of services as a Parent Aware partner: 1) business training, 2) business coaching, consultation, and technical assistance, 3) business leadership cohorts, and 4) low-interest financing to child care businesses. Free, downloadable resources for family child care programs and child care centers are available at firstchildrensfinance.org.

Service Area: State of Minnesota

Length of Service: Length of service is customized to meet program needs.

- Business training and technical assistance hours will vary
- Business leadership cohorts and consultation projects span a 4 to 6-month period
- Lending relationships span multiple years

Number of Programs Served Per Year: 400-500 (Minnesota only)

For Questions or Referrals:

Contact InfoMN@firstchildrensfinance.org to inquire more about services.

Center for Early Education and Development (CEED), University of Minnesota

Description of Services:

The Center for Early Education and Development (CEED) at the University of Minnesota serves several roles as a Parent Aware partner: observation and scoring in the Classroom Assessment Scoring System (CLASS®), supporting Parent Aware CLASS® Coaches, building a community of learners around assessment across early childhood partners, developing training and resources, and participating in ongoing research and evaluation. These roles fit CEED's mission to improve children's developmental outcomes through applied research, policy, and professional development. Below are more specifics about the role of CEED as a partner in Parent Aware.

Observation, scoring, and feedback for CLASS® observations in Parent Aware:

Reliable CLASS® observers conduct CLASS® observations. Observers take objective observation notes, following the CLASS® protocol, and assign ranges at the indicator level and scores at the dimension level.

CEED CLASS® observers write strengths based on interactions observed during the CLASS® observation and make recommendations to support future professional development goals. The strengths and recommendations are entered into Develop after the observation. These can be found in the classroom tab of the organization's Develop account.

CEED CLASS® observers are held to rigorous reliability standards (higher than the national and Teachstone requirements) by conducting dual reliability visits every ten visits or three months, whichever comes first.

CEED observers also participate in quarterly scoring events, ongoing training, and Teachstone calibration events biannually. The Pre-K version of the CLASS® is used in Parent Aware. (CEED CLASS® observers also maintain reliability in the Infant, Toddler, K-3, and 2nd Edition versions of the CLASS® tool).

Support for the Environmental Rating Scales:

Reliable Environmental Rating Scale (ERS) observers at CEED provide input and support for developing the Environment Self-Assessment used by child care programs in Parent Aware.

CEED conducts an online course for coaches on the ERS tools and Environment Self-Assessment to facilitate their work with child care programs around this aspect of Parent Aware.

Support for coaches, programs, and teachers:

CEED has been using the CLASS® observation tool since 2008 and continues to develop and conduct training for teachers. Trainings range from basic awareness to deeper knowledge and skills-based training about aspects of the tool and its use in Parent Aware.

CEED trains CLASS® Coaches in a two-day training called "Putting Interactions into Practice – Foundation Course" (PIIP). This workshop presents the CLASS® coaching model and offers coaches opportunities to practice skills using everyday language and examples in a strengths-based coaching relationship.

CEED supports CLASS® coaches through a monthly online learning community where coaches deepen their knowledge of the CLASS®, share coaching strategies and challenges, and practice coaching skills.

Facilitation of a community of learners for quality adult-child interactions in early care and education programs:

Because of CEED's work with various early care and education programs and agencies, cross-agency networking is a key part of implementing the CLASS® in Minnesota. CEED's ongoing consultation with Head Start CLASS® coaches provided a foundation for the 2013-2014 CLASS® mentor-coach program where Head Start and Parent Aware CLASS® coaches share knowledge and expertise. CEED trained the Head Start mentors in a three-day session. On the final day, Head Start and Parent Aware coaches began partnering in the mentor relationships to support the learning community around the CLASS® tool.

CEED maintains contact with Teachstone and the University of Virginia's Center for Advanced Teaching and Learning (CASTL), where the CLASS® was developed. CEED representatives attend the annual CLASS® InterAct Summit. This enables Minnesota to stay aware of national, international, and local trends that may inform ongoing work in Minnesota.

Training and resources:

CEED maintains a video library designed to illustrate promising practices in quality interactions. The video library is available to Coaches and others in Minnesota programs for an annual fee of $50.

To date, two self-study modules are available, free of charge, to teachers or those interested in the CLASS®. Ongoing training that supports high-quality interactions is developed as the need arises.

CICC Coaching and Support Services

Description of Services:

The Center for Inclusive Child Care (CICC) provides free relationship-based professional development (RBPD) related to inclusion, health and safety, and infant/toddler care. A CICC coach uses observation, modeling, and resources to provide assistance focused on behavior-related challenges, the successful inclusion of children with special needs, social-emotional concerns, implementation of health and safety best practices, and/or supporting the unique needs of infants and toddlers. CICC has a specific focus on the prevention of expulsion and suspension from child care programs. The CICC coach builds on the relationships developed in coaching to partner with leaders and educators to develop policies and practices that support the retention of all children in community settings.

Service Area: State of MN

Length of Services: Programs work with a coach over five months and meet at least twice monthly.

Number of Programs Served in a Year: 300-345

Criteria for Referral: The following are possible reasons for a Quality Coach to refer a child care provider to CICC for coaching:

- Behavior challenges
- Communicating with Parents
- Social-Emotional Development
- Expulsion and/or suspension of children (Parents being called to pick up the child early, enrollment termination
- Newly licensed programs
- Health and safety policies and practices
- Support responding to licensing actions
- New infant toddler programming
- Infant toddler curriculum and routines

Procedure for Referral to CICC: Contact us at info@inclusivechildcare.org or 651.641.8339

Minnesota Tribal Resources for Early Childhood Care (MNTRECC)

Description of Services:

Minnesota Tribal Resources for Early Childhood Care (MNTRECC) delivers services and support to Minnesota's 11 federally recognized tribes and tribally licensed child care programs throughout the state. DHS, other state agencies, and community-based organizations regularly collaborate with and seek input from MNTRECC on implementing early care and education policies and procedures, including Parent Aware.

MNTRECC works closely with the Child Care Aware system to promote Parent Aware to child care programs and families seeking child care. MNTRECC staff participates in meetings and workgroups held by Child Care Aware and DHS.

Mental Health Consultants – DHS Children's Mental Health Services

Description of Service:

A combination of training, reflective consultation, support, skill building, and clinical intervention for child care staff, supervisors, and directors

Service Area: State of Minnesota

Length of Service: Traditional Consultation to:

- Centers: 50-100 hours over a 12-month
- Family Child Care: 30-50 hours over 12 months.
- Brief Consultation with any licensed site for up to 5 sessions.

Number of Programs Served in a Year: On average, 60 in a combination of centers and family child care.

Procedure for Referral:

The referral process and provider engagement are critically important components of mental health consultation. Because all aspects of quality care are based on relationships, this requires a partnership between the Quality Coach and the Mental Health Consultant in the best interest of the providers and the children in their care.

1. Mental Health Consultation Referrals can happen when:

   The Quality Coach (for Full-Rating or Accelerated Pathway programs) identifies the opportunity for mental health consultation at the child care center or family child care enrolled in Parent Aware

   OR

   A child care center or family child care provider independently learns of Mental Health Consultation and contacts the Early Childhood Mental Health Consultation (ECMHC) Coordinator at dhs.ecmh@state.mn.us. If the child care site agrees to proceed, the ECMHC Coordinator will contact the associated Quality Coach.
2. The Quality Coach discusses mental health consultation opportunity with a child care center or family child care provider; there is an outreach brochure available to facilitate this.
3. The child care director/family care provider agrees to mental health consultation.
4. The Quality Coach contacts the Early Childhood Mental Health Consultation (ECMHC) Coordinator at dhs.ecmh@state.mn.us to connect with a mental health consultant for the purpose of tracking and consistency. The ECMHC Coordinator needs, at minimum, the following information: site name, contact information, location of the site, Develop Org ID, and license number. It is also helpful to indicate if the referral is a family or center child care site, the number of classrooms and if there are any urgent matters. There is a form to help you with this. The Quality Coach may also contact the MHC directly to discuss a potential referral; however, the referral must reach the ECMHC before the consultation can proceed.
5. The ECMHC Coordinator contacts Mental Health Consultants closest to the child care site and/or consultants with openings within one week. Once a Mental Health Consultant has agreed to serve a site, the Quality Coach is informed of the name and contact information of the assigned mental health consultant. If there will be a waiting period, the ECMHC Coordinator will inform the site and Quality Coach regarding the estimated waiting time.
6. Once a referral is received, the Mental Health Consultant (MHC) consults with their MHC Supervisor regarding how to proceed. After one year of a Mental Health Consultant providing consultation, an MHC Supervisor may allow a consultant to proceed without this step.
7. The Mental Health Consultant contacts the Quality Coach to discuss the receipt of the referral within one week of obtaining the referral and to establish communication to best serve the particular child care provider.
8. The Mental Health Consultant contacts the child care director/owner to begin the informed consent process and service contract. This includes consent between the Mental Health Consultant and Quality Coach.
9. The Mental Health Consultant and Quality Coach will 'check in' with one another quarterly or additionally as needed. The 'check-in' is limited to general information about scheduling and attendance. Any additional information, including the provider's performance and/or well-being, requires a signed release of information between the Mental Health Consultant and Quality Coach.

The Consultant will:

- Set up the first meeting with the child care director or family child care (FCC) provider. Attempt a variety of ways to connect with the Provider (i.e., call, text, email, letter, schedule a visit to discuss MHC services, schedule a time to meet the Provider with the Quality Coach.) It is recommended that the Quality Coach attend the first meeting, if possible, to promote engagement.
- Review the forms with the director or family child care provider and obtain signatures. Forms include:
  - Child care Provider-Mental Health Consultant Partnership Agreement
  - Mental health consultation agreement
  - Evaluation Informed Consent
  - Welcome letter
  - MHC's individual introduction letter to be posted for parents

    - Parent consent form if consultation for a specific child has been requested
- Work collaboratively with the child care enter director or FCC provider to identify the needs of the center/FCC and make a plan/set goals with the director or FCC provider. This should include information about the procedure for termination (as is done in clinical work).
- When beginning with a child care center, create a plan with the director to approach the staff about the purpose of the consultation and to begin engaging staff in completing initial outcome forms. *Note*: All staff completing outcome measures must provide their Individual Develop Membership ID and the Organization ID.
- All directors/owners and staff participating in Mental Health Consultation will receive access to consents, surveys and other outcome measures through DHS's Social Solutions Connect system. Emails will originate from the following address: Social Solutions Connect <no-reply@socialsolutions.com>. Post-consultation surveys and other outcome measures will be accessed through the same site.
- Begin consultation and training; Plan for approximately one calendar year of service. The general expectation is an average of 30-50 hours/year for family child care and 50-100 hours/year for a child care center with multiple classrooms.
- All contacts and interactions with providers will be documented in Develop.
- When a child care site is not responding to a consultant's attempts to begin consultation or schedule ongoing visits, the consultant must document all attempts.

Appendix C: Addressing Health and Safety Issues While Coaching

Establishing trust and fostering positive relationships with Parent Aware participants is an integral component for successful quality improvement. During onsite visits, incidents may be observed that may be non-compliant with licensing regulations.

As monitoring licensing compliance is a function of licensing by county, state, or tribal authorities, and not a role of Parent Aware Quality or CLASS® Coach, the Coach should use their best judgment as to when incidents need to be reported via Mandated Reporting, when to seek consultation from appropriate child licensing authorities, and when to utilize incidents as teachable moments for Parent Aware participants.

Teachable Moments

In the course of Quality Coaching or CLASS® Coaching, coaches may become concerned about the health and safety practices of an educator even though there is no immediate danger to the children. Coaches should use these instances as opportunities to promote safe practices. For the purposes of the Parent Aware Policy, these are referred to as teachable moments. During such instances, there are two intervention steps that can be used to support the program:

Step One: Immediate Intervention

When an instance is observed, the Coach should immediately address the incident by informing the lead teacher, owner, director, or program designee of the issue and the appropriate action that is required. Examples may include but are not limited to:

- Teacher leaving children unsupervised
- Non-compliant adult-to-child supervision ratios
- Using inappropriate discipline (i.e., lengthy time-out, using extremely loud or angry voice)
- Children not washing their hands before meals
- The child is not buckled into a highchair
- Sharing confidential information about children or families
- Not sending sick children home
- Withholding food from a child

Step Two: Training, Technical Assistance, and Consultation with Child Care Licensing

After the immediate intervention, the Coach will work with the owner, director, or lead teacher to determine next steps. Options for next steps include:

- Technical Assistance - Support includes but is not limited to those listed in Appendix B: Partners in Parent Aware.
- Training - The Coach may consult with the Professional Development Advisor to provide the program with recommendations for health and safety trainings.
- Gather information from Child Care Licensing - The program designee and the Coach can decide to contact the program's Child Care Licensor to clarify how the current health and safety concerns relate to Child Care Licensing regulations.

Consultation with Child Care Licensing

If the situation does not meet the definition of mandated reporting and the Coach has determined that insufficient progress has been made using the teachable moment strategy, Coaches may contact Child Care Licensing. It is highly recommended that Quality Coaches inform the program of their plans to seek information and consultation from the Child Care Licensor prior to making contact.

Mandated Reporting

The [Resource Guide for Mandated Reporters] reminds us that all children need and deserve nurturing from their families and communities. Yet, a safe community where children can live and grow among caring adults does not just happen. It is created by individuals who are committed and determined to help shape that safe community.

Abused or neglected children are especially in need of a caring community. Anyone may voluntarily report suspected child abuse or neglect to the local child protection or law enforcement agency. If you work with children or families, you are legally required to report suspected child abuse or neglect.

All Quality Coaches, Professional Development Advisors, and CLASS® Coaches are mandated reporters. Minnesota laws obligate mandated reporters to take action.

The law requires mandated reporters to make a report if they know of or have reason to believe a child is being neglected or abused or has been neglected or abused within the preceding three years. A verbal report must be made immediately (no longer than 24 hours). A written report must be submitted within 72 hours (weekends and holidays are excluded).

When to Report and Whom to Report to:

Immediate danger: Contact your local law enforcement agency if you know or suspect that a child is in immediate danger (such as a recent sexual assault or a serious physical assault) or the child is abandoned. Law enforcement officers can remove a child from a threatening environment to protect them.

No immediate danger: If the child is not in immediate danger, as soon as you have reason to believe a child has been maltreated, you should contact:

- The child protection unit of your county social service agency if the alleged perpetrator is a parent, guardian, or family child care, provider.
- The Minnesota Department of Human Services, Division of Licensing, 651-431-6600, if the alleged maltreatment was committed by a staff person at a child care center.
- The Minnesota Department of Education, 651-582-8546, or by fax, 651-634-2277, if the alleged perpetrator is employed by a public pre-school, elementary school, middle school, secondary school, or charter school when the child is a student in the school.
- Your local law enforcement agency if the alleged perpetrator is someone outside the family and not a staff person at a regulated facility. Examples of non-family, non-facility caretakers include athletic club staff and babysitters.

If you are unsure whether you should make a report, call your county social service agency's child protection unit. The child protection staff will help you decide if a report should be made based on the information you provide.

When a determination of maltreatment is substantiated:

See the Parent Aware Policy Manual for Parent Aware responses to licensing violations and changes in licensing status.

Appendix D: RBPD Competencies

The [Minnesota Knowledge and Competency Framework for Relationship-Based Professional Development Specialists] are designed to support and benefit the work of Relationship-based Professional Development (RBPD) specialists, who contribute to the professional development of early childhood and school-age care practitioners in a variety of positions. The Knowledge and Competency Framework (KCF) uses commonplace language intended to apply in a variety of contexts where RBPD may take place in early childhood and school-age care settings. The competencies describe specific skills RBPD specialists are expected to demonstrate.

The RBPD competencies are organized into six content areas as outlined below:

Content Area I: Professional and ethical practices	• Meet ethical guidelines and professional standards • Prioritizing cultural competence and equity • Understanding RBPD within the field of early care and education • Continually building RBPD knowledge and skills
Content Area II: Adult learning principles	• Foster adult learning • Using reflection to promote growth
Content Area III: Co-create relationships	• Define parameters • Establish and maintaining trust • Promote mutual accountability
Content Area IV: Effective communication	• Active listening • Powerful questioning • Communicate directly
Content Area V: Facilitate growth and learning	• Create awareness • Plan and set goals • Implement plans • Manage progress and accountability
Content Area VI: Assess and evaluate	• Assess the RBPD practice and partnership • Assess RBPD partner/s outcomes

Note: The MN RBPD Competencies are posted on the DHS website.

Appendix E: Tips for Safety in Home Visiting

The safety of the Child Care Aware system staff is of utmost importance. We acknowledge that you will encounter many different settings in your work with programs and educators, and it is crucial that you are aware of your surroundings and take precautions to keep yourself safe.

Home Visit Best Practices:

- Acknowledge all family members. Knock, smile, make eye contact, and be pleasant.
- Introduce yourself and your role.
- Duration. At the start, state how long the overall visit will take, and during the visit, you may want to state the length of particular tasks.
- Explain all processes and procedures, so they know what to expect.
- Thank the family for inviting you into their home and for their time. Ask if there are any other questions before ending.

Establishing Rapport

Show respect by using titles (e.g., Mr., Mrs., Ms.), be aware of potential cultural differences, use people-first language, and practice disability etiquette.

Boundaries and Roles

- Maintain a professional relationship. Becoming "friends" may make it difficult to talk about hard topics.
- Respect personal space. Do not initiate touch unless necessary for the intervention. If touch is necessary, ask permission.
- Use self-disclosure sparingly to communicate understanding/build trust. The focus is not on you.
- Maintain confidentiality. While it is okay to discuss cases with a supervisor as needed, do not share specifics or identifying information with your friends or family.

Self-Care: Practical Tips Before You Go

- Keep dress simple - avoid jewelry, scarves, and clothing that will attract unwanted attention.
- Wear safe footwear with closed toes.
- Take hand sanitizer.
- Avoid wearing scents, as some people are sensitive.

Think Safety Before You Go

- Assess risks by phone before the visit (e.g., animals and other persons in the home).
- Ask clients to secure unruly pets.
- Ask clients to turn on the lights and meet you at the door.
- If the visit presents significant safety hazards, consider an alternative site to meet and/or take a buddy.
- Be sure you have enough gas and a spare tire.
- Program the client's number into your phone.
- Identify safe routes within the neighborhood.
- Wear a name tag.
- Plan what you want to take into the home. Have items like laptops or backpacks locked away from sight before arriving at your destination.
- Consider carrying a clipboard, pepper spray, or a whistle.
- Carry important phone numbers with you.

Safety During the Home Visit

- Do not park in someone's assigned space or block access to other cars.
- Keep hands free and car keys in hand.
- Walk with confidence.
- Do not walk through groups on the street/sidewalk.
- Plan safe physical proximity in the home by positioning yourself between the client and the door. Sit near an exit or face the hallway to view other rooms. Sit on a hard chair or the edge of a soft chair to be able to get up quickly.

Safety Concerns: If a family member becomes agitated or says things that make you uncomfortable:

- Respond calmly, using "I" statements.
- Acknowledge what they are saying.
- Redirect using matter-of-fact, simple, direct statements.
- Keep a physical distance of at least 3 feet.
- Do not reach out to touch the person, stand in front of the person, or turn your back on the person.
- Do not get up from a chair while the person is sitting.
- Do not try to leave too abruptly.
- Trust your instincts regarding impending danger.
- Do not reveal information about yourself or your family that could increase the risk of being harmed.
- If you feel threatened, remain calm but leave as quickly as possible.
- Report any incident to your supervisor.

Recognizing and Responding to Health and Home Safety Issues

Establish procedures for how to report home safety issues. Examples of health/safety issues are:

- Neglect - unmet medical, dental, personal hygiene, or nutrition needs.
- Unsafe living conditions or injuries.
- Possible abuse – physical, sexual.
- Emotional abuse – name calling, making fun, putting the person down.
- Mental status – depression, anxiety, sleep deprivation.
- Financial abuse – taking money, not allowing the person to get or keep a job when one is desired.
- Caregivers - memory problems, confusion, inappropriate behaviors. Inappropriate behaviors of paid staff.

After you leave, make notes about any concerning observations or statements.

Note: This information was obtained from the Vanderbilt Kennedy Center.