



2015 Stakeholder
Engagement

Indicator Review Complete Results: Analysis and Compilation

Prepared April 2016

For information on the Parent Aware Quality Rating and Improvement System indicator review process:

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Table of Contents

A.	Introduction	1
1.	Background.....	1
2.	Engagement Design.....	1
	a. Core Values for Engagement.....	1
	b. Engagement Objectives.....	1
	c. Level of Engagement.....	2
3.	Engagement Process.....	2
4.	Participation Results.....	3
5.	Navigating the Report.....	3
B.	Demographics	5
1.	Setting.....	5
2.	Position.....	6
3.	Geographic Location.....	7
4.	Age.....	8
5.	Gender.....	8
6.	Language.....	9
7.	Child Language.....	10
8.	Race, Ethnicity.....	11
C.	Engagement Process Consultation Questions	12
D.	Overarching Themes	14
E.	Analysis: Continuous Improvement	16
1.	Give some examples of what might encourage you to continue improving even if you are not going for a higher rating.....	16
2.	One option to encourage continued improvement is for Parent Aware to create special designations or endorsements for programs with unique characteristics or features.....	17
	a. In what ways might that benefit your program or the overall Parent Aware system?.....	17
	b. What concerns or questions do you have?.....	18
3.	Another option is to add a rating level higher than 4 stars.....	18
	a. In what ways might that benefit your program or the overall Parent Aware system?.....	18
	b. What concerns or questions do you have?.....	18
F.	Analysis: Training	20
4.	What training courses, topics, or content have you found most meaningful and why?.....	20
5.	What have you found less relevant or hard to use in your practice?.....	21
6.	What resources, guidance, or support would help you plan for and get the training or leadership development you need?.....	22
G.	Analysis: Cultural Responsiveness	24
7.	What approaches, training, or strategies have you found useful in meeting each child’s unique cultural needs?.....	24
8.	For the rating process, give some examples of how you could demonstrate what you are doing to respond to each child’s unique cultural needs.....	26
9.	How could the Parent Aware indicators, coaching, materials, or rating process be more culturally	

responsive and inclusive?	26
H. Analysis: Qualifications.....	30
10. What strategies have you used to maintain training levels for yourself, existing staff, or new staff as required for your Parent Aware rating?.....	30
11. What suggestions do you have to improve the current system or process?	31
I. Analysis: Family Connections	32
12. What new information, guidance, or training would help you do better in this area?	32
13. For the rating process, give some examples of how you could demonstrate what you are doing to:	32
a. Provide parents/families with information or resources about food, housing, or transportation.....	32
b. Build community within your setting, build family involvement into your program activities, and so on.	33
14. Some programs serve children who have experienced abuse, violence, or historical trauma.	34
a. For the rating process, give some examples of how programs could demonstrate how they supported these children’s unique needs.....	34
b. What additional information or resources would help programs do that better?.....	35
J. Analysis: Healthy Outcomes	36
15. What new information, guidance, or training would help you do better in this area?	36
16. For the rating process, give some examples of how you could demonstrate what you are doing to improve children’s health.	36
K. Analysis: Child-Adult Interactions	38
17. What new information, guidance, or training would help you do better in this area?	38
18. For the rating process, give some examples of how you could demonstrate what you are doing to improve child-adult interactions?	38
<i>For programs that have used the CLASS observation tool:.....</i>	<i>39</i>
19. In what ways do you use the CLASS observation tool results to improve your program?	39
20. What would make the results more relevant or valuable for you?	39
21. <i>Optional:</i> If your program has used the CLASS observation tool but is not fully rated, what are the pros and cons of incorporating the CLASS results into the rating system for your program?	40
L. Analysis: Transitions to Kindergarten	41
22. What other successful kindergarten transition activities have you seen?	41
23. What new information, guidance, or training would help you do better in this area?	41
24. For the rating process, give some examples of how you could demonstrate what you are doing to improve transitions.	42
M. Analysis: Education	44
25. There are providers and staff who are working toward a high school degree or GED, or a college degree or credential; what additional supports or resources would be helpful for them?	44
26. Please use the space below to explain any concerns or problems related to obtaining and documenting a person’s education level, and ideas on how to resolve them.....	44
N. Analysis: Other Questions, Comments, or Suggestions	46
APPENDICES	47
Appendix 1: Engagement Host Training Information	48
1. In-person Public Sessions.....	48
2. Host Session Guidelines and Participant Materials	51

Appendix 2: Individual Participant Survey Information.....	52
Appendix 3: In-person Session Evaluation Results	53
1. Evaluation Contents	53
2. Results: I generally understand the Parent Aware review process and my role in it	54
3. Results: I had the chance to give my perspectives on issues that are important to me	55
4. Results: My contributions were respected by others	56
5. Results: Other recommendations.....	57
Appendix 4: Compilation of Responses by Category and Question.....	59
Continuous Improvement.....	61
1. Give some examples of what might encourage you to continue improving even if you are not going for a higher rating	61
2. (Continuous Improvement) One option to encourage continued improvement is for Parent Aware to create special designations or endorsements for programs with unique characteristics or features. Examples could include programs that offer culturally-specific care and education, use a trained child care health consultant, create an “eco-friendly” learning environment, or provide bilingual care and education.....	73
a. In what ways might that benefit your program or the overall Parent Aware system?	73
b. What concerns or questions do you have?	80
3. (Continuous Improvement) Another option is to add a rating level higher than 4 stars.....	90
a. In what ways might that benefit your program or the overall Parent Aware system?	90
b. What concerns or questions do you have?	96
Training.....	104
4. What training courses, topics, or content have you found most meaningful and why?	104
5. (Training) What have you found less relevant or hard to use in your practice?	114
6. (Training) What resources, guidance, or support would help you plan for and get the training or leadership development you need?	120
Cultural Responsiveness	130
7. What approaches, training, or strategies have you found useful in meeting each child’s unique cultural needs?	130
8. (Cultural Responsiveness) For the rating process, give some examples of how you could demonstrate what you are doing to respond to each child’s unique cultural needs.....	137
9. (Cultural Responsiveness) How could the Parent Aware indicators, coaching, materials, or rating process be more culturally responsive and inclusive?	143
Qualifications.....	149
10. What strategies have you used to maintain training levels for yourself, existing staff, or new staff as required for your Parent Aware rating?.....	149
11. (Qualifications) What suggestions do you have to improve the current system or process?	156
Family Connections	163
12. What new information, guidance, or training would help you do better in this area?	163
13. (Family Connections) For the rating process, give some examples of how you could demonstrate what you are doing to:	168
a. Provide parents/families with information or resources about food, housing, or transportation.....	168
b. Build community within your setting, build family involvement into your program activities, and so on.	173

14. (Family Connections) Some programs serve children who have experienced abuse, violence, or historical trauma:	177
a. For the rating process, give some examples of how programs could demonstrate how they supported these children’s unique needs.....	177
b. What additional information or resources would help programs do that better?	181
Healthy Outcomes	184
15. What new information, guidance, or training would help you do better in this area?	184
16. (Healthy Outcomes) For the rating process, give some examples of how you could demonstrate what you are doing to improve children’s health.	187
Child-Adult Interactions	191
17. What new information, guidance, or training would help you do better in this area?	191
18. (Child-Adult Interactions) For the rating process, give some examples of how you could demonstrate what you are doing to improve child-adult interactions?	194
19. (Child-Adult Interactions) <i>For programs that have used the CLASS observation tool:</i> In what ways do you use the CLASS observation tool results to improve your program?	197
20. (Child-Adult Interactions) <i>For programs that have used the CLASS observation tool:</i> What would make the results more relevant or valuable for you?	199
21. (Child-Adult Interactions) <i>For programs that have used the CLASS observation tool:</i> Optional: If your program has used the CLASS observation tool but is not fully rated, what are the pros and cons of incorporating the CLASS results into the rating system for your program?	200
Transitions to Kindergarten	201
22. What other successful kindergarten transition activities have you seen?	201
23. (Transitions to Kindergarten) What new information, guidance, or training would help you do better in this area?	205
24. (Transitions to Kindergarten) For the rating process, give some examples of how you could demonstrate what you are doing to improve transitions.	208
Education	211
25. There are providers and staff who are working toward a high school degree or GED, or a college degree or credential; what additional supports or resources would be helpful for them?	211
26. (Education) Please use the space below to explain any concerns or problems related to obtaining and documenting a person’s education level, and ideas on how to resolve them.	215
Other Questions, Comments, or Suggestions	219

A. Introduction

1. Background

From mid-2015 to mid-2016, the Minnesota Department of Human Services (DHS) coordinated with the Departments of Education and Health to review and update the Parent Aware Quality Rating and Improvement System indicators. To support this, from late July 2015 through the end of 2015, these agencies reached deeply into communities to hear a diverse range of thoughtful perspectives. These contributions from stakeholders around the state are helping shape the next version of the Parent Aware indicators, the measures of program quality, and make Parent Aware more relevant, useful, and fair. (Note: This initiative is funded in part with a grant from the Minnesota Department of Human Services using federal funding, CFDA 84.412A – Federal Race to the Top Early Learning Challenge Grant.)

2. Engagement Design

At the beginning of the project, a cross-agency team developed the following framework to engage stakeholders in the Parent Aware indicator review and updating process.

a. Core Values for Engagement

This engagement process was designed and implemented in accordance with the following International Association for Public Participation ([IAP2](#)) core values for public participation:

- Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
- Public participation includes the promise that the public's contribution will influence the decision.
- Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
- Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
- Public participation seeks input from participants in designing how they participate.
- Public participation provides participants with the information they need to participate in a meaningful way.
- Public participation communicates to participants how their input affected the decision.

b. Engagement Objectives

Below is a summary of the stakeholder engagement objectives, expressly aligned with the core values above:

- Clarify the Parent Aware continuous improvement process, and that stakeholder input and feedback will be used to help guide improvements to the indicators and the process
- Ensure there are ample and varied opportunities for stakeholders to participate and contribute
- Explain the purpose and focus of this specific effort on certain topics
- Include information in introductions and prefaces on research-based practices that DHS believes lead to positive child outcomes
- Provide supplemental information about early learning scholarships, training system and process, child care assistance, and so on
- Increase awareness and understanding of Parent Aware
- Ask what resources/supports are needed for stakeholders to incorporate or strengthen use of best practices, and how they could demonstrate what they are doing to incorporate best practices
- Ask how the indicators or process could be improved
- Ask about the impact on or implications of new content or methods
- Ask for other ideas
- Gather demographics from all participants

c. Level of Engagement

This engagement for this project was conducted at the “involve” level from the Spectrum of Engagement from the International Association for Public Participation ([IAP2](#)), as described below:

	Level of Engagement: Involve
Public participation goal	To work directly with stakeholders throughout the process to ensure that concerns and aspirations are consistently understood and considered.
Promise to the public	We will work with stakeholders to ensure that concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how that input influenced the decision.

3. Engagement Process

While engagement opportunities were explicitly open to anyone who wished to contribute, the stakeholders targeted for this engagement were those familiar enough with Parent Aware to be comfortable responding to in-depth questions related to the indicators. These included the following stakeholders who were relatively easy to reach out to about this effort:

- Parent Aware-rated family child care programs and child care centers, with additional outreach to programs and providers in communities of color, new immigrant communities, and among American Indian tribal members
- Head Start programs
- School-based pre-kindergarten programs
- Higher education early childhood faculty

Further, we worked specifically with community partners and agency staff to *ensure* we heard from parents and families, with additional outreach to communities of color, new immigrants, and American Indian tribal members. Finally, with support from partners and agency staff, we engaged early education advocates; regulatory or oversight entities; Parent Aware Quality Coaches, trainers, and similar stakeholders.

This engagement focused on the key Parent Aware topics below, identified by DHS as needing the most attention. All participants were strongly encouraged to respond at least to the first four topic areas (Continuous Improvement, Training, Cultural Responsiveness, and Qualifications), and then the others as their time allowed. Within these topics there were 25 primary questions (all open-ended and some with subparts), and then a final section inviting participants to offer any other questions, comments, or suggestions.

- Continuous Improvement
- Training
- Cultural Responsiveness
- Qualifications
- Family Connections
- Healthy Outcomes
- Child-Adult Interactions
- Transitions to Kindergarten
- Education

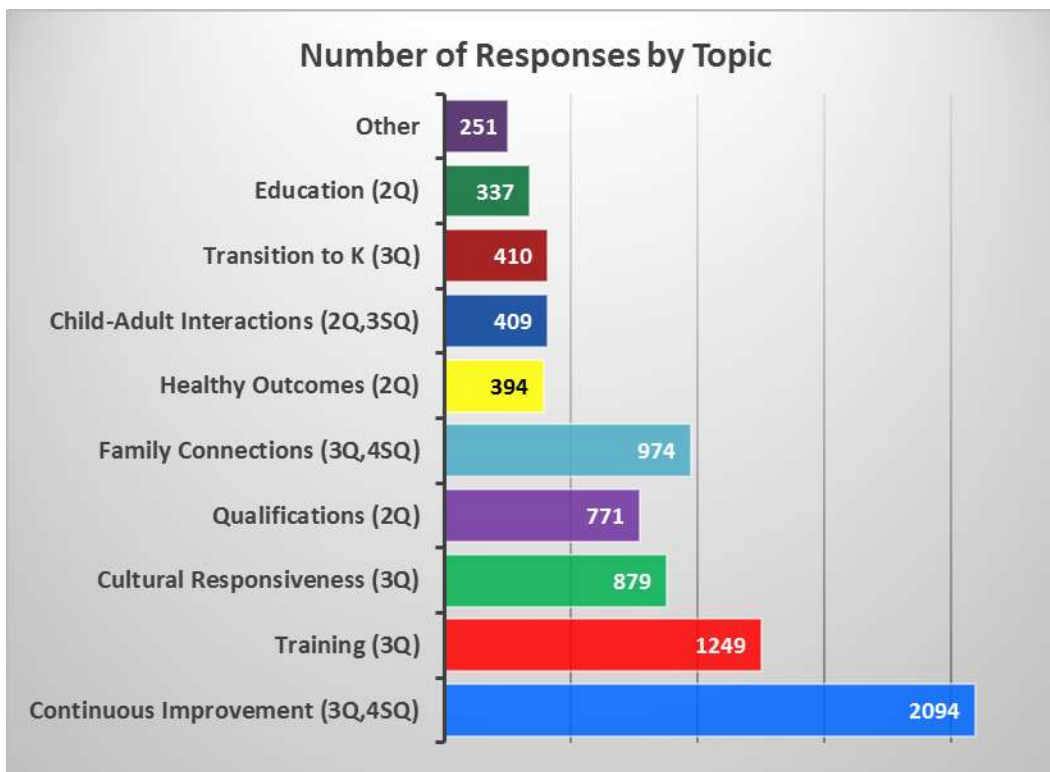
Stakeholders contributed via an [online survey](#) or through 30+ in-person sessions hosted by community partners and providers throughout the state. All participants were supported by information embedded in the online consultation questions or in-person handouts, and also encouraged to access a special [website](#) set up explicitly to support this engagement. The website was also the sole source for the list and contact information for the public in-person sessions. Session hosts received complete supporting packets that included engagement guidance, training, and participant handouts, along with forms to gather demographics and evaluate the session; see more information about the in-person sessions [Appendix](#).

4. Participation Results

From the direct and indirect outreach through multiple channels, there were 859 people who provided at least some demographic or contact information, and an estimated 50 or more who participated in in-person sessions of some kind without sharing such information.

As detailed in the [Demographics](#) section below, about 77% of the participants were from the primary intended audience of people known to be familiar with Parent Aware, including providers or educators in family child care programs, centers, schools, Head Start programs, and so on.

The entire set of participants generated almost 7,800 specific comments in response to the 26 [questions](#) plus sub-questions spread over the 9 topic areas listed above. In addition, some groups offered concerns, ideas, or recommendations on broader topics; these were relayed to the appropriate agency staff but not included in this analysis and compilation. The chart below shows responses by category; the references at the end of each category below indicate the number of questions (Q) and sub-questions (SQ) in each, so that 3Q, 4SQ means three questions and four sub-questions. The complete list is in the [Consultation Questions](#) section below.



5. Navigating the Report

Following the demographic information and consultation questions below, the body of this report provides analyses of responses for each topic area. The comprehensive appendices provide background information and then a complete compilation of all responses.

Because of the complexity and length of this document, we encourage readers to navigate using the following tools:

- See the hyperlinked table of contents above; hover over the table entry and follow the instructions on the screen to jump to that section

- Note the page footer, which shows the name of the section
- Use the hyperlinks embedded throughout this report to jump between sections or items of interest

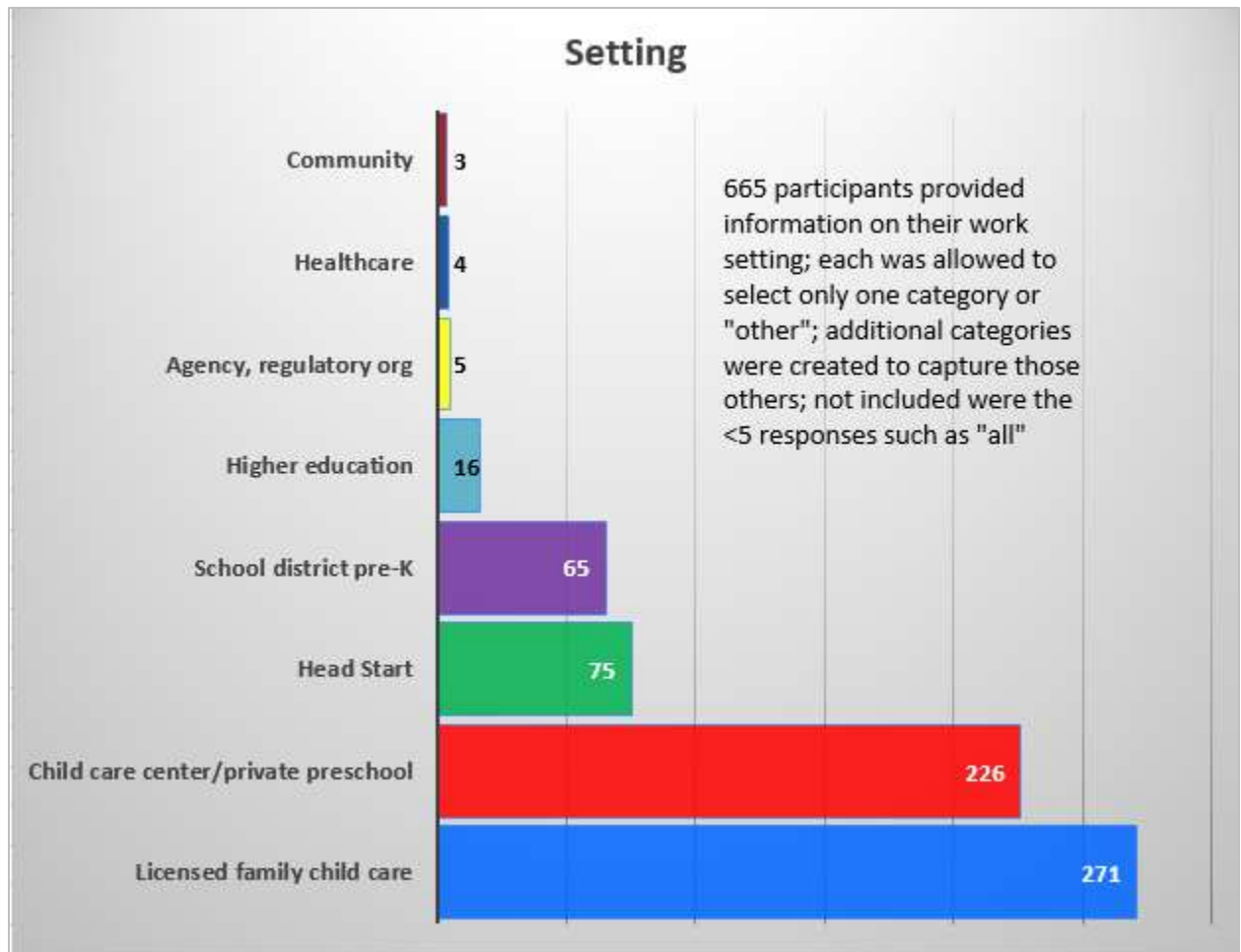
Finally, note that the text references and quotes included in this report are nearly all reproduced verbatim, with a few being corrected for spelling, grammar, or punctuation.

B. Demographics

This section provides demographic information for the majority of the nearly 1,000 participants in this statewide engagement. While comparable statewide demographic totals are not available for child care providers, educators, advocates, and other participants in this process, the results below make clear that a wide range of stakeholders participated in this consultation process.

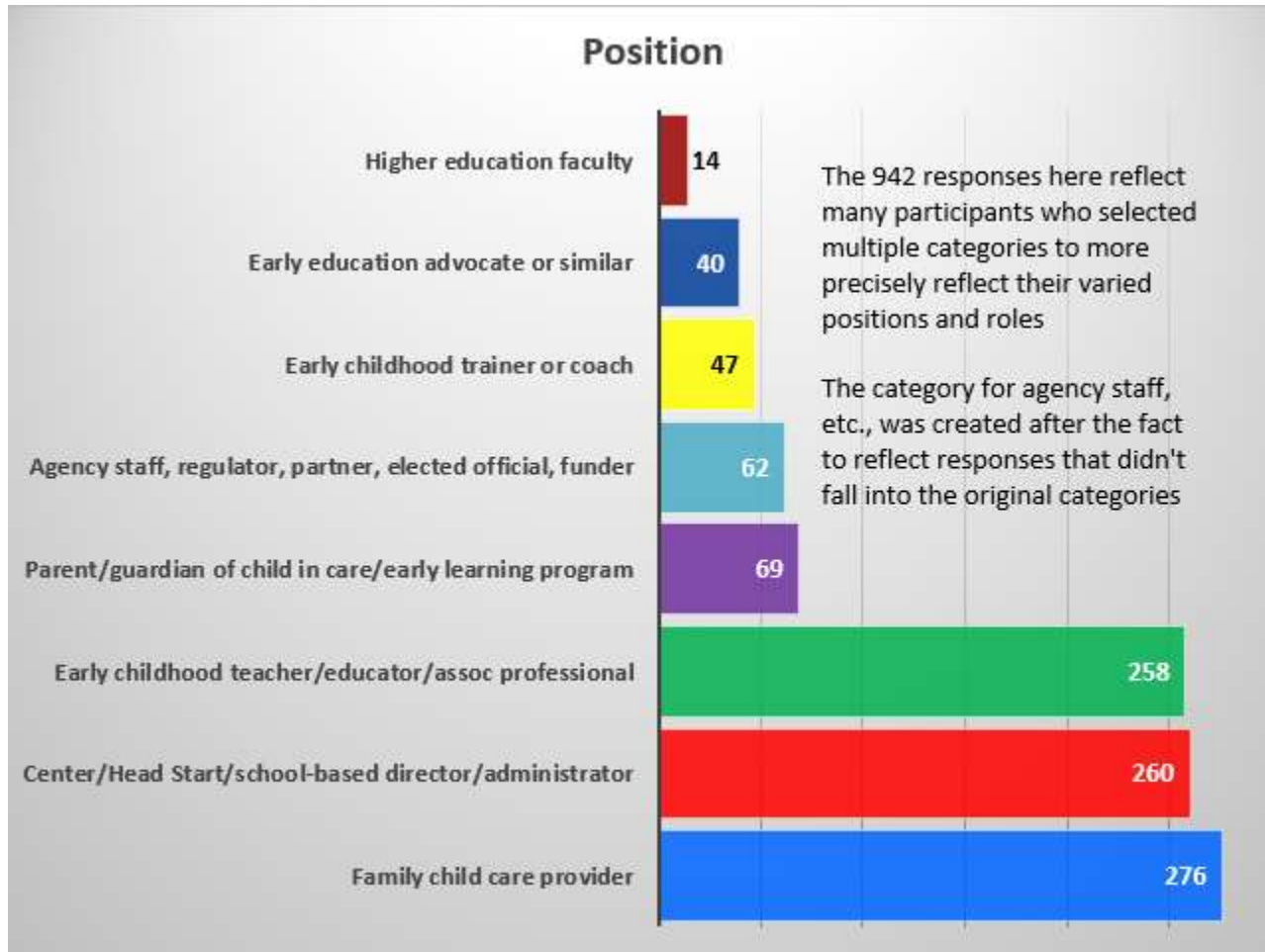
1. Setting

Of the 665 participants who provided information on their setting, 75% were licensed family child care, centers, or private preschools. Another 21% were school district pre-K programs or Head Start. See detailed information in the chart below.



2. Position

The graph below illustrates participants' position or role.

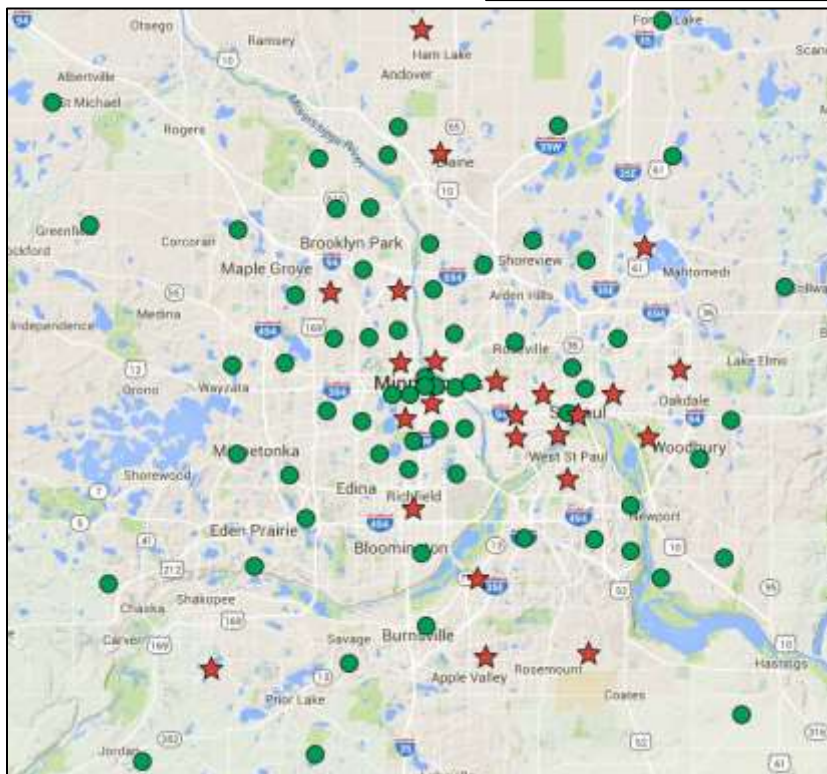
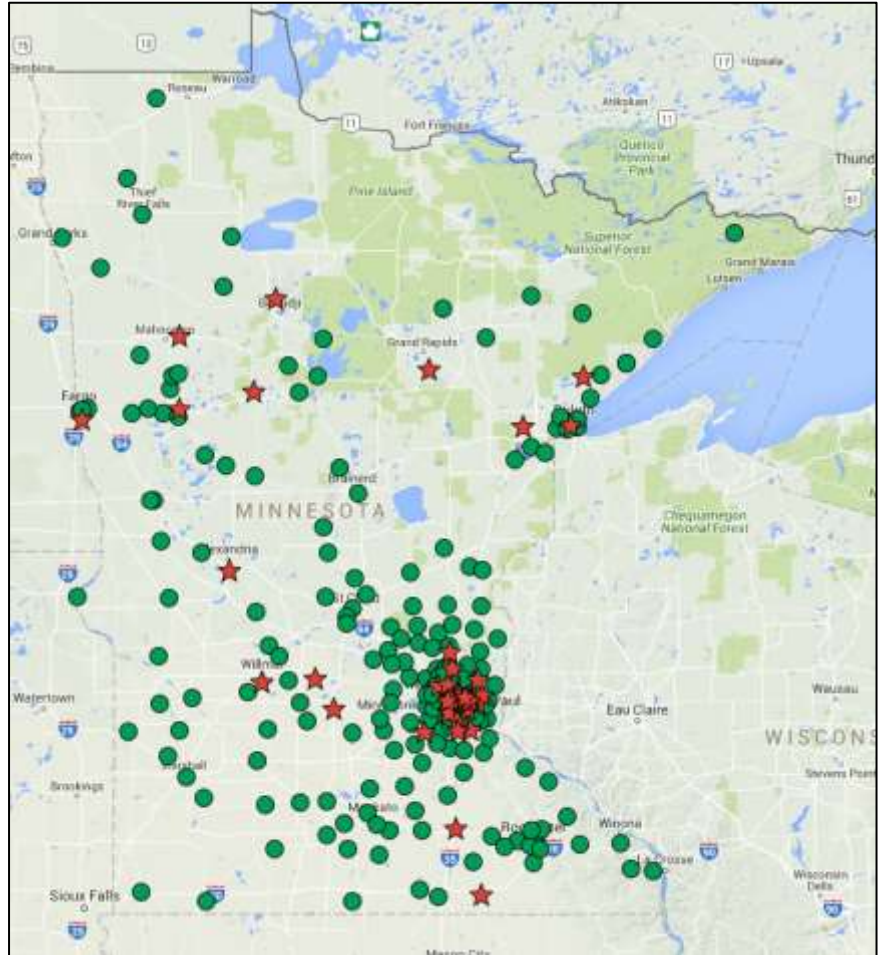


3. Geographic Location

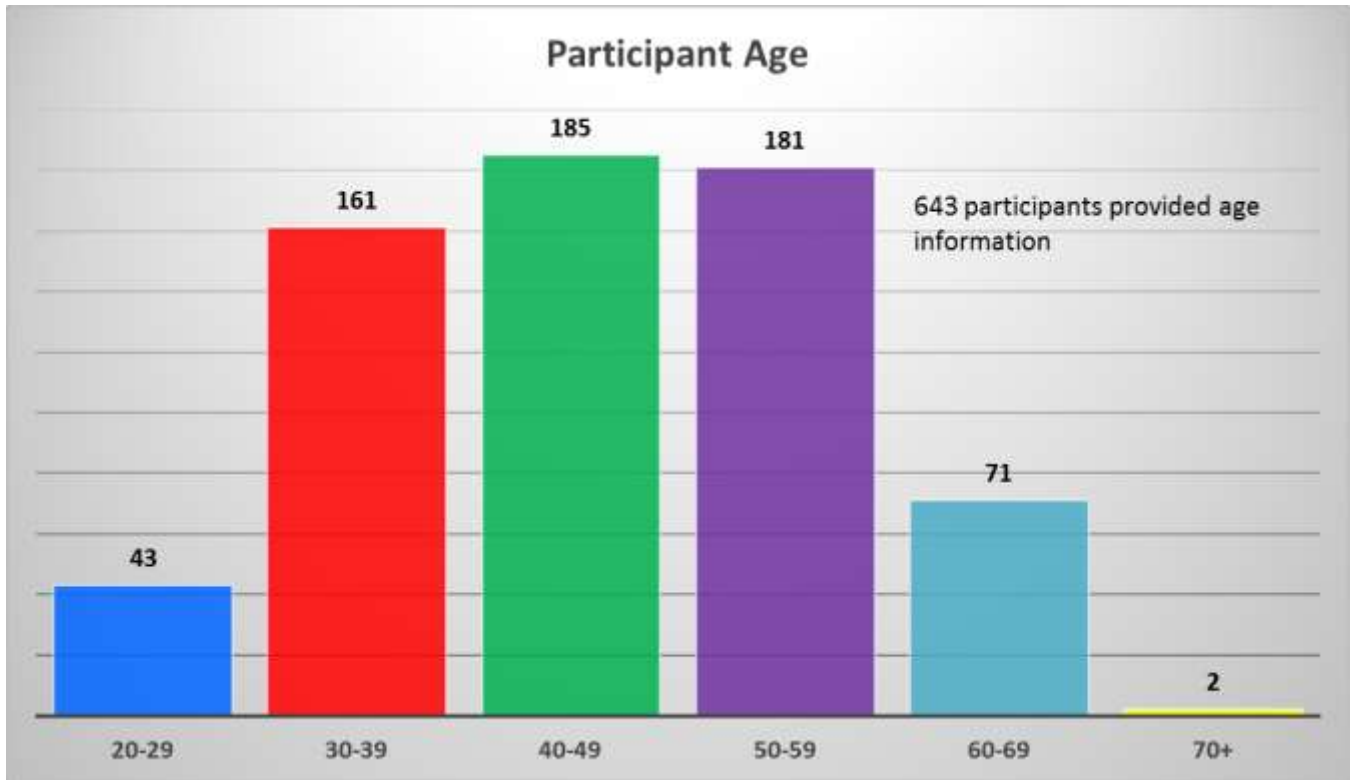
The maps on this page show the geographic location of 803 participants who provided zip code information. The green dots indicate zip codes with 1-4 participants; the red stars are zip codes with 5-34 participants.

The top map shows the statewide distribution of participants. Note participation from across the entire state, with the highest numbers in the Twin Cities area where there are the most providers, educators, and other participants.

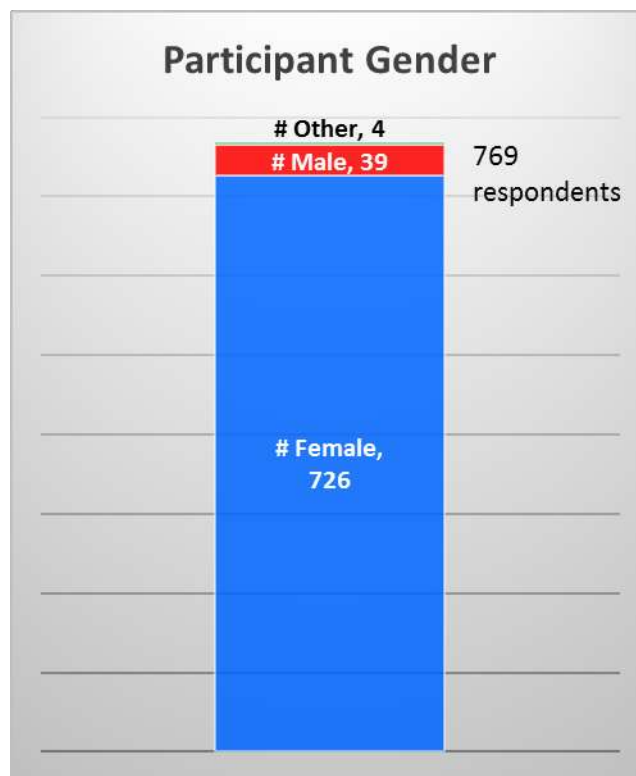
The map at the bottom is an expanded version of just the Twin Cities metro area. Participants were distributed across the region, with heaviest participation in Saint Paul and Minneapolis, along with a few areas with higher concentrations toward the northwest and south of the region.



4. Age

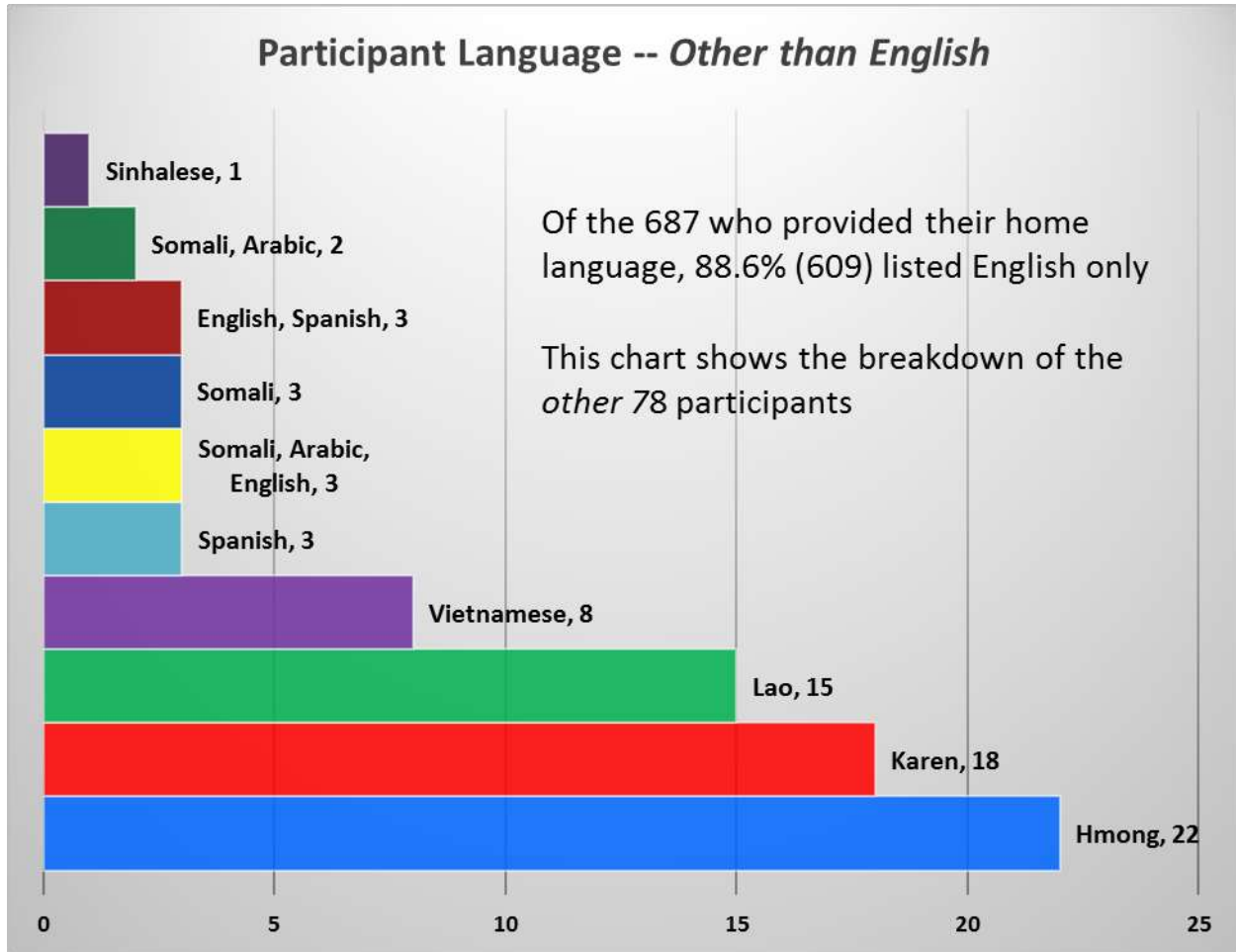


5. Gender



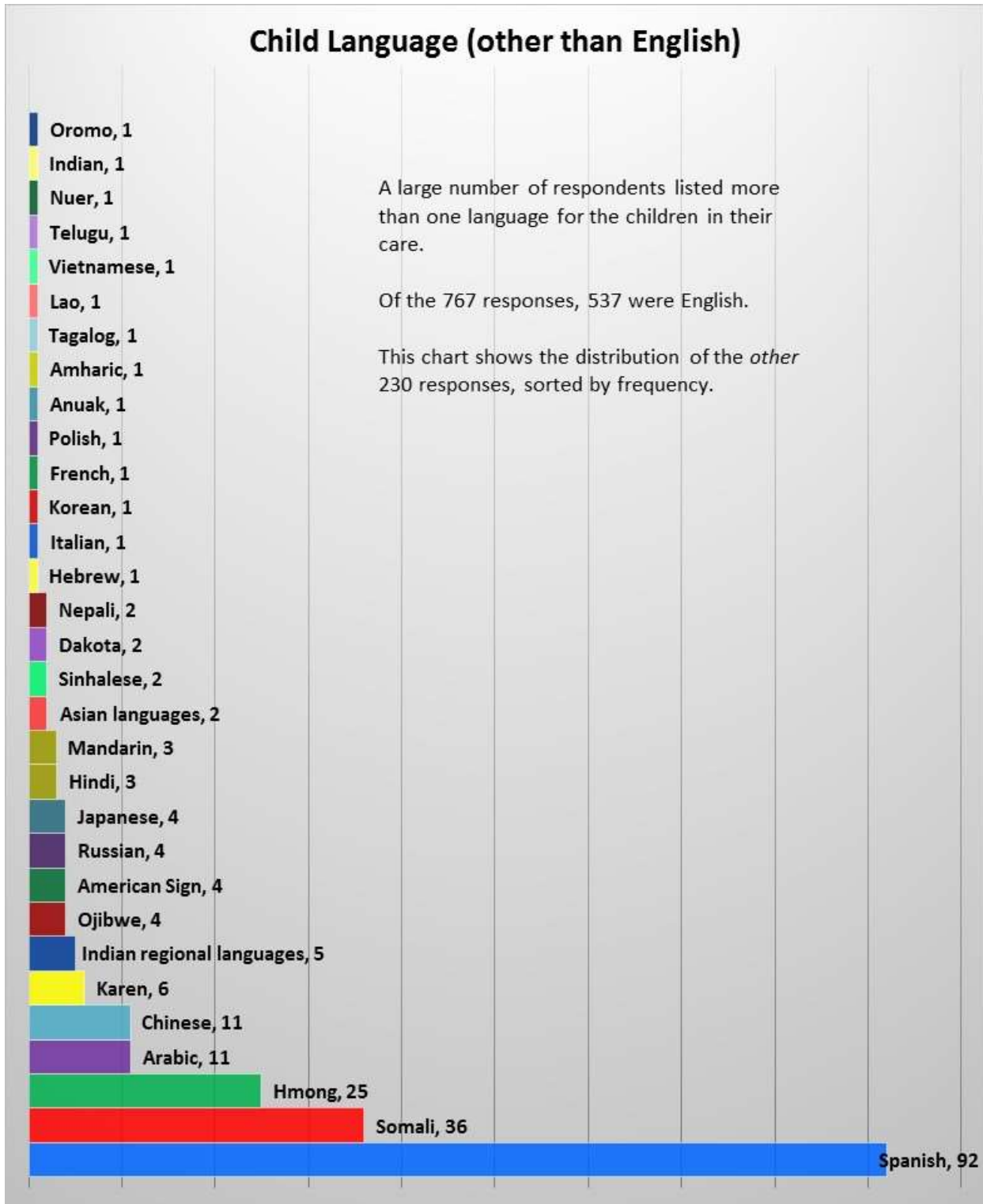
6. Language

The vast majority (89%) of respondents listed English only, approximately the same percentage as the statewide population. A higher percentage of Minnesota's children, however, speak a language other than English at home. The graph below shows the language distribution for the 78 *adult* participants with a primary language other than English.



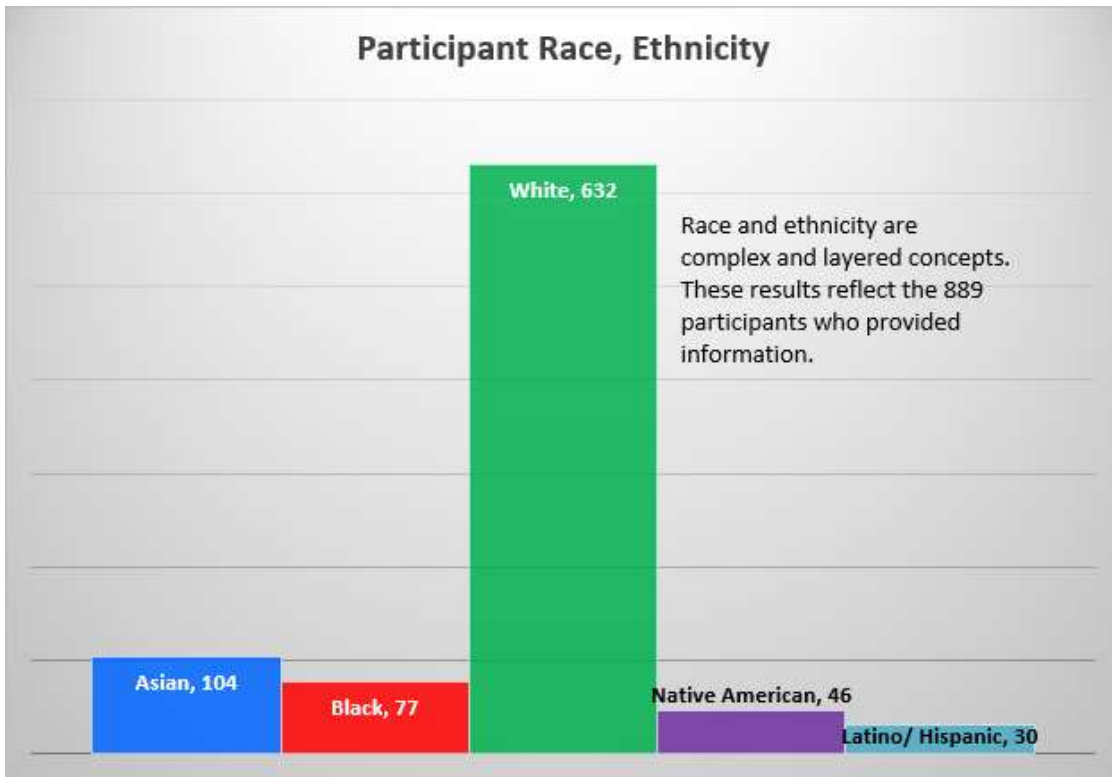
7. Child Language

Participants were asked to list the home languages of the children they serve. While the majority of children speak English, the graph below shows the wide variety among those whose home language is something *other than* English.



8. Race, Ethnicity

The chart below shows the race and ethnicity of participants in this engagement process who provided that information. Not displayed on the graph are results from a very small number who wrote in responses such as “multiethnic.”



C. Engagement Process Consultation Questions

The following consultation questions were used in the online and in-person engagement process.

A. Continuous Improvement

Parent Aware supports and encourages programs to keep improving by providing technical assistance, coaching, professional development opportunities, and so on. Parent Aware would like to recognize continuous quality improvement in all programs, not just those going for a higher rating. In addition, a large number of programs are 4 stars don't have a higher rating option as an incentive to improve.

1. Give some examples of what might encourage you to continue improving even if you are not going for a higher rating
2. One option to encourage continued improvement is for Parent Aware to create special designations or endorsements for programs with unique characteristics or features. Examples could include programs that offer culturally-specific care and education, use a trained child care health consultant, create an “eco-friendly” learning environment, or provide bilingual care and education.
 - a. In what ways might that benefit your program or the overall Parent Aware system?
 - b. What concerns or questions do you have?
3. Another option is to add a rating level higher than 4 stars.
 - a. In what ways might that benefit your program or the overall Parent Aware system?
 - b. What concerns or questions do you have?

B. Training

Ongoing training and professional development are an important part of every profession, and several Parent Aware indicators require training on specific topics that help you learn about and implement best practices.

4. What training courses, topics, or content have you found most meaningful and why?
5. What have you found less relevant or hard to use in your practice?
6. What resources, guidance, or support would help you plan for and get the training or leadership development you need?

C. Cultural Responsiveness

An important goal of Parent Aware is to encourage you to foster each child's sense of identity as a member of a family and a cultural community by using curriculum that relates to children's daily lives, incorporating elements of each child's home language, and encouraging children to learn from their family, home cultures, rituals, and traditions. Parent Aware is also committed to ensuring culturally responsive indicators and rating process.

7. What approaches, training, or strategies have you found useful in meeting each child's unique cultural needs?
8. For the rating process, give some examples of how you could demonstrate what you are doing to respond to each child's unique cultural needs.
9. How could the Parent Aware indicators, coaching, materials, or rating process be more culturally responsive and inclusive?

D. Qualifications

Finding qualified staff with the necessary education and training isn't always easy, but is critical to maintain a high quality program.

10. What strategies have you used to maintain training levels for yourself, existing staff, or new staff as required for your Parent Aware rating?
11. What suggestions do you have to improve the current system or process?

E. Family Connections

When you help parents/families become involved in a child's education and development, children do better.

12. What new information, guidance, or training would help you do better in this area?

13. For the rating process, give some examples of how you could demonstrate what you are doing to:
 - a. Provide parents/families with information or resources about food, housing, or transportation
 - b. Build community within your setting, build family involvement into your program activities, and so on.
14. Some programs serve children who have experienced abuse, violence, or historical trauma:
 - a. For the rating process, give some examples of how programs could demonstrate how they supported these children's unique needs.
 - b. What additional information or resources would help programs do that better?

F. Healthy Outcomes

Good health serves as a foundation for learning readiness and success in school and life. Examples of best practices for healthy outcomes include active outdoor and indoor play and exercise, nutritious and culturally preferred foods, appropriate amounts of screen time, and information for parents about healthy food choices.

15. What new information, guidance, or training would help you do better in this area?
16. For the rating process, give some examples of how you could demonstrate what you are doing to improve children's health.

G. Child-Adult Interactions

Effective child-adult interactions are linked to positive child development outcomes and later achievement. Best practices include a warm, motivating, well-organized, and challenging setting; and being a sensitive, engaged learning partner.

17. What new information, guidance, or training would help you do better in this area?
18. For the rating process, give some examples of how you could demonstrate what you are doing to improve child-adult interactions?

For programs that have used the CLASS observation tool:

19. In what ways do you use the CLASS observation tool results to improve your program?
20. What would make the results more relevant or valuable for you?
21. Optional: If your program has used the CLASS observation tool but is not fully rated, what are the pros and cons of incorporating the CLASS results into the rating system for your program?

H. Transitions to Kindergarten

Transition activities can reduce stress for children and increase continuity for children and families. Best practices to help children prepare for transitions include sharing child assessment results with schools, providing individualized learning plans, having agreements between child care programs and schools, and doing transition activities.

22. What other successful kindergarten transition activities have you seen?
23. What new information, guidance, or training would help you do better in this area?
24. For the rating process, give some examples of how you could demonstrate what you are doing to improve transitions.

I. Education

Providers and early educators with higher levels of training and education have skills to provide high quality learning environments and the child-adult interactions needed to individualize instruction.

25. There are providers and staff who are working toward a high school degree or GED, or a college degree or credential; what additional supports or resources would be helpful for them?
26. Please use the space below to explain any concerns or problems related to obtaining and documenting a person's education level, and ideas on how to resolve them.

J. Any other questions, comments, or suggestions?

D. Overarching Themes

With nearly 1,000 participants offering over 8,000 responses across nine topic areas plus other comments, a number of overarching themes emerged.

Alignment, Rigor, Support: The overwhelming theme across responses for this entire engagement centered on the notion of equity and fairness for both providers and families, anchored in a clear commitment for everyone to continue improving programs and services for young children and families. Providers want a fair, valuable, and efficient process, with accessible, affordable, relevant, and rigorous supports so they can provide high-quality child care and education for families in their communities. Families want to be able to find and benefit from affordable, accessible, high quality, respectful child care and education that meets the needs of their children and their family situations. These related priorities are consistent across all respondent groups and across the state.

Respondents of all types and across the state insisted that the Parent Aware and training content better align with other accreditation, professional development, licensing, assessment, and education systems. A more coherent, aligned, and transparent system is necessary to eliminate redundancies, improve quality, make the system more fair and workable, and streamline functionality for both providers and agencies/organizations. More specifically, respondents made clear the need for more rigorous evaluation methods in key areas, i.e., paperwork and self-assessments aren't sufficient to ensure high quality. Such improvements will directly benefit families by improving program quality statewide, and making identification, selection, and access simpler and more beneficial for families.

Training and coaching for providers must be expanded and intentionally aligned to support better childcare and education, function much better within an improved process, and provide deeper, more relevant, and more rigorous content. Participants offered powerful justification for Parent Aware recognizing many more of the *existing* high-quality training and professional development opportunities, and ensuring they are available statewide. This assures that all providers have the opportunity to improve and all families to benefit regardless of program location, size, or type.

All training and similar supports must be affordable to the full range of providers, and fully accessible with lots of options for days and times, locations, and formats (especially online). Related to both alignment and training, providers are seeking web-based access to a much more comprehensive list of learning opportunities, with user-oriented functionality so they can use it to plan for, register, and track requirements, status, and opportunities for themselves and their staff.

Providers of all kinds throughout the state are seeking more personalized and targeted ways to improve their practice. They want more coaching, and across many topics respondents were hungry for peer support, networking, and mentoring opportunities, both in person and online. People don't have the information or infrastructure to make that happen, however, and asked for help to create an information system so they can find, connect with, and learn from each other.

Similar to the issues above around training, many also asked for the Parent Aware process to be more tightly connected and aligned with higher education resources (people and content), and the higher education respondents pointedly argued that their expertise and institutions' learning opportunities need to be recognized and made accessible. Respondents of all kinds and across multiple topics argue that these interconnected problems further increase rather than resolve disparities between urban and rural, small and large, and different types of providers – and thus reduce the quality of child care available to families.

Endorsements, Higher Stars: Potential new options such as endorsements or an additional star level are attractive to some for whom the current system is working well. That said, there are many concerns even among those supporters and certainly from many others about the program's current inconsistencies and challenges, and fears that such changes now would exacerbate inequities and further widen gaps among providers. Many also questioned the real value to families (vs. to providers). Most respondents encouraged DHS to resolve current

problems with alignment, quality, affordability, and accessibility before instituting enhancements that are expected to benefit only a small portion of providers.

Provider-to-Family and Family-to-Family Connections: Issues related to relationships between providers and families and among families were brought forth across several topics (not only Family Connections). There were significant variations in approach, though they did not appear to be tied to particular program types or sizes. Most respondents focused on best practices of intentionally and actively connecting with each family in order to better meet each child’s needs. These were primarily about communications, such as a one-time or annual “intake” or interview to glean information about the child and family to better meet needs, and many also noted conversations with parents as needed to keep them informed or deal with specific questions or issues.

Looking across all responses, however, a much more expansive approach emerged in the responses from some providers, centered on deep engagement, strong relationships, and community connections. In both urban and rural areas and with programs of all sizes, these providers and parents highlighted and offered examples to support their belief that providers, families, and children need to more deeply understand and respond to a wide range of individual, family, cultural, racial, community, and language needs, expectations, and priorities.

The responses suggested significant differences between primarily one-way communications from providers to families to address children’s needs, and programs with an inherent commitment to continuously build community between, among, within, and outside. It would be useful to further explore with providers and families any correlations with successfully supporting children with special needs, being culturally responsive and inclusive, implementing best practices, and ultimately helping children successfully transition to kindergarten.

With regard to meeting children’s more specific needs, results clearly indicated that respondents across the state have extremely limited awareness or understanding of children suffering from adverse childhood experiences including violence, abuse, or historical trauma. Many providers were confident they would have identified such needs, and some were sure they’d never had such children in their care or insisted this was rare in their communities. Only a few providers and many of the parents of color and Native Americans who contributed their perspectives stressed these exceptionally critical needs for children across all racial, cultural, and socioeconomic groups, and insisted on accessible and good quality training, access to community experts, and other local resources for all providers to ensure that children’s needs were met.

Culture, Race, and Language: As noted elsewhere in this section, attention to these topics was not limited to the three cultural responsiveness questions. Those broader responses combined with over 1,000 for the specific questions indicate a great deal of attention to these topics among providers and families across the state. And as might be expected with such volume, there was an enormous range in the responses – from deep personal understanding, capacity, and some associated frustration among some providers and parents; to commitment, confusion, or concern that translated to a desire to learn more to better serve *all* their children; to ignorance or denial, as in, “we don’t have any diversity in our community [my daycare]”; to intentional exclusion, as in “I strive to enroll children” whose parents “share my values and style. Therefore, no other training in this area is...needed.”

Focusing on the significant number of provider and parent respondents who actively support more culturally, racially, and linguistically responsive and inclusive programs throughout the state, several key priorities emerged. Participants insisted that Parent Aware training options include many of the existing high-quality training and professional development opportunities available throughout the state. Further, respondents made clear that many and perhaps most of these are, and should be, taught by people who reflect the cultural, racial, or linguistic groups about which they provide training – rather than trainers speaking in broad generalities or offering vague ideas. There was also strong support for highly tailored professional development that addresses specific local or regional communities or topics. In addition, both provider and parent participants urged that families, children, and community members play active roles. Underlying these themes is a commitment to building relationships among and between providers, children, families, and community, which significantly expands everyone’s awareness, understanding, knowledge, and both short- and long-term capacity.

E. Analysis: Continuous Improvement

Parent Aware supports and encourages programs to keep improving by providing technical assistance, coaching, professional development opportunities, and so on. Parent Aware would like to recognize continuous quality improvement in all programs, not just those going for a higher rating. In addition, a large number of programs are 4 stars don't have a higher rating option as an incentive to improve.

1. Give some examples of what might encourage you to continue improving even if you are not going for a higher rating

The most common responses related to incentives or support for improvement. Most of these were financial and for better programming or training, such as grants, supplemental funding for hiring specialized staff, purchasing materials, supplementing wages, and opportunities to pursue continuing education. Many also noted incentives like gift cards, tokens of appreciation, or the ability to purchase toys or go on trips with children. Several were disturbed that the financial supports to help providers achieve three stars actually served as a disincentive to their seeking a four-star rating. For example, even though they had enough points for four stars, that would have disqualified them for those additional dollars. While they recognized the purpose and intent of the effort, they warned against this and similar unintended consequences of change that weren't sufficiently thought through and thus did not support quality improvements. Some respondents supported a variety of new or redistributed funding to incentivize or support development; others differentiated incentives based on the current star rating of the provider, encouraging financial rewards for higher quality. Others shared a need for more scholarships for children and families, easier access to resources for needy families, and increased reimbursements or subsidized child care.

A large number of respondents outlined a strong commitment to providing superior care, quality programming, the benefit to children and families and achieving results, or to their own continuous learning and improvement. Examples included: Ensuring that all children receive the best possible education; intrinsic motivation; “my staff improves to be better educated to help the children in all areas of their life, social emotional, education, etc.”; “we are [at four] star but that does not stop us from continuing to improve quality”; and keeping on top of best practices and new knowledge.

“My staff improves to be better educated to help the children in all areas of their life”

The next largest cluster of responses centered around three categories related to professional development. Many respondents asked for funding, grants, and reduced or free training, curriculum, coaching, and materials. Others sought financial support to access professional development, or talked about taking more training, needing challenging training options for those with varying levels of education and experience, and receiving ongoing information on best practices, policies, and standards. Several respondents also wanted more relevant and accessible training for Parent Aware, as well as having Parent Aware recognize other trainings they are required to take. For example, “higher levels of classes I've already taken-NOT repeats of the same information”; and “offer more courses that would lead to endorsement: and more trainings in northern MN instead of all Twin City-based.”

“Having a learning community that will support the providers just like the mentor program for the family child care providers. These mentors might have a four star or star higher than the mentees and they would work together to help continue to improve.”

Other responses outlined non-monetary ways to recognize, promote, or market success or improvement. Examples included yearly appreciation dinners; board certification; public recognition for providers and programs that attain star ratings; advertising or marketing materials; and positive feedback from children, families, and schools.

Some respondents were interested in both giving and receiving support from colleagues and coaches, networking, and improving the quality of coaching. Suggestions included online videos of other classrooms,

building professional communities of early childcare practitioners, and increasing the amount of coaching. For example, “Being able to communicate w/other centers who are similar to you or beyond, who are stepping up to the plate. A database or a monthly meeting...to gain more ideas and perspective, and to build quality.... Focus on building leadership. Make them regional – would be very helpful in rural MN where opportunities for getting together are lacking.”

Ongoing requirements for Parent Aware or CLASS also motivated respondents to continue improving, in addition to accountability and the possibility of obtaining a higher rating.

Some also tackled the bureaucratic challenges of receiving recognition as programs expanded, for example offering this explanation and proposed solution: “Right now it is very difficult to add new sites, even though our other centers have 4 star ratings. There should be a ‘provisional rating’ for centers with more than one location. For example, a new program under the management of those who already operate one or more 4 star programs could be given a 3 star provisional rating. This would allow the program to immediately accept scholarships and a higher CCA [Child Care Assistance] reimbursement rate as it waited to be open a year to apply for accreditation. This would increase the supply of quality care quickly, allowing providers to expand to underserved areas that they cannot do without the additional financial supports that higher CCA reimbursement and scholarships provide. If the center failed to achieve accreditation its Parent Aware provisional rating would be pulled. If it did get accredited, its rating could change to 4 stars.”

“Star rating system is flawed. Even within the star ratings, there’s a difference. Four star programs are of different value. Need a point system within the stars. Four stars dilutes the quality over time, as more and more become four stars. Talk about outcomes too. You may have a lot of inputs, but doesn’t mean you’re a good center.”

“Please limit standards to those that are within the reasonable grasp of a large majority of eligible programs. Adopting standards that only a narrow range of providers can reasonably execute will inadvertently discourage widespread Parent Aware participation, and that will hurt children.”

Respondents also indicated a clear need for the Parent Aware requirements and evaluation process to be faster, better, and more straightforward, citing less repetitive paperwork, technical support with documents, better quality and less redundant training, and aligning requirements and ratings with other standards, certifications, licensing, accreditations, etc. As one respondent explained, “Redundant training is frustrating to maintain 4 stars. Need to spend a lot of money on training that teachers had already gotten. Hurts morale. Parent Aware curriculum and assessment training doesn’t map to programs, so go to training that is generic and unhelpful if program is using a different curriculum and assessment.” Another noted that Parent Aware just isn’t relevant to parents in their program: “Majority of families don’t speak English, so they don’t know what NAEYC or Parent Aware is.”

2. One option to encourage continued improvement is for Parent Aware to create special designations or endorsements for programs with unique characteristics or features.

Examples could include programs that offer culturally-specific care and education, use a trained child care health consultant, create an “eco-friendly” learning environment, or provide bilingual care and education.

a. In what ways might that benefit your program or the overall Parent Aware system?

Most respondents responded to the examples in the question more than to the questions itself, either offering their own examples of current or anticipated unique program offerings or requesting support to create such programming. A number of people responded positively, stating that special designations or endorsements would allow families to easily identify specific and relevant care, help differentiate individual providers, target specific areas of need, aid in recruitment and public awareness, and help get them recognized through marketing and other outreach efforts. Many also responded that it would improve quality care, help them expand to serve more children, reduce cultural barriers, and could lead to additional funding or grants. Other responses detailed

struggles with associated costs to specialized programs or lack of training, shortage of provider options in rural areas so designations or endorsements would not make a difference, and looking to streamline the process for such awards.

b. What concerns or questions do you have?

A high number of responses concerned funding, feasibility, support, and the training needed to implement programming. Others responded that this would create more competition, is not realistic, would not make a difference in areas with a shortage of providers, takes too much time, or would be too difficult to complete by smaller centers or staff with high workloads. The question of program quality surfaced through several responses, as well as the process of implementation and oversight, and how to both capture and measure consistent quality.

Many respondents were unsure of the purpose, value, or practicalities around new designations at this time

A similar number of people who responded to this survey question asked questions of their own. They were confused about the process, how a program would qualify, implementation of the endorsement system, felt insufficiently supported, trained, or coached to effectively deliver specialized programs, or feared being marked down due to non-specialty areas. Many also had questions about Parent Aware that related to decision-making processes in this public engagement effort, based on previous experiences or negative feelings about how they were rated.

3. Another option is to add a rating level higher than 4 stars.

a. In what ways might that benefit your program or the overall Parent Aware system?

Similar to question 2, many respondents stated that a higher rating would help their programs stand out, highlight exceptionality, recognize centers going above and beyond, differentiate those who are continuously working on improving their quality of care, and help with marketing and recruitment. The option to strive for a higher rating seemed to motivate many people, setting high expectations, recognizing continued improvement and effort, and challenging continued growth and investment.

Several responses centered on the stars needing clear criteria and more meaning and specificity to distinguish the quality of programs. A few people responded that adding another star made sense, as many other commonly used star ratings use a 5-star system. Outlined below in the concerns section are the people who responded very differently, feeling that adding another star would be premature, of little value, or more confusing.

Participants new to Parent Aware, working hard on lower star levels, or who found training too expensive or inaccessible objected to adding another star. Others were frustrated about PA not recognizing other high-quality training and wanted that fixed first.

b. What concerns or questions do you have?

A significant number of people responded that there was no benefit to this option or it is not necessary, responding in question 3a and adding further detail in responses to 3b. Others compared the star rating to endorsements or other star ratings used such as hotels, and responded that the whole idea seemed to be confusing to both providers and families. Some also responded that they would be able to attain higher rating if it was affordable, others were concerned about the paperwork required, and a few also called out the difference in rating between school-based programs (specifically Head Start) and home providers.

The responses ranged widely but as would be expected by the question framing, almost all were negative. Similar to the responses about special designations or endorsements, a high number of people stated that higher ratings do not equal quality, and had serious concerns about accountability across types of programs. Some did not see any value added to a fifth star, felt that it created artificial value or did not have any significant differentiation, or did not have clear meaning. Many also were concerned about continuing to add stars with no ceiling, and that it would create further competition and division between providers.

Others responded that families did not understand stars, and possibly would perceive low ratings as a loss of quality. Some felt it was unrealistic, particularly for new, lower-rated, rural, or home providers, while other people felt that the process was excessively bureaucratic resulting in less time working with children, increased levels of stress for staff, and the possibility of older providers declining altogether to participate in Parent Aware.

There were also a number of people who specifically called out some of the problems with the current system, including that because Parent Aware does not recognize training required for NAEYC accreditation, Montessori, or higher education credentials, the process and paperwork is already excessively burdensome. There also were many respondents from rural areas who struggled with Parent Aware having been so recently introduced in their county that families aren't accessing or don't have any information, and that providers aren't feeling supported in training, coaching, and professional development in locations or formats that were workable or meaningful to them.

F. Analysis: Training

Ongoing training and professional development are an important part of every profession, and several Parent Aware indicators require training on specific topics that help you learn about and implement best practices.

4. What training courses, topics, or content have you found most meaningful and why?

The vast majority of participants who responded to this question called out a variety of rigorous and relevant courses related to assessment, observations, curriculum, and similar topics. In over 200 comments, they stressed the value of courses with rigorous and in-depth content. They listed trainings offered as part of Parent Aware requirements, as well as ECIPS, CLASS, college courses, and courses or content required for other assessments, programs, or accreditations. Even when this content challenged them, they found it worthwhile and valuable for their work with children and families.

That said, these very positive responses already began to reflect the frustrations noted in later topics about rigorous and useful courses required by other accreditations, certifications, or programs that are not recognized by Parent Aware – but should be. See analyses under other topics for more detail.

A significant number of participants also offered positive comments about a range of courses related to development – child, brain, and language development; approaches to learning; child psychology; social-emotional learning, learning readiness, and so on. From their comments, many seemed newer to training or Parent Aware, though others stressed that these “basics” were critical to all providers. Respondents were clear, however, that trainings offered to meet Parent Aware requirements must not simply repeat the same content year after year but rather also offer updates, refreshers, and more in-depth content to ensure providers have everything they need to do their best for children and families.

There were also nearly 60 responses focusing on the value of courses to help them deal with challenging behaviors, behavior management, discipline, anti-bullying, and classroom management. Some tied that to child development, others to mental health, and still others to ensuring that providers learned what they needed so they didn’t become overwhelmed and unable to cope: “If they were taught how to deal with each child they would

“Anti-bias curriculum for providers who have all white kids, how to teach children to live outside of a homogeneous group of people.”

⌘

“Cultural sensitivity - to become more aware of my own biases and how to be more respectful of diverse parenting styles/ lifestyles”

⌘

“Cultural: great reminders of how different we are & reminds us to be compassionate, accepting, gracious; we ALL need that!”

benefit the child in ways that are lifelong.” Another comment connected behaviors and curriculum implementation this way: “Need more trainings on challenging behavior and behavior management – this is consistently what teachers ask for and want to improve in – people aren’t clamoring for more curriculum trainings. They want to learn how best to serve children with challenging behaviors so that they can actually do the curriculum.”

A smaller number of respondents stressed the value and importance of courses around special needs, children’s mental health, and support for children dealing with trauma. Others called out specific topics such as autism, epilepsy, sensory issues, and identifying speech and language delays, as well as working with families on some of these.

About the same number of comments spoke in favor of the courses they’d had on cultural competency, anti-bias, and related to the effects of poverty on children. Some also specifically mentioned the value of

“Assessment class was very useful. It provided great understanding of when and why to use assessment. I learned how to easily implement it into my family child care setting as well.”

⌘

“Curriculum and assessment... training ensures that I have an understanding of the curriculum and... that my assessments are reliable.”

⌘

“ECIPs training has been most meaningful to me as it connects the development of the whole child with the intentional instruction.”

courses that offered about how to integrate and practice that curriculum every day. It was also clear that some of the courses effectively met people where they were and then helped them move forward: “Creating Cultural Connections was a fun class. I learned that every child care setting has culture even if ethnicities are the same. Every family has differences and that creates culture. I found some easy ways to bring families’ cultures into my daycare too each year.”

A number of other participants called out specific types of courses they’d found useful, including communications and family involvement, literacy, sleep, health, safety, nutrition, play, sexuality, music, nature, math, science, SUID, and others. A few spoke positively about courses that helped them with administration and management, operations, or technology.

A few respondents highlighted other learning opportunities such as attending conferences or workshops. Some appreciated any training that got them offsite, while others said what they really needed was time to do the trainings (no one else available to cover for them), online courses, or free courses. A few noted that none of the training was relevant to them, and a number of respondents said all training was great.

5. What have you found less relevant or hard to use in your practice?

In several hundred comments across all three questions under this topic, the overwhelming majority expressed frustration about courses that were redundant, shallow or boring, outdated, or not aligned with other accreditations, requirements, or programs. Respondents insist that Parent Aware and all the other licensing, accreditation, and higher education groups to immediately get together and not just map and organize the requirements, but resolve what some call “ridiculous” conflicts, overlaps, gaps, and confusion. Specifically called out were Parent Aware-required courses, state licensing requirements, college programs, Head Start, NAEYC, Montessori, Develop, and those organized and required by companies (presumably for-profit child care centers). Several made clear that organizations should “approve” each other’s training and figure out how all the courses fit together. Doing so, they said, would significantly increase the training available statewide, and once information about these opportunities and alignment were clearly communicated, would dramatically improve providers’ ability to provide high-quality programs and services to children and families.

“Put center renewals on the [same] schedule as the center’s NAEYC renewal. Even licensing isn’t this time consuming, confusing, frustrating.”

Participants are annoyed with the annual repetition and redundancies not only because it’s boring or too “remedial,” but frequently because they want and need to learn and grown and improve, and they don’t have enough chance to do so currently. They want better tiered or leveled classes that meet the needs of people wherever they are on their learning curve. Many highlighted the desire for college-educated

and other very experienced professionals to access deep, challenging, and specialty training. Many insisted on courses that are relevant and practical, and some stressed the need for courses that meet the specific or unique needs of centers, family child care, particular age groups, focus areas, or program size.

A number of respondents objected to the frequency along with the repetition, though it’s not clear from the results whether they would object to the same annual quantity if there were more variation and higher quality or relevance. Some stressed the difficulties of small or single-person operations to attend so many different classes, and individual providers being expected to be all things to all people.

“Assessment training is a difficult element and I will be continuing to strive to implement it into monthly practice. Through training I understand its value, but have a hard time reconciling the time it takes on an ongoing basis.”

Interestingly, a good number of respondents called out the challenges of assessment and observations courses, but few were complaining.

Instead, many noted how demanding, difficult, and time-consuming that work is – but generally worth it. A number found the paperwork and general bureaucracy around finding what to take, taking it, and completing all the documentation to be excessively burdensome, especially for small providers.

Various respondents identified specific courses as less relevant to them, in many cases because there was nothing that applied to the children they served. A number of people listed cultural competency / diversity for this, as well as abuse and trauma, special needs, active supervision, food and nutrition, parent involvement, business development, and others. In most cases it did not appear that respondents were suggesting these not be offered at all – simply that they didn’t find those particular courses useful.

Others noted that they didn’t have as much trouble with specific courses as they did accessing training that met their needs, was available in their area, or was affordable. And some respondents said all courses were good or that none were irrelevant.

6. What resources, guidance, or support would help you plan for and get the training or leadership development you need?

Far and away the most frequent comments were about ensuring that training was more affordable, accessible, and deeper/more relevant. People asked for grants, free training, and other ways to ensure they could participate. Many respondents outside the Twin Cities were frustrated with poor frequency, affordability, and accessibility of training courses/trainers in their areas, which combined with high costs, content redundancies, and burdensome paperwork seemed to some to intentionally discourage their participation and continued advancement. Some also flagged the inflexibility of the rating system and timeline that makes it impossible to meet the requirements when new staff are hired near the end of the rating period and offered suggestions like a rolling rating system, grace periods for new staff, and other ways to introduce flexibility without reducing standards.

A number of smaller providers noted that it was virtually impossible for them to attend all the required training or develop sufficient internal capacity/leadership because they had little or no staff backup or coverage. Some also noted their inability to properly compensate or find qualified staff, and a few in larger programs noted they needed more support from their own management to actively participate in training. They sought more attention to their unique constraints, and several made clear they didn’t want that to be misunderstood as reluctance to participate.

More affordable, accessible (locations, frequency, format, and days/times), and flexible training would help, and a number recommended more online courses – though others said in-person training was so much more useful. Larger programs also struggled to get so many staff to multiple trainings, and a few both large and small programs suggested cost-effective onsite training to meet their needs. Respondents to this question also highlighted the need for specific training geared to *their* types of programs – family child care, centers, specific age groups, half or full day, etc.

As in the previous question, large numbers of these respondents urged that Parent Aware-required training be aligned with requirements for other accreditations, recognitions, and college programs to eliminate redundancies, improve quality, increase accessibility, and support improvement. Responses to this question also pressed very hard for substantially improved information and communications about how everything currently aligns (hopefully much better in the future). Similar to the demands for the different systems to coordinate, many asked for the same in communications – such as a one-stop site for everything they need to know about the training requirements for their licenses, accreditations, ratings, etc., and where/when they can get (better) training.

Tied to the alignment issue, many respondents repeated their insistence on training that is rigorous, research-based, relevant, unique (not redundant), deeper, advanced, and with specialty courses that would help them improve their services to children and families. Some participants also noted the importance of access to the same quality and rigor regardless of where they live, their experience, or star level – which reflects similar recommendations about alignment, accessibility, and flexibility.

“training based in research that stretches thinking and practice”
⌘
“training provided by child psychologists, therapists, and neuroscientists”
⌘
[training reflecting awareness that] “...food cultures are different for different cultures. There are different cultural needs related to foods.”

Many participants also highlighted the importance and value of coaching, and in particular wanted more in the way of individual support, mentoring, and technical assistance. A number offered kudos to their great coaches, and others made clear the importance and impact of that personalized guidance and teaching.

“Create a menu of training options for programs, and make choosing training part of the coaching process. Have the coach do an initial observation/ assessment with the program to assess current practice...[then] make recommendations based on what they learn and support the program in developing professional development plans for their staff and the program.”

Many suggested a strong mentoring system, and related to that, others talked about the value of creating intentional networks and collegial connections so they could learn from each other; a few highlighted some great opportunities they’d had to do that, and how valuable those were. One participant suggested, “Real world training....to be able to take 1 day, 1/2 day to see another provider use a curriculum or assessment in action.” Another group focused on the unique value of peer-to-peer mentoring, “Build mentorship into the Parent Aware process... Be able to go to other centers that are going through accreditation or Parent Aware. Those who have can mentor others and give info to them about what are missing. A coach can, but not the same if they have never been a director that has gone through accreditation.”

Finally, many respondents listed additional training they want or need. It was not clear from the responses whether they weren’t aware of existing courses on such topics, the courses weren’t accessible to them for various reasons, or they were simply stating what training they needed and perhaps planned to attend. Examples included assessment, family engagement, mental health, ethics, special needs, behavior management and so on. Course topics not mentioned elsewhere included gender nonconforming issues, car seat safety, and the suggestion to offer an annual *refresher* that combined many topics into one course.

“I think relating to parents or helping parents get excited or interested in parent information nights would help me. Dealing with children is what I am most comfortable doing, so I need more guidance and support to work with the parents and families as a whole.”

G. Analysis: Cultural Responsiveness

An important goal of Parent Aware is to encourage you to foster each child's sense of identity as a member of a family and a cultural community by using curriculum that relates to children's daily lives, incorporating elements of each child's home language, and encouraging children to learn from their family, home cultures, rituals, and traditions. Parent Aware is also committed to ensuring culturally responsive indicators and rating process.

As part of the nearly 1,000 people who responded online and in person to various topics, [Children's Defense Fund-Minnesota](#) and their community partners agreed to partner with DHS for this indicator review process to gather stakeholder input specifically on cultural responsiveness and inclusiveness. In fall 2015, CDF MN partnered with White Earth Early Childhood Program, Baby's Space, Saint Paul Promise Neighborhood, Voices and Choices for Children, and Isuroon to engage 96 early child care providers, professionals, and parents from communities of color and American Indian communities in Mahnomon, Minneapolis, and St. Paul. CDF MN provided DHS with a summary report of results along with participant demographics, and those contributions are included in the information below.

Furthermore, in a separate research study earlier in 2015, the [Council on Asian Pacific Minnesotans](#) (CAPM) focused on early childhood care and education for the five largest Southeast Asian communities in Minnesota: Hmong, Vietnamese, Lao, Cambodian, and Karen, which together comprise over half of the total Asian Pacific population in the state. The [report](#), "Early Childhood Education Opportunity for Southeast Asian Children: Access to Affordable and Culturally Appropriate Programs," highlights findings from Southeast Asian parents of children four and under: 425 participated in a statewide survey and 48 families participated in focus groups and individual interviews. Content relevant to this Parent Aware topic was extracted from this comprehensive project's [databook](#) (primarily from the focus groups and interviews) and via two supplemental interviews with the study leads.

Contributions and perspectives from these two efforts are included in the analysis below and the compilation.

7. What approaches, training, or strategies have you found useful in meeting each child's unique cultural needs?

Many respondents noted their personal / professional commitment, compassion, respect, appreciation, and sensitivity to different cultures and cultural diversity. A significant majority of responses specifically focused on formally and informally learning about the child's culture from the family. Most of these were part of an intake or orientation process, and a large proportion of these responses listed only this strategy; in a number of those cases the responses were about one-way, one-time, or annual efforts. By contrast, some highlighted dynamic cross-cultural relationships that offered ongoing opportunities for staff, families, and children to learn from each other. These responses more often noted intentional interactions with families – through individual or group conferences scheduled to accommodate “100% of parents”; cultural programs, presentations, events, and celebrations that helped children and staff learn from families; or opportunities that brought families together to learn from and about each other.

Just a few respondents to the Parent Aware online survey and in-person sessions noted how they built from their personal knowledge of different cultures, races, or languages, or reached out to community members to learn or come in to teach children or staff. Similarly, a few have hired culturally or linguistically diverse staff to better meet the needs of the children they serve. By contrast, this was a major issue in the CDF- and CAPM-hosted sessions, offered by both providers and parents. CAPM families in focus group discussions and interviews expressed the need and appreciation for culturally knowledgeable and respectful staff who understand their circumstances and who are equipped to teach their bicultural children. In organizations such as schools, community centers, and preschool programs, parents expressed frustration and disappointment where culturally literate staff were lacking or overworked.

Among the complete set of respondents, some interpreted this question about culture to mean different kinds of

special needs, with a few also bringing up gender identity, such as, “Exposure to gender diversity, we need more training for use of language, when talking about gender, pronouns.” Another respondent struggled with issues between families, “How are we supposed to navigate parents who don't accept alternative families???!?” A few respondents connected cultural differences with problems: “Many have learning disabilities. Training in learning disabilities is a must,” and “Many of our children come a home environment where there is no structure or boundaries.”

A fairly high number of responses reflected concerns about Parent Aware focusing on culture and diversity, including those who noted there was no diversity in their community and thus no need for cultural responsiveness; some of those said no training was available. A few comments reflected respondents’ concerns, questions, and mixed feelings about this topic:

- “Avoid high level of hypersensitivity to diversity; don’t force diversity, instead let it happen naturally based on diversity of your enrollment and the families at your center.”
- “CAUTION AGAINST: every child needs sense of identity and purpose, wants to feel a part of community, hopefully outcomes won’t be tarnished by this – we should also focus on our home, American community as well; don’t heavily skew the rating system so far to the outcome based vs cultural responsiveness, don’t go too far the other way; teaching staff also represent diversity; ultimate extreme is Somali community and they don’t feel comfortable bringing their kids to American setting – Why is that and how do we find balance?”
- “We don’t want to categorize children by race – that doesn’t define them, we don’t look at them that way, it is based on their background, where they come from, etc.; trainings can become intense if done wrong.”
- “WHAT IS CULTURE????? How is it defined? Could be beliefs, religion, even within one ‘culture’ families do things differently or there is a range and spectrum of beliefs.”

A few others shared their perspective that this a non-issue with no need for more training, or that they’ve found their own solutions, for example, “I strive to enroll children whose parent's share my values and style. Therefore, no other training in this area is...needed.” At least some parents feel quite differently about this, however, with a Cambodian CAPM participant seeking more versus less diversity: “It would nice if [my child care arrangement] was either in Saint Paul or Minneapolis where the students are a little bit more diverse. I think that helps his overall development and becoming a better, more well-rounded person when he’s older.”

All that said, a very large number of responses highlighted what they have learned or knew about cultural responsiveness based on their own background, experiences, or training. “Classes have opened up all of our thinking as to what culture actually is.” “Anti-bias curriculum, which is part of the star rating. Homogeneous groups of kids can still benefit from anti-bias training.” “Doing NAEYC was more effective in working with diverse families and understanding the scope of what diversity actually means (even beyond race).”

Included with these were a few frustrations and concerns:

- “Child-care providers have to be so open on their own, people have in-bred prejudices, people will eventually come out of the closet and show their true feelings and thoughts.”
- “The trainings so far have been informative. It is hard in a rural area of basically white privilege to organically incorporate other cultures into my program in a big ‘C’ way. We are much more apt to look at the little ‘c’ ...culture within a family. Farming families, grandparents, etc.”

“I think a big part of this is the realization that ALL children have individual cultures, not only those from other countries or who happen to not have white skin. This fact is lost on many providers and people in general.”

Providers committed to cultural responsiveness also provided a large number of examples of how they are incorporating knowledge and learnings into their programs. As noted above, many intentionally bring family members into their program and some bring families together to learn from and share with each other. Many also listed fairly deep investments, such as specific elements of or improvements to their curriculum, program, or activities to consistently and intentionally address cultural needs and opportunities. Others noted that they are

using books, posters, puppets or dolls, music, food, holidays, and translated materials to respect and reflect the children in their programs, and/or to help children learn about cultures different from their own, well beyond who is in the program.

8. For the rating process, give some examples of how you could demonstrate what you are doing to respond to each child’s unique cultural needs.

As with similar questions in the other topics, a small number of respondents offered ways for their cultural responsiveness to be demonstrated or measured, while the vast majority gave examples of how they are being culturally responsive. As a result, there are significant overlaps with responses to those for question #7.

Respondents who focused specifically on methods of demonstrating cultural responsiveness offered a variety of options, including the following:

- Descriptive photos and similar that illustrate culturally responsive events, activities, foods, materials
- Curriculum, lesson plans, menus
- Existing documentation that’s part of Parent Aware, NAEYC, or other accreditations
- Trainings taken
- Family intake, welcome, and orientation materials
- Newsletters, conference prompts, and other family communications
- Information about staff racial or ethnic composition or languages
- Results of observations and assessments; note, however, that a number specifically criticized reliance on unverified paperwork and self-assessments for cultural responsiveness (and other topics / indicators)
- Family perspectives gathered via surveys, other statements or information from families
- Work samples of cultural studies

Once again, it was interesting to see a few respondents focus on diversity related to special needs, age, religion, or socioeconomic status. There were also a number of respondents who reiterated their concerns about focusing so much on cultural responsiveness, made clear they don’t look at the world this way, are confused, or steer clear of these issues: “Culturally, our families are basically the same.” “I have no idea as each child’s culture is unique. I have no idea how you would break it down into generalize compartments. Culture can be so many things besides ethnicity.” “Curving discussions away from sensitive topics.”

9. How could the Parent Aware indicators, coaching, materials, or rating process be more culturally responsive and inclusive?

The overwhelming majority of responses from providers focused on training and in some cases coaching. Similar to responses on completely different topics, many respondents want to learn more but need courses that are more accessible, affordable, and relevant. For example, “always offer free training in this area, there are SO many cultures we aren’t understanding of”; “More classes available online – no other way to do it working 40 hours a week”; “...remember that not all children live in a metro setting and have natural daily experience with people from other cultures. How do we help them see the bigger world without making it all about the commercial view of those cultures;” and “...For us small town people, maybe have the options of bringing someone into the home.”

“Making more trainings available on teaching us providers more about other cultures so we can in turn be more aware of what the children all could use to feel more at home, included and to help expose the other children to more diversity and make it more familiar to them.”

Additional similarities with responses to other questions emerged around Parent Aware needing to accept/count high-quality cultural awareness and diversity training offered through different certification or licensing requirements or other programs. For example, “[Change] [w]hat Parent Aware recognizes as good curriculum; not a simple process; not a good array of options; there are great diverse, culturally-responsive curriculums that aren’t offered through PA.” Others noted Develop, NAEYC, Indian Child Welfare Act, Montessori, Wilder, PACER, etc.

“... It is hard for people to be monitored by others, especially when [we] are people of color and the people they see working in the program are not. It just doesn't feel good to feel like [we] are being monitored by people who don't get them and the children and the families they serve.....feel like “we do these things, who are they to say we don't?” It makes a person feel like you are trying to say [we] aren't good enough, and that feeling can get tied up in the feelings around race, etc.”

Some respondents went further and offered specific suggestions for how they could demonstrate cultural responsiveness *other* than tied to training: Suggestions included photos and examples, summary statements, family portfolios, menus; directly showing trainers, coaches, and others what they are doing; demonstrating their knowledge of cultures; examples of how they are bringing families into their work; and so forth.

Others were concerned about additional bureaucratic or paperwork burdens, and some encouraged Parent Aware to be more flexible and open-minded in thinking about how cultural responsiveness and inclusiveness could be demonstrated. For example: “The Parent Aware process seems to favor curriculum development that is rather limited. Sometimes the best practices are not as compartmentalized or neatly boxed as some others, and yet this is why they meet culturally specific needs well. The ability of a program to adapt into a variety of languages or to include culture as part of the curriculum during the time the child is adapting to her culture is essential and will require

flexibility and less rigidity.” CDF-MN and CAPM participants were concerned that the formal, technical language used by Parent Aware in the rating process made it inaccessible, and that there needs to be much more training and coaching offered in providers' home languages and from people who share their racial and cultural identity. These issues create significant barriers for providers and families of color and Native Americans.

CDF-MN participants also asked that providers be allowed to share more qualitative information throughout the rating process, as many communities of color and American Indian communities use storytelling instead of other methods that are more respected by dominant society. A few providers and CDF-MN participants noted that being a highly-rated program didn't necessary translate to cultural competency, and encouraged other options including providers' past experience in the child care field.

Focusing on the issues underlying program flexibility and the self-assessment process for cultural responsiveness, participants were concerned about the lack of rigor, subjectivity, and vagueness (vs. depth) of the self-assessment process, as well as absence of data or record keeping. They also recommended that the indicators address implicit biases against children of color and American Indian children, and along with CAPM participants supported building cultural and language expertise into the rating system so that families could find out about special programs (bilingual, etc.), *and* be confident that a highly rated provider ensures highly culturally competent staff.

CAPM survey and session participants overwhelmingly stressed that Asian families in licensed in-home daycare almost always use providers from their own cultural communities, referred by a trusted friend or family member. The benefits of this arrangement were multiple, with particular emphasis on exposure to the child's culture and language.

- “One of the big things as well is language. We'd like to keep him [immersed]. I think that's very important, especially for him just knowing culture.” – Lao father
- “I want my daughter to feel proud of her heritage and be able to say that [she can] not only understand, but speak [Vietnamese].” – Vietnamese mother
- “Culture is really important too. If he were to know his roots...because diversity is going to come in America regardless... it's important for him to know his roots and where he comes from, that way, he can grow off of that and know who he is.” – Lao father

“People need to be more realistic about what's really going on, not just ‘drums from Africa’ as a culturally relevant curriculum.”

Unique to this question were a significant number of respondents who urged that courses be much more specific to local, regional, or state needs, and to ensure high quality. For example:

- “Assess the culture in your geographic region, then teaching based on the culture of the region” (another person noted the same but for the state)
- “[B]e more specific such as offering a class on Native American culture that is a big part of the population in northern MN”
- “Define child rearing practices of main ethnic groups in area and educate about them”
- From the CDF-MN summary: Create a plan for determining the cultures of the children in the program's community and then a plan to tailor instruction to serve them responsively.
- Some participants recommended more explicit and targeted training such as anti-bias instructional strategies, understanding poverty, and trauma-informed care

An interesting dimension of this related to the intersectionality of culture and other topics. While most responses in this subset highlighted and encouraged connections such as recommending training from the PACER center dealing with disability and diversity, others took the opportunity to talk about topics that fall outside what was originally intended by cultural responsiveness. Examples included a focus on differences in socioeconomic status, geography (rural, suburban, small town, urban), special needs, gender identity, sexual orientation, and so on.

Other responses reflected concerns or questions about balance, such as, “I think that providers should be trained on how other religions or beliefs might impact the program. The provider ultimately has the right to decide if catering to that is within their means though. Providers have a lot of work to do as it is and if you cater to one family more than another it will show. It takes balance to be a successful provider.” Another was frustrated with a coach, “Parent Aware coaches must be there to help, not judge. Coaches can't come in with a judgmental attitude, that is why lots of people don't do the food programs.” CDF-MN participants also raised the concern about coaches passing judgment rather than offering support.

Another important set of responses from providers and CDF-MN and CAPM participants insisted that training, coaching, and other supports be provided by people who are *from* the various cultures, rather than by white trainers who they feel tackle diversity and cultural responsiveness in very broad terms.

- “Cultural values are not just about the color of people’s skin, it is deeper, and is not necessarily being supported in early learning settings. Need for supports to help programs support children of all cultural backgrounds, such as coaches who are elders with specific cultural knowledge and ability.”
- “More culturally diverse staff in the systems (coaches, trainers, program leaders, etc.)”
- “Must have representation of coaches of color in the field team.”
- “More culturally diverse trainers.”
- A CAPM parent participant (Lao) identified the importance of cultural responsiveness from the family perspective this way: “We brought him to an American daycare at first, and they weren’t feeding him the kind of food that we eat at home. He wasn’t eating, so he lost a lot of weight. We decided that we were going to switch him to Hmong daycare, and so he gained that weight back. He loves eating and stuff, but he’s really picky on eating certain kinds of food and especially American food...because we don’t eat that stuff at home.”

A few focused on the importance of being aware of one’s own perspectives: “The questions we ask are only as good as our own self-knowledge; what is curriculum and what is the education gap? We have a model of what we believe ‘normal,’ ‘proper’ behavior is – how can you link to social skills kids need to get into kindergarten; each culture has their own set of standards.” And “Offer a training on ‘how to recognize your own culture’.”

One respondent offered a specific solution to improve training across the board, suggesting Parent Aware should, “Embed special needs and cultural diversity topics across all of the required trainings, then reduce the number of hours needed on training in those two specific topics to just 2 hours (understanding people will receive training on those topics in all of the other trainings too).”

A handful of respondents zeroed in on the importance of gathering input from or working directly with families and providers to improve the indicators, training, coaching, or materials. For example: “Early childhood coalition group in Hmong community – requirements are not actually culturally responsive based on what families really do at home; need more of an open line to other cultures and how it is benefiting their children.” Others suggested individualizing the work with parents, asking “parents and kids what THEY want/need,” and supporting parent participation in policy development. Some of those highlighting how providers could contribute talked about learning from and respecting diverse staff in programs around the state, working more closely with coaches to address providers’ observations and concerns, group meetings with providers, child care provider networks, group mentoring on these topics, or a multi-month learning community.

Participants in CDF-MN and CAPM sessions felt strongly about much more directly involving children, families, and providers to improve indicators and in the rating/assessment process, and CDF-MN recommended a standing Parent Aware Cultural Responsiveness Advisory Committee of people of color and Native Americans. Engaging families and providers who are of color and Native American must be done in a culturally responsive way, however. Speaking more generally, a CAPM parent participant said, “So have more diversity. And what I mean by diversity is people from different class, people from different racial background, different cultural backgrounds, and different neighborhoods. Have diversity and open-mindedness and acceptance. Not just tolerance, but acceptance, because I think that’s big. I’ve been to meetings where they tolerate [diversity], but it’s not accepted...And so you can feel the tension around the room and you can feel that, in your gut, you feel really unwanted. You feel so awful that you don’t want to come to those meetings anymore...”

A significant number of participants highlighted the need for culturally or linguistically specific materials and resources. For some this was tied to training; others are seeking support such as online resources, local contacts, tailored resource lists, sample lessons or projects around this content, and documents/forms to learn about family needs and priorities. A few providers focused on language, asking for substantive content in languages other than English; key words, phrases, and names of things in other languages; and high-quality and reliable online auto-translators. Others simply don’t know what materials are available at all. By contrast, explicit cultural and linguistic materials and support were near the top of the list for CDF-MN and CAPM participants.

Finally, and as found with the other questions in this topic, a number of respondents said no changes were needed, they have no diversity in their program or community, or the definition needs to be expanded. “This topic doesn’t feel relevant to many providers in Greater Minnesota, they need an expanded definition of culture beyond race”; it’s unrealistic to expect anything on this topic with small programs; the requirements and expectations are too restrictive, and that both sides decide which children are served by which providers, as in, “The provider has the right to say just as much as the parents if the family is going to be a fit in the program.”

H. Analysis: Qualifications

Finding qualified staff with the necessary education and training isn't always easy, but is critical to maintain a high quality program.

10. What strategies have you used to maintain training levels for yourself, existing staff, or new staff as required for your Parent Aware rating?

Analyzing responses to this was challenging because there was significant variation in how participants understood the question. A good number responded simply that they attend training, apply what they learn, and fulfil their responsibilities and obligations. In those cases, many highlighted the importance of high-quality, affordable, and accessible training. As much as possible, respondents said they seek out training that is local, free, low cost, community-based, grant-funded, online, and so on, to make the training work for them.

As with responses to other questions, a very large number of participants wanted better alignment across the various requirements and information about relevant, quality learning opportunities throughout the state. There were specific references to ensuring better connections to and incentives for college programs and pathways, and concerns about falsely equating a few hours of training with completing more rigorous college courses; further, higher education respondents encouraged much better utilization of college programs and faculty.

Many respondents listed a variety of additional learning opportunities such as conferences, workshops, community education classes, professional development through their school district / agency / program, and others. A good number – primarily but not exclusively centers / larger programs – brought trainers onsite, directly hired trainers to provide particular or specialty training, or otherwise reached out to someone to meet their unique training or program needs.

A large number of respondents created what might be called “infrastructure” to support staff training. These included working with staff to set up and actively monitor training or professional development plans; regularly reviewing plans with individuals or in teams; seeking out the training that staff need; keeping lists and tables and other records of both opportunities and training received; and similar. An important nuance offered by some programs is working closely with staff to understand what they think they need, assessing staff needs, and supporting their accomplishing it. Further, a number of respondents highlighted the importance of leadership serving as role models – taking lots of training, bringing back their learnings to share with others, doing additional reading or research, creating supportive learning environments, setting monthly team goals with homework assignments, and so on.

“I utilize many resources that are interesting for Professional Development. Allow staff to choose their own professional development opportunities at times. Try to create a culture within the school that this is a learning community and there is an expectation that staff will participate in professional development opportunities.”

In addition, a large number of respondents provided numerous examples of very direct support for staff training. While the most frequently mentioned was paying for the training through program or grant funds (while others explicitly sought out free training), that was far from the only support. Some programs closed for all or parts of days to provide professional development, host onsite training, or for people to participate as a team in offsite training. Others bring in college representatives to discuss credentials, allow staff to study during paid work time, and create in-house or community based learning communities.

“Pay for staff to be as fully trained as possible-we put our money where our mouths are.”

Participants also cited a cluster of strategies was around staffing choices. A number build training requirements and expectations into their recruitment, interviewing, and hiring decisions. Others explicitly hire certified trainers or have their own staff serve as coaches. A few also called out their pay approaches, which included paying people salaries vs. hourly or adjusting staff pay by career progression rather than just years of experience.

11. What suggestions do you have to improve the current system or process?

As with some of the other questions, respondents to this one overwhelmingly insisted on better alignment among requirements for various systems, structures, and programs. Many mentioned taking more advantage of or ensuring better links with existing, high-quality college programs throughout the state. Respondents were frustrated about duplication, repetition, and shallowness. Many know of or have taken courses from excellent and highly qualified professionals, have advanced degrees, or many years of proven excellence and see absolutely no reason why they as providers have to bear the time, money, and reputation burdens caused by the programs not being aligned with each other.

“Value the diversity of other professionals to the curriculum within an early childhood program and the services that could be provided to families. Create a consistent avenue for attaining the EC competencies/knowledge.”

A large number focused on the need for more accessible and affordable training. Online was the most frequently cited, but also making the same variety and quality available throughout the state, and collaborating with community education or local county or college programs. Others wanted the courses accessible via transit, and offered evenings or weekends so they didn’t have to shut down or miss work to meet the requirements.

“How do we attract diversity of teachers into the field – men, teachers of color, diverse backgrounds?”

Concerns and suggestions around affordability ranged somewhat. Many talked about free or subsidized training, or online. Others asked for incentives, rewards, or to be paid to take training. A number addressed the importance of being able to adjust pay with increasing skills, and for help to be competitive with the pay offered in school-based and similar programs. Several reflected that the overall child care system hasn’t yet been able to align training and professional development

expectations / requirements with compensation and what people expect as reasonable work hours, while in a similar vein others noted the critical need for society to recognize them as early childhood educators rather than babysitters.

Many respondents offered suggestions to make the system more efficient, coordinated, streamlined, and flexible. Most popular among these was some kind of centralized system to track who had taken what training, what was needed and when, and where to get it; this, of course, was tied directly into the push for aligned requirements and higher-quality, more in-depth courses statewide and from a wider variety of professionals. It is unclear whether these were critiques of Develop (which is intended to serve as such a centralized system), or proposed new functionality. A few asked for a system to help providers find and hire qualified staff, interns, and trainers.

“It is hard to improve the overall process until child care is culturally recognized as more than babysitting.”

Other respondents are asking for the Parent Aware system to be more realistic and fair in its processes. Examples include flexible timing for new staff to meet the requirements, allowing unofficial transcripts, streamlined background checks, allowing two-star programs working toward higher level to still offer scholarships, reduced re-rating frequency, and overall less complex and burdensome paperwork.

I. Analysis: Family Connections

When you help parents/families become involved in a child's education and development, children do better.

12. What new information, guidance, or training would help you do better in this area?

Respondents to this question are clearly seeking both guidance and support to better engage, teach, support, and get more support from parents and families.

Many asked for additional training, information, and ideas from other providers. They are looking for more successful ways to foster two-way communications, teach parents about child development, and help build partnerships with families in support of children's success. A few also noted the need for staff training on the overall importance of parent engagement and parents as a child's first teachers. As one provider put it, "Would love more trainings on working with parents. They are the hardest part of our jobs! Getting them to follow through at being on the same page and carrying things over into their homes is really hard."

"...it is important to understand the culture, tradition and values of the family"

Many respondents also asked for content-specific training for providers and training and information for families. For providers, these included how to conduct assessments, child development, health, working across cultures and languages, how to structure or conduct parent meetings or conferences (so they don't seem "scary"), creating goals, child behavior, special needs, transgender children, early literacy, and so on. Many also asked for online classes and other ways to make additional learning affordable.

"Too much about positive guidance without enough support on how to work with families that do use shame. We need a clearer way to help providers have conversations with parents about not using shame, ways to facilitate that conversation without losing them or offending them, teaching by example, etc."

A good number of respondents recommended quality, accessible, online research and resources for their own learning and to share with families, as well as affording an opportunity for providers to network and learn from each other. Some also suggested that coaches could also use such online resources to better support providers, and one respondent noted the importance of a wide range and regularly updated resources so as not to be stuck giving repetitive information to families who stay in that program over several years.

For families and sometimes providers, respondents suggested information and materials including handouts on child development, setting boundaries, parenting, local resources (social services, schools, healthcare, etc.), communicating via text or email, learning about

American culture, and others. Some respondents noted the importance of such materials to help families and school programs see providers as professionals rather than only "the daycare lady." One respondent waxed eloquently on the advantages of collaborating with local ECFE programs or staff to bring that approach and those activities into her program on a weekly basis, finding hugely positive benefits for both families and children.

13. For the rating process, give some examples of how you could demonstrate what you are doing to:

a. Provide parents/families with information or resources about food, housing, or transportation

The vast majority of respondents provide families with information in written form: handouts, flyers, brochures, information via newsletters and bulletin board postings, and website links. Some provide educational information periodically, but most provide information on community resources in some fixed and accessible format and

"We build up a level of trust so parents feel comfortable in asking for help"

location; examples included a binder or on a board in common space, and some centers and similar organizations said they keep it in an office or comparable location. Most participants introduce the information during intake/orientation and then keep it available for use as needed.

A large number of respondents also said they provide resource information during conferences or meetings with families. A few noted they sometimes offer educational workshops or sessions on topics such as nutrition, health and hygiene, etc. Some respondents mentioned their organizations have dedicated staff to work directly with families in need – social workers, nurses, and others. By contrast, some providers wait for the need to be demonstrated or for families to ask and then give guidance as needed.

There were also a handful of respondents who thought this was irrelevant and unnecessary. “If a provider has a clientele that does not need these services, don't require it. I can honestly say that if a current client needed these services, they wouldn't be able to afford my program even with a scholarship or CCA [Child Care Assistance].” Another wrote, “The families at our center don't typically need these resources.”

Some participants asked for more information and training on how to provide this information, and many noted that it's difficult for individual providers to keep up with all the resources available. At the more frustrated end, one respondent wrote, “Why are ECE staff responsible for find these resources??? Feeling that ‘it's not a good center’ if we don't give info/resources.” Several flagged the need for much more coordination within communities to ensure resource information was gathered, kept current, and easily available. One also noted the need for other community professionals (physicians, etc.) to be sufficiently cognizant of the needs of young children, and to take it seriously when providers refer children to them.

“Rather than each provider finding the community resources for the families that we work with it would be beneficial to have a regional list available that could be distributed to parents as needed or at the initial contact. Browsing the internet or the phone book is time consuming and must happen during precious off hours or in place of direct contact hours with children. Multiplied by the number of providers doing this same thing it is an absurd waste of potential.”

Several highlighted that Head Start and similar programs were much more connected to resources and extremely helpful to families. To meet families' needs, a number of respondents said they connect families to respected community organizations or public agencies that serve as central referral points or provide direct service; examples included United Way, community action agencies, public housing and transportation agencies, etc.

Interestingly, almost no respondents listed all three options that were provided collectively: 1) providing paper and electronic information to families, such as handouts, newsletters, bulletin boards, links, etc.; 2) sharing information with families at conferences or meetings; and 3) responding directly when a need is demonstrated or when a family asks for information or help.

b. Build community within your setting, build family involvement into your program activities, and so on

The vast majority of respondents listed family activities and events that bring people together. Gathering around meals was very common, as were special events such as for holidays, outdoor fun, parties, and field trips with adults and children. Examples included both daytime and evening/weekend activities, with widespread intentionality around building community or as one respondent put it, “building a culture of engagement.” The frequency of these varied considerably, from once at the beginning of the year to monthly and more often.

There were also notable differences in the level of formality of such events and activities. Higher frequency and less formal events and activities appeared to be more common among smaller programs / individual providers. Examples included reading to and with children, visits from parents and grandparents to talk about special talents, experiences, or work, participating in the program's daily routine, monthly family nights, joining in special events and activities, and so on. By contrast, family engagement activities such as inviting in speakers, “Mother's Day

breakfast,” showcases, annual plays, serving on committees or parent advisory boards, training, and similar seemed to be more prevalent in larger programs / centers.

A number of respondents specifically called out cultural and cross-cultural activities to build awareness, understanding, and relationships among families. Others highlighted cross-generational opportunities, and many combined activities for and with families with the benefits of asking adults to volunteer for special events.

“Have family nights & cultural food nights/gathering”



“Celebrate children with their holiday and let the other children understand the important of those holidays in those cultures”

A number of respondents highlighted ways they also leverage community connections, such as combining a family program activity with special community events or activities in the community such as parades, library programs, field trips, etc.

A few participants responded to this question about building community within their setting by listing only communications between themselves and families – providing information about resources, menus, community events, interacting with families when they drop off their children, and so on. Another group listed at-home activities or that they encourage families to share contact information with each other. And a handful simply named ways they document this work through other processes.

Others were adamant that this was too much to expect from busy families and providers, saying that parents just want to go home after a long day at work, providers give enough with 50+ hour work weeks and need to spend time with their own families, and that it’s tough enough to convince some parents to spend any time with their own children without asking them to get to know other families: “Parents are very busy with sporting events/scouts/etc., although I invite my families to get more involved with sharing in our activities, they find it as another unwanted task and the attitude is they pay me to take care of this for them.”

14. Some programs serve children who have experienced abuse, violence, or historical trauma.

a. For the rating process, give some examples of how programs could demonstrate how they supported these children’s unique needs.

A number of respondents talked about special training or professional staff in place to support children with these unique needs. Some of these responses demonstrated a clear understanding of the issues, needs, and means to help children and families. A related but different group of participants listed various forms of documentation, and others asked for quality training on these topics, such as “...from providers who have actually served these children, not someone who is a trainer who never did, but is training the topic anyway.” Another provider who wanted more training also flagged limits: “Through trainings on children and their behaviors. Children with tumultuous homes tend to have behavior issues. We need to be sympathetic to that but yet still set boundaries. It’s a delicate dance.”

Many respondents to this question listed their primary approach as providing families with a list of community resources or referring them to services and programs. Some collaborated directly with these outside programs, and others provided these resources in addition to direct support by trained program staff.

Another set focused on how they provide love, care, and understanding (“10 hugs a day!”) to these children; a few of these listed examples of how they supported children as their parents went through divorce or military service deployments. A significant number explained how they actively and intentionally collaborate with families to meet children’s emotional needs, build trust, and provide support:

“...[W]e teach kids to learn that they are important, recognize that when they misbehave it is because there is something in their environment that is hurting them, help kids learn to tell their feelings.”



“Find out more about what the child is experiencing so you can be more supportive and adjust your setting as needed”

“We work closely with the family to ensure we are meeting their child's needs on a daily basis and we change these...as often as we need to. Daily communication is huge in this process between staff and parents.”

A smaller group of respondents either “do not believe that we have had children who have experienced abuse or violence” or suggested the need to “(r)e-define safety as culturally specific - perfection not possible.” Others in this set explained that as mandatory reporters they would immediately report the abuse or neglect to the proper authorities. And one participant urged a very different way of thinking about this, by “Connecting local child protection to early childhood program on what they can offer to help with this – reverse the current process.”

b. What additional information or resources would help programs do that better?

Responses to this question were somewhat confusing. Some respondents remained focused on the issue of abuse, violence, and historic trauma, while others broadened their responses into the area of special needs. Other participants shifted back to general suggestions on what programs need to support the larger topic of better family connections.

The vast majority of respondents seeking additional information or resources for children suffering from abuse, violence, or trauma asked for additional training, coaching, and mentoring. Such training has to be good quality and relevant: “...It can't just be one training. It must be a series of trainings and conversations where providers can build on what they have learned before.”

“Providers need help with mental health resources related to children in trauma – they don't know what to do when they are concerned, and don't know how to connect with mental health providers”

Many respondents also stressed the serious need to have connections with and access to local professional specialists to support the children they serve – mental health professionals, social workers, and others in the community or even schools. Some sought ways for services to be provided at their sites, while others needed information or relationships with professionals who were trained and prepared to meet the critical needs of these little children.

Others stressed the need for written information, data, and resources for providers to learn more about these issues and how to be helpful. A good number of respondents said they needed access to helpful information they can share with families. In both cases, these resources were primarily related to community support services/programs, though a few were to better ground providers on these issues or ways for families to better support their children at home.

One provider struggled with ways to help meet children's needs without being stymied by a well-intentioned but unhelpful bureaucracy: “There needs to be a connection with Human Services for this area and that isn't going to happen I don't think. If they could provide us with information we can get to benefit the child, but that would involve a breach of confidentiality in their eyes. They offer services to the family. The family needs to approach us with their needs.”

One of the respondents with more general comments on family connections offered this suggestion to improve programs and services statewide, beyond Parent Aware: “Have a mentorship-provider or sponsorship program between higher rated programs and the lower stars. Have a way for higher rated or more financially stable programs [to] assist struggling or start programs get through the training and licensing requirements, or even just to know all of this important stuff without having to pay for the whole certification process.”

J. Analysis: Healthy Outcomes

Good health serves as a foundation for learning readiness and success in school and life. Examples of best practices for healthy outcomes include active outdoor and indoor play and exercise, nutritious and culturally preferred foods, appropriate amounts of screen time, and information for parents about healthy food choices.

15. What new information, guidance, or training would help you do better in this area?

“Would like training to include not only content but ideas re approaches to parents and staff, such as those successful approaches above (e.g., multiple touchpoints).”



“Realistic training on how to provide outdoor activity when in a multiage environment and when infants typically are sleeping 9-11 am, and be in compliance with DHS safe sleep and supervision. How quality and regulation can be maintained and achieved.”

A large majority of respondents indicated their interest in new trainings on a variety of different topics. These included cooking for specific cultures and food restrictions, hygiene, limiting screen time, play, mental health, illnesses and disease, autism, edible gardens, behavior redirection, how to effectively communicate about health issues with parents, and others. A small number were particularly focused on how to make healthy eating more fun and how to provide healthy options that were realistic and also appealed to children. A few people asked for specialized trainers or others to come in for parent meetings, discuss a particular topic, provide references for consultation, and complement licensors.

In addition to training, a number of people provided suggestions about what has worked for them, or examples of programs that could serve as resources. Many asked for more literature, reliable resources or links online, handouts, information sheets, or regular emails about best practices.

A similar number of providers asked for more ways to help parents and families, particularly around websites, handouts, folders, and other free materials they could hand out with information on how to keep their children healthy. Some wrote that they offer classes for parents, but would like to see more resources to send home, as well as asking for ready-made and specially designed materials that they would not have to create themselves.

Some focused their responses on play and active games. These centered on new spaces or ideas on outdoor and indoor play, group exercises, and how to facilitate physical activities in limited spaces.

In contrast to responses to other questions, only a few respondents asked for funding or more money in this area. Those that did talked about help purchasing play equipment, materials for indoor recess, resources to hire program specialists to bring unique programming to children or train staff, and help to buy healthy snacks.

“a list of resources offering ‘brain breaks’ or minute of movement type activities – some fun lists of resources that are free to use!”



“references for consultation for natural outdoor play equipment ideas, or tips for planting a safe garden for children”



“Hire some writers and designers to work on some of your content regarding this and then develop digital and print pieces with good information that we can distribute and post for families.”

16. For the rating process, give some examples of how you could demonstrate what you are doing to improve children’s health.

A significant number of respondents provided examples about being outside, including but not limited to daily outdoor or indoor play and regular active “classes.” Related to play although not specifically called out, a few respondents wrote about limiting or eliminating screen time, and working with families to reduce screen time in the home.

Several of these respondents also suggested their examples provided documentation of physical activities, a theme echoed by a number of others. The ability to document, or provide for review, a number of alternatives seemed to be very important. Responses included classroom curriculum, lesson plans, daily schedules, photos, descriptions of activities, parent testimonials, recipe books, and food menus. A very small number gave examples of requirements or policies that mandate inclusion of certain activities, foods, or physical and dental requirements that are shared across staff, parent, and health and safety handbooks.

A similar number of people responded with food serving suggestions of their own, centered on healthy options such as fresh foods, homemade meals, less sugar and processed options, offering culturally appropriate meals, water, and eating family style. Some also offered examples that engaged children in the cooking and meal preparation to increase the chances will try new foods and eat more healthy foods. Related to play, outdoor activities, and healthy food options outlined above, a small number of participants discussed having gardens and allowing children to explore and experience garden foods.

“We go outside every day, hike and do playground time. Plant, care for and harvest from children's gardens on our playground. Plan snacks that are nutritious, follow guidelines from licensing regarding food groups. Ask children and families for favorite family foods. Prepare foods from garden and farmers' market.”

⌘

“We are creating take-home learning toys to possibly reduce screen time and create family interaction.”

“Partnered with a local CSA – fresh veggies and fruits delivered weekly; kids wrote a note to the farmer.... Had a huge impact.”

⌘

“We serve the best food from caterers we can find (however, when getting reimbursed by MDE, the standards are pretty low)”

⌘

“Parent committee intentionally including parents of children with allergies and other special circumstances”

Similar to the previous question, some respondents gave examples of ways they provide parents and families more information, such as offering dental trainings, education programs on healthy eating and healthy minds, parent surveys or interviews, passing along recipes, and offering parent workshops.

Related to parent workshops, a few gave examples of other workshops they had done with children. These included partnering with other programs to offer various classes or alternative play options, and general teaching about caring for bodies and minds. Others shared ways in which they were using physical screenings or providing services to children and families such as medical requirements, physicals, dental, vision, and hearing.

K. Analysis: Child Adult Interactions

Effective child-adult interactions are linked to positive child development outcomes and later achievement. Best practices include a warm, motivating, well-organized, and challenging setting; and being a sensitive, engaged learning partner.

17. What new information, guidance, or training would help you do better in this area?

“I think the Parent Aware classes are great but maybe splitting the classes up over the 5 years so there are a few the 1st year, then the next couple the 2nd year and so on would be a better mix for most people and keep everyone on track and keep the continuum of learning going”

“An online provider group to get advice: this was my favorite part about Eager to Learn classes online...getting great ideas from fellow providers.”

“It would be helpful to know the Social-emotional development with practical techniques for each stage of development.”

Respondents to this question suggested a wide range of training topics. Many wanted more information on child-adult interactions in general, how to explain the importance of child care, building relationships with families, and new ideas, research, or best practices. A similar number asked for ways to make training and sharing information more accessible, including timelines for trainings over the year, online and book options, and offered ideas about online groups and other ways to network.

A number of responses centered on teaching-oriented training, such as instructional formatting, curriculum, TCIT, Circle of Security, and learning how to better organize. For example, some participants appreciated training that helped them look at relationships differently or work across generations. A number focused on social-emotional development, behavior management, TACSEI, relaxation, trauma, cultural sensitivity, and easing transitions. A small number of respondents specified training on how to organize their classrooms or homes and create positive environments, and training on ECERS/ITERS.

Some respondents wanted more CLASS coaching for additional staff members or all types of programs, help to improve their scores, and access to relevant books. Another area that providers called out was

training on working with parents, including creating classes for parents to attend on topics such as how to talk to parents, deal with pushback when discussing sensitive child struggles, and how to increase communication and engagement.

With regard to assessment for this and other content areas, various respondents were concerned about the lack of rigor or accuracy via self-assessments and -reporting; for example, “Concern that the Parent Aware process works well for those providers that complete paperwork well and have support to do so; HUGE concern that actual rating process does not accurately / fully look at provider-child interactions over time.”

A few respondents wanted more time and ways to get classroom evaluation, including outside observers, someone coming to their site, the ability to tape their own classroom, and the opportunity to discuss their evaluation or receive tips on how to improve. A similarly small number asked for more money to spend on specific training, hire talented and experienced staff, or purchase organizational tools.

18. For the rating process, give some examples of how you could demonstrate what you are doing to improve child-adult interactions?

The largest group of responses to this question were about documentation such as videos, photos, improvement or behavior management plans, multiple observations, tracking attendance at trainings, and parent testimonials. At the same time, some were frustrated about being rated based on one observation in one room or one teacher – or the entire notion: “Have no idea as each child, adult, and family are unique. Think about it, how would you measure and demonstrate what you are doing to improve child/adult interactions even in your own home? It would be like documenting how to put a round peg in a square hole effectively.”

A relatively large number of people gave examples of ways they interact with children, use their bodies and voices, practice self-reflection especially while responding verbally to children, and mixing age groups when possible.

While many responses related to children, several people offered ways to increase communication with families, including inviting them in to volunteer, observe, have conferences, attend field trips, and in general ways of increasing engagement.

Other ways providers are demonstrating what they are doing to improve child-adult interactions focused on CLASS, including observations, working with coaches, and using the ratings and tools to improve. Some said they use different rating scales, assessment tools, surveys, or other forms of participation such as parent groups, committees, and teacher survey result summaries.

Using "When you...I feel... because" statements for encouraging positive behaviors



Encouraging children to ask and try things by themselves under the supervision of the provider.

Encouraging them to express their feelings by talking about it instead of hitting or biting other kids.

For programs that have used the CLASS observation tool:

19. In what ways do you use the CLASS observation tool results to improve your program?

The majority of respondents to this question said they use CLASS observation tools to guide their professional development, improve results, help set goals, and appropriately scaffold learning. Some specifically mentioned peer learning communities and providing support around interactions for programs at all levels. That said, respondents to this and other questions had concerns about different and sometimes conflicting systems and approaches: “We use our CLASS scores to drive training. PA CLASS rating was very different than ratings done by the federal review team, an external monitor, and our own internal staff who are ‘reliable’.”

A number of people responded that they would like to see more training for CLASS and other coaches, and more supports to sustain quality such as a standardized manual, real-life examples, videos, and alternative resources for programs to get involved. Some also asked for the training to be differentiated with some sort of beginner level training or “lighter versions” with observations done by others.

Some responses centered on increasing access to CLASS coaching and receiving training on CLASS before being observed, or having a pre-observation. A small number provided ideas for alternative methods to document interactions, using video, photos, checklists, and charts as part of the documentation process.

20. What would make the results more relevant or valuable for you?

Of the small number of participants who responded to this question, some felt that having more quality time with a CLASS coach would make results more relevant or valuable, helping them reflect on goals, make specific goals and improvement plans, celebrate areas of strength or work on improvements, and have a deeper understanding of what programs do rather than a snapshot in time. Related to coaching, a couple responses requested better training prior to formal observations, and giving enough information about the tool and why it is used so staff can buy into it.

Other respondents asked for a more detailed score report, one that included more context, shared typical scores in each area, gave specifics to each provider, explained what led to the score, and could be accessible digitally. A few would like to see results as the average score across classrooms in a large center, and tying the results to the needs of individual teachers. Others mentioned they would use scores to identify children who really need help, track progress and share it with families as needed, and better inform referrals for support services.

Interestingly, a few respondents felt that the weight of this indicator in the scoring needed to be adapted, or offer the opportunity to either modify the observation or indicators. One of the most detailed responses was the

following: “I think most programs probably do very well in the emotional support and classroom organization. These are the easiest areas to train on. I think that having more in-depth training on the instructional support category would be beneficial to everyone. That category is more heavily weighted than the others and it is an area that doesn't come naturally to everyone. Some teachers excel at it, others have different strengths that they bring to the classroom. Having someone in one day to observe doesn't give the most accurate picture of your program. Kids have bad days and you can't fault a program for that. I think that the weight of that category should be adjusted. If the highest you can get is a 7 and the state average is only 2.57, there is something wrong with that. Our program did very well in that category, but still only got a 3.83 which is mid-level. I think that there should be more trainings available statewide to address what it is that is being looked at for that category and how our teachers can get better at doing that in the classroom setting. I understand using self-talk, however, that does not come easily or naturally for most people.”

21. *Optional*: If your program has used the CLASS observation tool but is not fully rated, what are the pros and cons of incorporating the CLASS results into the rating system for your program?

With the more limited applicability and the “optional” label, there were relatively few responses. As was a theme through many questions, some respondents needed wanted coaching in addition to the scores, and support to incorporate continuous monitoring of interactions and other feedback. Others struggled with staffing, including having substitutes or new/untrained staff being observed, and the inability to train all staff due to cost of initial and subsequent trainings.

A few would like to see all types of child care programs held to the same standards and required to have the same minimum score – noting that the weights can drag good programs down. One respondent each mentioned the reliability of the assessor (perhaps both as a pro and a con), that CLASS results can give staff a better sense of how to work together as a team, and that since CLASS and NAEYC standards are comparable it provides a reason to become accredited.

L. Analysis: Transitions to Kindergarten

Transition activities can reduce stress for children and increase continuity for children and families. Best practices to help children prepare for transitions include sharing child assessment results with schools, providing individualized learning plans, having agreements between child care programs and schools, and doing transition activities.

22. What other successful kindergarten transition activities have you seen?

Most responses centered around giving children the opportunity to experience kindergarten, taking them on field trips to visit the school, having them meet their new teachers, and hosting open houses or events like Move Up day, Kindergarten Round Up, or Kindergarten Transition Day. Others suggested having pre-K alumni or “grads” come and speak, coordinating buddies between kindergarteners and younger children, planning events, or hosting events at playgrounds or after school where they get to meet one another. Some noted that such activities were much easier when pre-K and kindergarten programs are housed in the same building or use shared spaces for programming.

“An annual meeting between kindergarten teachers and the FCC providers in our county to discuss what is being seen and what Kindergarten needs to make the transition better.”

Many respondents shared their strategies to collaborate with teachers to understand expectations for incoming kindergarteners, obtain curriculum and homework, and incorporate those learnings into their settings to help children build the skills they need. While some noted their personal commitment to seeking out those teachers, others suggested ways to facilitate collaboration statewide, as well as partnering with school districts to receive joint training and share relevant student information. Others were interested in having kindergarten teachers become more involved in their programs, visits

by kindergarten teachers to their programs, hiring retired teachers, and learning from one another through shared observations.

A number of respondents offered ideas for transition activities they have used in programming, including reading books and talking about emotions that come with changing schools, hosting special graduation ceremonies to provide closure, and practicing skills like lining up, sitting, and following directions, asking for help, and basic academics. Some noted the importance of Individualized Education Plans and other forms of assessment to both tailor skill-building in pre-K and to share with families and schools to support each child’s success. Several respondents discussed the importance of providing information to families, including packets, having staff from both pre-K and kindergarten available for questions, working with school or district liaisons, preparing parents for the transition, and helping connect them to available resources. Other suggestions included newsletters, websites, social media, and events such as Parent Night.

“We need help in this area. Our school does not recognize assessment documentation from FCC as accurate or beneficial. So this is an area of growth for our area. FCC providers are not included in IEPs. Getting the word out to school districts about parent aware rated providers and how they can benefit children would be helpful.”

23. What new information, guidance, or training would help you do better in this area?

The vast majority of respondents focused on learning how to prepare their children for kindergarten. Several of those talked about improving collaboration among early child care providers as well as between child care providers and elementary schools. Similar to the previous question, respondents want to understand expectations for kindergarteners so they could incorporate those into their teaching. Many were also interested in building relationships across providers, districts, and similar centers to learn from one another and also help families feel supported. A few mentioned more efficient processes for learning information such as standardizing assessments across schools and statewide.

On a related note, many participants wanted to find ways to help schools, teachers, and school districts better recognize family child care providers as partners. For example, some wanted training on how to talk to school staff and administrators so they are recognized as peers and professionals, and many simply want to have schools view them as assets in the transition process.

Several people asked for more training on helping transition students. Topics included assessment, evaluation tools, lesson planning, Individualized Education Plans and special education, licensing requirements, growth and developmental stages, Montessori and Reggio Emilia-inspired classes, and transition techniques and activities. Some specifically wanted help learning to teach basic kindergarten readiness skills like colors, shapes, numbers, recognizing street signs, and how to differentiate their teaching across levels.

“Our school district doesn't consider providers an education professional so it is a bit of a challenge. The kindergarten teachers want to teach us, but not on a level professional plain.”

A small number of respondents were looking for better training and resources for families, and increasing engagement to help them feel more supported. Others sought more resources for providers and families such as money, guidance, mentors, teaching materials, statistical data from schools, curriculum, and preschool screening tools.

“There are not consistent expectations of children's kindergarten assessments, because different schools use different assessment tools. We should help the providers connect with their school districts and ECSE programs.”

*☘
“Training and resources for FAMILIES as well as staff; what are kindergartens looking for? Especially if it is their first child and they don't know what to expect. Timeline for completing steps of process; what do you need and what don't you need?”*

24. For the rating process, give some examples of how you could demonstrate what you are doing to improve transitions.

Most people responded in three different areas: Kindergarten readiness skill building, collaboration between pre-K and kindergarten, and giving information to parents and families. Many responses gave examples such as teaching letter recognition, writing names, putting on and tying shoes, and learning numbers and colors; others shared successful transitions through field trips to new schools and meeting kindergarten teachers. Related to this, a similar number of respondents offered strategies around collaborating with kindergarten teachers, developing curriculum and lesson plans, and sending assessment results and Individualized Education Plans to schools and staff.

Many offered examples of how they are providing information to parents and families. These included meeting with parents, hosting open houses, providing readiness information, conducting parent surveys, providing registration materials and helping them with paperwork, and supporting other parts of the transition process. Specific examples included meeting with parents if a child is having a particular difficulty with a change in their life, coaching parents who require extra assistance through the process, and during conferences with families showing milestones being met and other skills that are required to meet kindergarten skill requirements.

“If 3 and 4 star rated programs were utilized and respected by the school districts, there would be a lot more collaboration which would in turn make the kindergarten transition more successful. The schools in our district have never reached out to us to share assessments, IEPs, etc. Those conversations come from our program, through the families in order to take place. The schools seem to have all the resources and it doesn't appear that they need nor want to partner with our preschool programs. If this could change, it would be great for kids and families.”

A small number of responses focused on assessments, observations, and evaluations that would determine if students are ready for transitions. Similarly, a few respondents talked about aligning children's portfolios with

state and federal guidelines, ECIPs, and meeting standards. Others gave ideas where transitions could be documented by video, photos, or other types of portfolios to share with others.

One group was very specific about focus: “Please focus the Ratings indicators on the specific purpose of Parent Aware – kindergarten readiness. To keep Parent Aware clear, straightforward and doable, please don’t venture into issues that don’t, according to research in the field, make a major impact on kindergarten-readiness.”

“Education officials often speak of ensuring that early education programs are aligned with K-3 education. While that makes good sense in the abstract, it is murky in the specific. That is, early educators are willing to work with schools, but they are uncertain about what specific steps they need to be taking in order to align with K-3 education. Therefore, we urge MDE to clarify what specific steps Pre-k early educators should be taking to align their programs with K-3 education, so that their feedback can inform DHS’s work shaping Parent Aware”

M. Analysis: Education

Providers and early educators with higher levels of training and education have skills to provide high quality learning environments and the child-adult interactions needed to individualize instruction.

25. There are providers and staff who are working toward a high school degree or GED, or a college degree or credential; what additional supports or resources would be helpful for them?

The highest number of respondents shared various needs for additional financial support, including affordable education programs, loan forgiveness, and grants for advanced degrees. A small number specifically called out financial support or funding for TEACH grants and scholarships, or other types of incentives for higher education. A few responded that GED requirements were a barrier for some providers, even as they were working on other credentials or other rating requirements.

Many participants also indicated interest in coaching, mentors, and having support and encouragement from peers through cohorts. A number mentioned working with higher education faculty to understand pathways, options, and get the help they needed to be successful. Related to those were comments from higher education faculty respondents; a number offered to mentor or otherwise support providers working through pathways, and encouraged using the existing higher education courses or assessment capabilities rather than creating new and less rigorous training courses, programs, and pathways.

“I simply beg of this system to recognize those with higher training and acknowledge that requiring a single class to fulfill a single requirement is ridiculous. A single class should never preempt a college degree.”

Similar to responses by higher education faculty and under other topics, a number of respondents wrote about more classes, more rigor, online or evening/weekend options, and various forms of learning (classes, training, experience) counting toward multiple requirements, certifications, or degrees, rather than each being entirely separate as they are now.

Many respondents also were looking for more information, resources like lists of classes, a one-stop website with links and information, clear points of contact for questions, guidance on best program fit, and better information on what internships, courses, training, or further education is locally available.

Many also asked for more accessible education opportunities including classes, training, and the materials for those, or courses that were differentiated enough to meet their needs for deeper or more rigorous/advanced learning. Related to this were people who needed more time to dedicate toward education, other adults to substitute for them during the day, or ways to overcome other obstacles that prevented them from fitting education into a regular work day.

26. Please use the space below to explain any concerns or problems related to obtaining and documenting a person’s education level, and ideas on how to resolve them.

Respondents had significant concerns about how the system wasn’t recognizing alternative pathways and “other” education for credit or credentials, including credits from other countries, credits in progress, hours of training experience, teaching training courses, and number of years of work experience. Many discussed specific barriers such as difficulty obtaining higher level degrees due to lack of time and finances, lack of available higher level classes, credits not transferring between institutions, and the gap between what is taught in colleges and what is required as providers. A significant number said the most challenging barrier is cost – for classes or tailored trainings, obtaining

“[Provide] information on what is available and how to get the education they are looking for – it is out there but you have to look to find it and many who need it don't have the resources to find it”

and sending in transcripts, or to attract more highly-educated or qualified staff who could get paid better elsewhere.

Related to these ideas were a few general responses about barriers to the process of obtaining or documenting education. Examples included too much paperwork, not understanding the language or jargon used, problems with the online system, difficulty filling out documents, and the time it takes both to complete the paperwork *and* being required to submit the same information to multiple systems that do not share data. A number of respondents noted problems with transcripts, including prohibitive costs of obtaining them, the schools that originally granted the transcripts being closed or no longer having copies, trouble obtaining them from other countries, and the rigid requirements such as unsealed transcripts – that may not be available.

A few people noted their difficulty with Develop, including limited hours for the Minnesota Center for Professional Development, the system not being understandable, and trouble working with the website. A small number would like to see incentives for people to pursue education opportunities, an option for people with higher level degrees to opt out of certain requirements or listing every single certification, and having a special “track” for lead teachers based on experience.

N. Analysis: Other Questions, Comments, or Suggestions

In this open section respondents covered a wide range of issues and topics. Many actually fell into specific topic area above and are covered in those analyses. The two most significant of these were to align Parent Aware with other licensing, accreditation, certification, and education systems; and to provide more information, resources, training, and coaching to providers so they can continue to improve and better meet children's needs. Most of the other comments discussed in this section related to system and process concerns, frustrations, and suggestions.

There were a lot of concerns from newer providers or those working through the rating process initially or for re-rating, with many respondents overwhelmed, frustrated, or confused about the requirements. Issues included unclear requirements; inconsistent, contradictory, or missing information about process or content; or insufficient or low-quality support from people helping them with the process or from coaches or trainers. Others noted the need to better prepare providers for their initial rating, and to provide more comprehensive, higher-quality, and more tailored supports for providers throughout the system. The rigid timelines and limitations were a problem for both large programs with many staff and small programs with no backup.

Some focused on increased evaluation rigor, relying much less on paperwork and self-assessments, and ensuring expectations and requirements were research-based and focused on kindergarten readiness; others encouraged more openness and flexibility to fairly rate unusual or unique programs.

A good number of respondents were frustrated about internal inconsistencies and unjustified differences in requirements for various programs. Many encouraged a simpler and more streamlined rating or re-rating process; at the same time, there were calls for more clear, rigorous, high-quality assessments, and more internal coherence and consistency. A significant number of responses in this section and in some of the other topics challenged the legitimacy of school-based and other programs automatically getting high ratings without having to prove themselves – while other programs with equally or better credentialed staff, or highly rated by other assessment systems, have to jump through countless hoops.

A number of respondents thought parents needed much better and more accurate information about Parent Aware ratings and scholarships, and several were incensed with what they perceived as threatening scare tactics in the Parent Aware radio ads. They argued that such an approach without sufficient support for families put otherwise high-quality programs that for various reasons weren't (or weren't yet) Parent Aware rated in an unfair position, and especially in rural areas created the impression there were no quality choices.

A few looked at policy issues of various kinds (see sidebar), and others very much appreciated some of the changes and improvements that had already moved forward.

"I think that it is a great program that does demonstrate quality in care. However, the powers that be in the MN government need to see that our programs already fill their need for preschool settings and they don't need to try to fit pre-k into the schools. Use us and our existing space and trained teachers to continue to provide preschool education to children. Put the money that would need to be spent adding on to schools and hiring more teachers (when there is already a teacher shortage, especially in rural areas) and use it to make Parent Aware Star Rated programs and staff even better. I don't understand why the Parent Aware program is in existence if we are not good enough to put state funds into to support free full day preschool programs. There are really good centers and staff already in place. Use us and compensate our teachers as they would be in the school district."

APPENDICES

This section contains the following:

Appendix 1: Engagement Host Training Information

Appendix 2: Individual Participant Survey Information

Appendix 3: In-person Session Evaluation Results

Appendix 4: Compilation of Responses by Category and Question

Appendix 1: Engagement Host Training Information

A wide variety of partner organizations and individuals hosted 30+ public in-person sessions throughout the state. DHS also hosted several sessions for advisory groups and similar. Public session hosts received a comprehensive packet and then participated in a small-group training session by phone to walk through the materials and get answers to their questions. Below is the list of in-person public sessions, followed by a PDF for the session packet.

1. In-person Public Sessions

SOUTHERN MN

- **Gaylord**
 - Host: Immanuel Lutheran School Shining Stars Learning Center
 - Details: Friday October 2, 6-8 pm, Immanuel Lutheran School Shining Stars Learning Center, 417 High Ave, Gaylord
 - Contact: Elia Peterson
- **Mankato**
 - Host: Mankato Public Schools ECFE
 - Details: Thursday September 10, 6:30 p.m., Room 202 Lincoln Community Center, 110 Fulton, Mankato
 - Contact: Denise Schumacher
- **Owatonna**
 - Host: Teri Steckelberg, Southern Minnesota Initiative Foundation
 - Details: Wednesday September 23, 3:30 p.m., SMIF, 525 Florence Avenue Owatonna, MN 55060
 - Contact: Rona Holcomb
- **Rochester**
 - Host: Aldrich Nursery School, 855 Essex Parkway NW, Rochester, MN 55901
 - Details: Wednesday September 16, 7 pm
 - Contact: Kevin Ewing

CENTRAL MN

- **Elbow Lake/Grant County**
 - Host: Grant County Early Childhood Initiative
 - Details: Monday August 17, 7-9 pm; Sanford Room – Elbow Lake Community Building, 117 Central Ave, Elbow Lake, MN 56531
 - Contact: Deb Hengel
- **Fergus Falls**
 - Host: West Central Initiative
 - Details: Wednesday September 16, 9:45 am-noon
 - Contact: Nancy Jost
- **Saint Cloud**
 - Host: ACCESS group (2- and 4-year early education college programs)
 - Details: September 25
 - Contact: Sharon Bergen
- **McLeod, Meeker, Renville, and Kandiyohi Counties**
 - Host: Heartland Community Action Agency Head Start
 - Details: Friday October 9, Heartland Community Action Agency Head Start, 101 Vesta St S, Cosmos, MN 56228
 - Contact: Mary Lockhart-Findling

NORTHERN MN

- **Bemidji**
 - Host: Marilyn's Munchkins Child Care

- Details: Tuesday September 29, 7-9 pm, Bemidji High School (Room 1114), 2900 Division Street W, Bemidji, MN 56601 ([map](#)); both in person and call in
- Contact: Marilyn Geller
- **Cass Lake**
 - Host: Kath Church
 - Details: Friday September 25, 3:30 pm, Farden Town Hall, 49702 315th Ave, Cass Lake, MN 56633
 - Contact: Kath Church
- **Duluth**
 - Host: Northland Foundation
 - Details: Thursday August 27, 6-8:30 pm, Holiday Inn Duluth-Downtown
 - Contact: Lynn Haglin
- **Mahnomen — focus on cultural responsiveness for Minnesota’s American Indian tribes**
 - Host: White Earth Child Care/Early Childhood Programs
 - Details: Thursday September 24, 2:30-4:30 pm
 - Contact: Barb Fabre
- **Mahnomen**, as part of the Communities Collaborative Brain Development Conference at the Shooting Star Casino; *conference registrants only*
 - Host: Northwest Minnesota Foundation
 - Details: Wednesday August 12, 2015, 4:45-5:45 pm
 - Contact: Vicky Grove

TWIN CITIES

- **Blaine**
 - Host: Molly Hughes
 - Details: Wednesday September 23, 6:30 pm, Blaine Human Service Center room 300, 1201 89th Avenue NE
 - Contact: Molly Hughes
- **Bloomington**
 - Host: My Friends Christian Child Care and Preschool
 - Details: Thursday September 17, 7 pm
 - Contact: Natalie Marose
- **Brooklyn Park**
 - Host: Jessica Rogers
 - Details: Monday September 21, 6-8 pm, Brooklyn Park City Hall, 5200 85th Street
 - Contact: Jessica Rogers
- **Inver Grove Heights**
 - Host: ISD 199 Early Learning Program
 - Details: Tuesday September 29, 2:00-4:00 pm, Inver Grove Heights Early Learning Center, 3203 68th St E, Inver Grove Heights, MN 55076 ([map](#))
 - Contact: Lora Lambert
- **Minneapolis — especially for Hmong participants**
 - Host: Think Small
 - Details: Monday October 5, 6:30-8 pm, Think Small West, 2021 East Hennepin Avenue, Suite 250, Minneapolis, MN 55413 ([map](#))
 - Contact: Mai Chee Lee
- **Minneapolis — especially for Latino participants**
 - Host: Think Small
 - Details: Tuesday October 6, 6:30-8:30 pm, Think Small West, 2021 East Hennepin Avenue, Suite 250, Minneapolis, MN 55413 ([map](#))
 - Contact: Janet Perez
- **Minneapolis — especially for African American participants**
 - Host: Think Small
 - Details: Saturday October 10, 11 am-1:30 pm, 3554 Bryant Ave S. Minneapolis, MN 55408 ([map](#))

- Contact: Theresa Collins or Fay Hopkins
- **Minneapolis — especially for Somali participants**
 - Host: Think Small
 - Details: Wednesday October 14, 6-8 pm, Think Small West, 2021 East Hennepin Avenue, Suite 250, Minneapolis, MN 55413
 - Contact: Bureeqo Dahir or Firdaus Aden
- **Minneapolis — with special focus on cultural responsiveness for Latinos and urban American Indians**
 - Host: Baby's Space
 - Details: Thursday October 8, 6-7:30 pm
 - Contact: Daniel Yang
- **Minneapolis — with special focus on cultural responsiveness for African Americans and African immigrants**
 - Host: Isuroon
 - Details: Tuesday October 27, 6-7:30 pm
 - Contact: Daniel Yang
- **Plymouth**
 - Host: Minnesota Child Care Association
 - Details: Friday September 18, 1-3 pm, New Horizon Academy Headquarters Training Room, 3405 Annapolis Lane N., Suite 100, Plymouth, MN 55447
 - Contact: Clare Sanford
- **Robbinsdale**
 - Host: Robbinsdale Area Schools Early Childhood Programs
 - Details: Two sessions on Tuesday September 29, 1-3 pm and 5:30-7:30 pm, New Hope Learning Center (room 16), 8301 47th Ave. N., New Hope, MN 55428 ([map](#))
 - Contact: Lauren Pagel
- **Roseville**
 - Host: Minnesota Association for the Education of Young Children, Minnesota School-Age Care Alliance
 - Details: Thursday September 24, 1-3 pm; Ramsey County Library, Roseville Branch, Community Room, 2180 Hamline Ave N, Roseville, MN 55113
 - Contact: Sara Benzkofer
- **Saint Paul**
 - Host: Montessori Center of Minnesota
 - Details: Thursday September 24, 5:30-7:00 p.m. Montessori Center of Minnesota, 1611 Ames Ave, St Paul, MN 55106
 - Contact: Liza Davis
- **Saint Paul**
 - Host: Minnesota Licensed Family Child Care Association
 - Details: Tuesday September 15, 6:30-8:30 pm, 1821 University Ave W S324, St Paul, MN 55104
 - Contact: Barb Wagner
- **Saint Paul**
 - Host: Cyndi's Daycare
 - Details: Saturday September 19, 8:30-10:00 am, Cyndi's Daycare, 373 Idaho Ave W, St. Paul, MN 55117
 - Contact: Cyndi Cunningham
- **Saint Paul**
 - Host: Community Action Program of Ramsey County Head Start, Saint Paul Promise Neighborhood, Lifetrack, and Wilder Child Development Center
 - Details: Tuesday October 6, 6-7:30 pm, Amherst H Wilder Foundation, 451 Lexington Parkway North, St Paul, MN
 - Contact: Deborah Moses
- **Saint Paul — with special focus on cultural responsiveness for Asian Americans and Asian immigrants**
 - Host: Saint Paul Promise Neighborhood
 - Details: Wednesday October 21, 6-7:30 pm
 - Contact: Daniel Yang

2. Host Session Guidelines and Participant Materials

Hosts received the material below, which included participant materials. [The file below is a PDF. Double-click at the top of the image to open the entire 14-page file in Acrobat.](#)

HOST: SESSION GUIDELINES

Preparation

Thank you so much for helping gather stakeholder input on the Parent Aware indicators and rating process! Your support allows the Minnesota Department of Human Services, in coordination with the Departments of Education and Health, to reach much more deeply into communities to ensure we hear a diverse range of thoughtful perspectives on key topics.

Inviting Participants

- 1. Who to invite:** Generally, people who are familiar enough with the Parent Aware program to provide their input on key topics included in this review and updating process. *Examples* include rated family child care providers and child care centers, Head Start, School Readiness and school-based early childhood educators, early education advocates, early education higher education faculty, and so on. In addition, you may invite unrated providers, providers in the process of earning a rating, and parents/guardians who have specific knowledge about Parent Aware indicators so they would be comfortable participating.
- 2. Sample content for invitations:**
 - The Minnesota Department of Human Services, in coordination with the Departments of Education and Health, is seeking your input on the 2015-16 review and update of the Parent Aware indicators and rating process
 - Please join us <date, time, location>
 - We're helping gather responses to questions on continuous improvement, cultural responsiveness, training, qualifications, family connections, healthy outcomes, child-adult interactions, transitions to kindergarten, and educational requirements
 - If you can't join us in person, you can respond to the same questions online at <https://www.surveymonkey.com/r/2015ParentAware>
 - For information on Parent Aware, supporting information, early learning scholarships, child care assistance, training, this 2015-16 indicator review process and results, check out www.ParentAwareEngagement.info
 - Option: If you wish, you may attach the complete Participant Packet to your email
 - Please RSVP with your name, contact info, and your organization and role to _____ so we can plan for your participation
 - Your contact information
 - For more information about this Parent Aware review process and stakeholder engagement, please contact Michelle Lenhart at michelle.lenhart@state.mn.us or 651-431-3871
- 3. Optional:** If your organization is interested in and has the capacity to do so, you may wish to offer support such as child care, transportation help, and so on; note there is no reimbursement available

Session Setup and Materials

- 1. Logistics:**
 - a. Session duration: 1.5-2 hours, depending on your preferences and what you think is workable for participants
 - b. Location, room size and layout:
 - Choose a location that can accommodate the number of people you expect
 - For 10 or fewer participants, set up the room for one group
 - For more than 10, have tables of 4-6 in order to get through more questions and hear everyone's voice
- 2. Participant materials:** Make copies of the following for your participants
 - a. [Participant Handout: Introduction](#) explaining the process with links to additional resources, process information, and a contact; copy this on a separate page because participants *keep this*
 - b. [Participant Response Sheet](#) with all the questions, to write their own or additional comments *and hand in*
 - c. [Participant Evaluation Form](#) to hand in
 - d. [Sign-in Sheet](#): to hand in; in all cases copy on separate sheet so it's not connected with responses

Appendix 2: Individual Participant Survey Information

A comprehensive and flexible online survey was created in Survey Monkey, and 537 participants contributed this way. [The file below is a PDF. Double-click at the top of the image to open the entire 14-page file in Acrobat.](#)



2015 Parent Aware Indicator Review

Introduction

Thank you so much for contributing your input on the Parent Aware indicators and rating process! Your support allows the Minnesota Department of Human Services, in coordination with the Departments of Education and Health, to reach much more deeply into communities to ensure we hear a diverse range of thoughtful perspectives on key topics. The topics on which we are gathering input have been identified as needing the most attention. Input and ideas from stakeholders around the state will help shape the next version of the indicators, and make Parent Aware more relevant, useful, and fair.

Click on this [link](#) for more information about Parent Aware, other ways to get involved, and interim results.

Survey notes:

- We encourage anyone familiar with the Parent Aware indicators to participate in this survey; while language about "you" is directed primarily toward early childhood educators, please share your ideas based on your own experiences
- The demographic questions marked with an * are required but will not be linked with responses; we ask only so we can understand who is – and who isn't yet – participating in this process
- The content in this survey is identical to the [in-person sessions](#) around the state
- We begin with some information about you, and then get you right into the questions
- *If you simply want to look at the questions, please go to the engagement website [here](#), and return to this survey to respond whenever you are ready*

For more information on the Parent Aware indicator review process, please contact Michelle Lenhart by [email](#) or 651-431-3871.



2015 Parent Aware Indicator Review

Demographics

Please help us understand who is participating in this statewide engagement. Demographic information will NOT be connected to your responses and will be used only to improve this engagement process. Thanks in advance!

* Age

Under 20 20-29 30-39 40-49 50-59 60-69 70+

Appendix 3: In person Session Evaluation Results

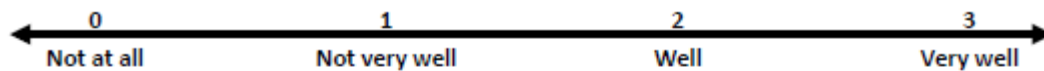
For the in-person sessions, 116 of the participants completed the short paper survey shown below. See results beginning on the next page.

1. Evaluation Contents

As shown below, participants were asked to respond to three questions on a scale from 0=not at all to 3=very well, and for each could offer suggestions for making it better. The final question asked for recommendations for improving the engagement process. Responses were reviewed over the course of the project and used to help improve the work.

PARTICIPANT EVALUATION FORM (HAND IN)

1. I generally understand the Parent Aware review process and my role in it:



1a. What would help make this better?

2. I had the chance to give my perspectives on issues that are important to me.



2a. What would help make this better?

3. My contributions were respected by others:



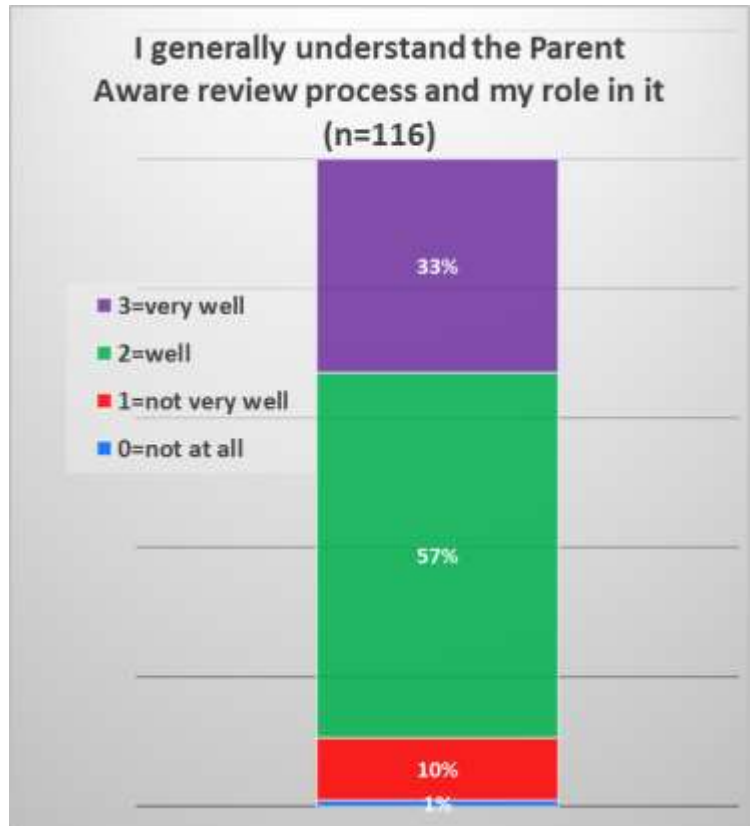
3a. What would help make this better?

4. Other recommendations for improving the engagement process?

2. Results: I generally understand the Parent Aware review process and my role in it

What would help make this better?

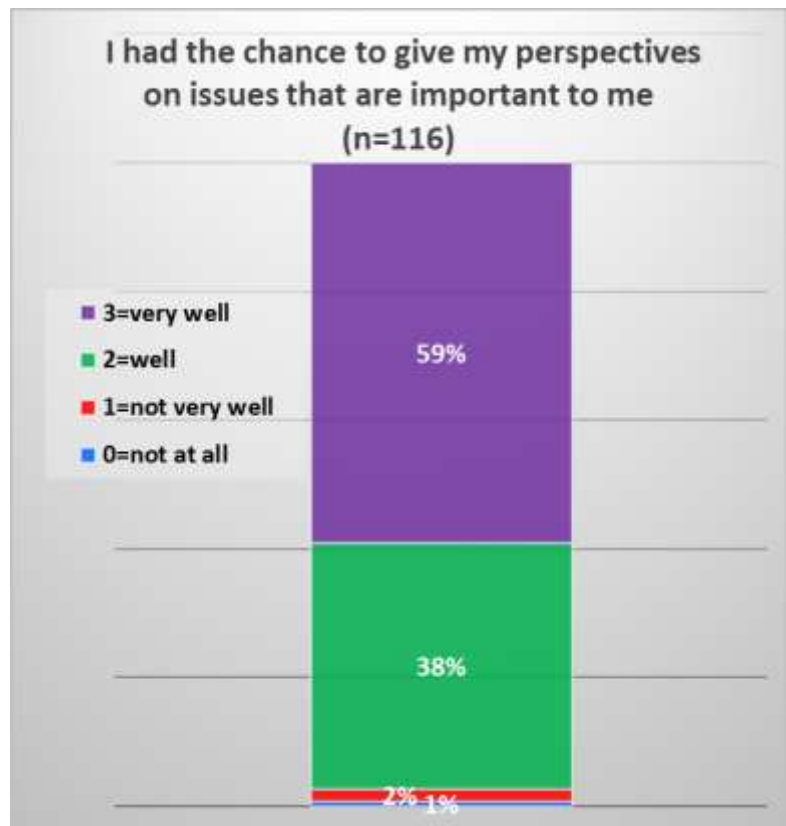
- A link to print, that has ALL of the info on it, with a step-by-step process. Especially with Develop.
- A person assigned to me
- Clear with expectations of meeting
- Coaches pose questions for about 30 minutes; DHS-Child Care Aware address them
- Have a meeting in person!
- How is this process going to help?
- I feel I know the review process/my role in Parent Aware; however the review process is constantly changing, which is why I chose "well" (#2)
- If more of my students worked in programs involved in it
- If the state knew the system better and it was ready to +++ better
- If the system heard our community
- Introduction
- It's just not what I do every day; renewal time it becomes very top of mind
- Less paperwork - VERY time consuming
- Making sure coach that works with program is there to help understand and assure process is understood
- More providers focus groups. Talk through issues.
- Open-ended portion
- Parent Aware having a better understanding of the Montessori method
- Process keeps changing so I question my memory. LOL.
- Send agenda out ahead of time
- Very well presented
- What is going to be done with this



3. Results: I had the chance to give my perspectives on issues that are important to me

What would help make this better?

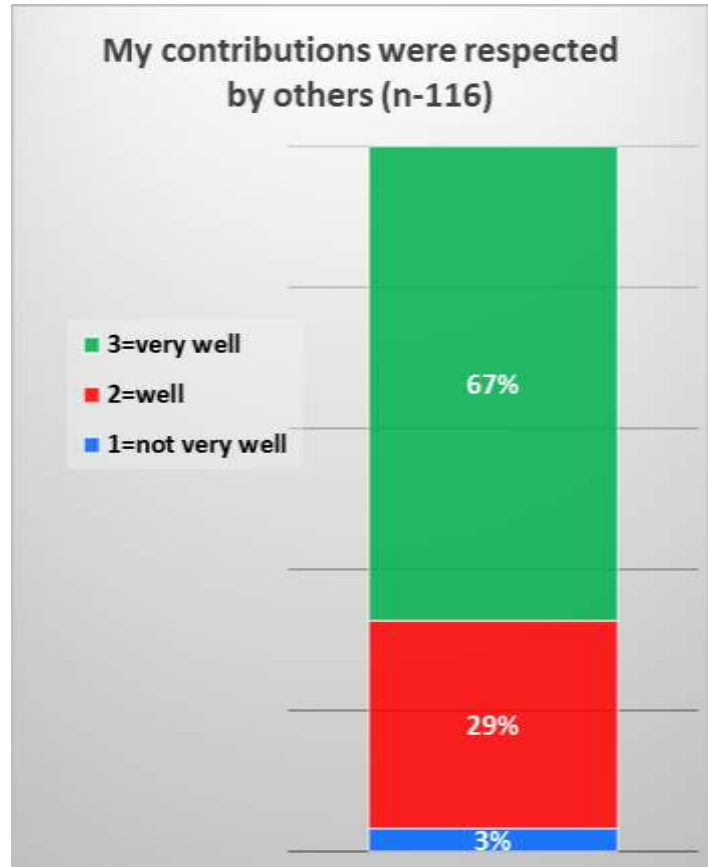
- Appreciate the opportunity to share
- Continue as is
- Get higher ed involved as key player in this system
- Have some questions related to a coach's perspective
- I appreciated hearing from others in the group. We were all school/center-based. I'd have liked to hear from some family childcare providers. I hope they have taken the online survey.
- I felt I was able to express my opinion on issues I felt were necessary to discuss
- I felt like I was heard. Thank you! ;-)
- I spent time talking with other providers who are having the same issue. Why was Parent Aware not present
- I was disappointed the cultural aspect was not addressed
- It was a small group, so it went well
- It would be nice to know that our feedback has merit and to find out that changes were made that will be beneficial to all programs
- Longer session
- Many topics, too little time
- More participants to get a broader perspective but they were invited
- More time
- Need more time to understand everything; I am a new coach
- Not ask on Friday afternoon at 3 pm
- Parent Aware being responsive to feedback that was presented
- Perfect group size; everyone spoke their piece
- Set time for each to speak -- one person can dominate in this setting
- Small groups are very helpful
- There were questions on what they wanted and many were the same just worded differently, and they weren't totally on concerns and frustrations I have with the program
- This is a huge process so it really needs more time to get through the entire evaluation
- To be sure no one from Parent Aware is present
- We all seemed to be thinking along the same lines



4. Results: My contributions were respected by others

What would help make this better?

- A group
- All dialogue was received respectfully
- An idea up front of what exactly was going to be asked
- Didn't get a chance to talk very much because of who was at our table
- Group discussion
- I felt like I was heard. Thank you! ;-)
- It seemed we were listening to each other's opinions
- More time; better background info
- Nothing, forum was friendly and accepting of ideas. Nice to bounce ideas off each other
- Sure. It was on the phone interview to speak and interact fully and effectively.
- Who was at our table kinda took over talking
- Yes all providers feel our pain. Show up and have people answer our questions. Not a coach like +++ who does not know the answers and won't help you or won't show up because her grandson is over for a visit



5. Results: Other recommendations

- Add job positions to nametag; helps identify perspectives others are coming from as well as getting to know who does what
- Always gathering input and those that are directly involved and changing the process based on input
- Build this type of feedback into existing timing and network meetings so we get a larger cross-section of participants
- Call groups together
- Continue this conversation to make the overall rating process continue to improve and work best for providers, families and CHILDREN
- Enjoyed the setting -- small groups had very active discussions
- Follow through and implementation of outcomes
- Get your act together. Parent Aware gets money for us tax payers. I feel this is a waste of my tax dollars! It could be a good program if you would listen and thank goodness I got to express my concerns to Rep. Erin Murphy and will again.
- Getting to be a group and discussion
- Good idea to form a group discussion and share the different perspectives and different goals
- Have knowledgeable and respectful staff who DO THEIR JOB! Have evaluation form for coaches.
- Have more in the African American community.
- have questions sent to us ahead of time so we can ponder
- Hu ih tug
- I am thrilled to have had the opportunity to share the positive benefits and the challenges and changes we would like to see. Thank you! ;-)
- I appreciate the openness of the group and the recorder. I felt comfortable sharing information. Thank you!
- I liked the setup before where tables were assigned a topic and people chose where to go. As I moved from table to table the same topics were being discussed.
- I was asked to share that there are many cumbersome factors in the Eval/Assess process of our children. Factors such as 1 day/wk, too many items to assess, \$, etc. Why doesn't the MDE or PA just create its own eval and save teachers time and providers money
- In person was helpful -- offered along with people who I felt comfortable with talking about -- all helpful
- Involve all stakeholders, not just folks resident in Parent Aware "silo"
- Keep all the great help/support from Northland Foundation going. Different way to list providers info besides by number of stars. Having an observation component for family childcare, for rating process.
- kuv need lossis xav tau tus khauj pab tasli es hu ibtug zujzus rau peb los tau tiam gis ghor zoo ces yog sawrdaws tuaj uake ges tam tswv yim los sib pab mas zoo tshaj thiab thau peb tuaj wrog sib pab tswv yim.
- Love the location, food, and meeting with others in our field. Thank you!
- More training
- much writing/pre-posting the questions to think about in advance
- NA/ Love the morning time question session. SWOT okay. Good to see follow up.
- Nice flow with SWOT; I enjoyed input opportunity
- Nice to have specific areas and questions to guide conversations
- None -- you've been deliberate; I'd just say the timing of September was hard
- None at this time; love the dinner! ;-)
- peb Nyiam Nej hu Tuaj ua ke es Tawm Tswv yum Thiaj zoo
- Place providers with other providers in the same setting; for example, child care center providers talk with other CC center providers and family providers talk with other family providers
- Presentation done well; everyone voiced concerns and challenges
- Put this online and allow us to give feedback quarterly
- Really good to have group discussion and share the ideas or different perspectives
- Really think about aligning PA with other initiatives like NAEYC accreditation
- Thank you for doing this

- Thanks for offering this!
- Thanks for the opportunity!
- The format was perfect for getting a lot of information compiled in a short amount of time
- Think it was done well mixing up the group with different numbered name tags; was a good way to meet other coaches
- World Cafe model traveling to different tables
- yog ib gho zoo tuak ua ke maw sib tham

Appendix 4: Compilation of Responses by Category and Question

This section contains the entire compilation of contributions directly related to the 9 topic and 26 questions plus an open-ended question at the end. Results are organized by topic and question, and then alphabetically. Content is included as written, with typos corrected as needed to clarify meaning.

To help keep track, the section name is included in the footer of each page, and at the end of each subsection there's a hyperlink to return to the beginning of the section or topic (continuous improvement, training, etc.) or here to the beginning of the compilation.

TABLE OF CONTENTS FOR APPENDIX 4

Continuous Improvement	61
1. Give some examples of what might encourage you to continue improving even if you are not going for a higher rating	61
2. (Continuous Improvement) One option to encourage continued improvement is for Parent Aware to create special designations or endorsements for programs with unique characteristics or features. Examples could include programs that offer culturally-specific care and education, use a trained child care health consultant, create an “eco-friendly” learning environment, or provide bilingual care and education.....	73
a. In what ways might that benefit your program or the overall Parent Aware system?	73
b. What concerns or questions do you have?	80
3. (Continuous Improvement) Another option is to add a rating level higher than 4 stars.....	90
a. In what ways might that benefit your program or the overall Parent Aware system?	90
b. What concerns or questions do you have?	96
Training	104
4. What training courses, topics, or content have you found most meaningful and why?	104
5. (Training) What have you found less relevant or hard to use in your practice?	114
6. (Training) What resources, guidance, or support would help you plan for and get the training or leadership development you need?	120
Cultural Responsiveness	130
7. What approaches, training, or strategies have you found useful in meeting each child’s unique cultural needs?	130
8. (Cultural Responsiveness) For the rating process, give some examples of how you could demonstrate what you are doing to respond to each child’s unique cultural needs.....	137
9. (Cultural Responsiveness) How could the Parent Aware indicators, coaching, materials, or rating process be more culturally responsive and inclusive?	143
Qualifications	149
10. What strategies have you used to maintain training levels for yourself, existing staff, or new staff as required for your Parent Aware rating?.....	149
11. (Qualifications) What suggestions do you have to improve the current system or process?	156
Family Connections	163
12. What new information, guidance, or training would help you do better in this area?	163
13. (Family Connections) For the rating process, give some examples of how you could demonstrate what you are doing to:	168
a. Provide parents/families with information or resources about food, housing, or transportation.....	168

b. Build community within your setting, build family involvement into your program activities, and so on.	173
14. (Family Connections) Some programs serve children who have experienced abuse, violence, or historical trauma:.....	177
a. For the rating process, give some examples of how programs could demonstrate how they supported these children’s unique needs.....	177
b. What additional information or resources would help programs do that better?	181
Healthy Outcomes	184
15. What new information, guidance, or training would help you do better in this area?	184
16. (Healthy Outcomes) For the rating process, give some examples of how you could demonstrate what you are doing to improve children’s health.	187
Child-Adult Interactions	191
17. What new information, guidance, or training would help you do better in this area?	191
18. (Child-Adult Interactions) For the rating process, give some examples of how you could demonstrate what you are doing to improve child-adult interactions?	194
19. (Child-Adult Interactions) For programs that have used the CLASS observation tool: In what ways do you use the CLASS observation tool results to improve your program?	197
20. (Child-Adult Interactions) For programs that have used the CLASS observation tool: What would make the results more relevant or valuable for you?	199
21. (Child-Adult Interactions) For programs that have used the CLASS observation tool: Optional: If your program has used the CLASS observation tool but is not fully rated, what are the pros and cons of incorporating the CLASS results into the rating system for your program?	200
Transitions to Kindergarten	201
22. What other successful kindergarten transition activities have you seen?	201
23. (Transitions to Kindergarten) What new information, guidance, or training would help you do better in this area?	205
24. (Transitions to Kindergarten) For the rating process, give some examples of how you could demonstrate what you are doing to improve transitions.	208
Education	211
25. There are providers and staff who are working toward a high school degree or GED, or a college degree or credential; what additional supports or resources would be helpful for them?	211
26. (Education) Please use the space below to explain any concerns or problems related to obtaining and documenting a person’s education level, and ideas on how to resolve them.	215
Other Questions, Comments, or Suggestions	219

Continuous Improvement

Parent Aware supports and encourages programs to keep improving by providing technical assistance, coaching, professional development opportunities, and so on. Parent Aware would like to recognize continuous quality improvement in all programs, not just those going for a higher rating. In addition, a large number of programs are 4 stars don't have a higher rating option as an incentive to improve.

1. Give some examples of what might encourage you to continue improving even if you are not going for a higher rating

- \$
- a 5th star
- a financial incentive for achieving or maintaining 4 stars
- A free 1-3 night conference, away from home.
- a little grant money never hurts!
- A sense of professionalism and human decency.
- A sticker chart.
- Ability to provide better services to children and families
- Ability to serve more children/families
- accepted training from Montessori Method
- Access to advanced skills and topics
- Access to free onsite continuing education/in-service hours for teachers
- Access to funding for families
- Access to funding for families
- Access to funding for programming
- Access to funding for programming
- Access to grants and higher rates.
- Access to grants to help with costs of improvements
- Access to grants/scholarships for families
- Access to high quality training opportunities
- Access to high quality training opportunities
- Accreditation
- Accreditation award aligns automatically with Parent aware rating
- Add a five star rating
- Additional CLASS coaching hours
- Additional funding for staff training
- Additional funds for hiring staff that have a higher level of education
- Additional funds for Professional Development
- Additional funds for staff to take continuing education
- Additional grants dedicated to staff improvement, supplementing wages, and providing for additional trainings within the center would help us continually improve as we would be able to increase longevity.
- additional support
- advertised how long a school has been rated
- Advertising of quality star rated programs
- advertising our program
- affordable online training for newly hired staff just starting out in the field
- AFP I had a coach, I had someone that helped, could go to for questions. Parent Aware is too nebulous. Don't have direct support, anyone to connect with.
- Align requirements to co-exist so that there isn't double conditions.
- Aligning Parent Aware and Accreditation timelines
- All 4 star programs should be able to apply for pathway II scholarships
- Allow Parent Aware participants to quickly attain the childcare credential
- allow the validity of the parent aware certificate match that of the length of NAEYC accreditation.
- allowing families to get higher amounts for Pathways grants or other scholarships / funding
- Allowing Montessori related in-services to count
- Already highly regulated with Head Start. Accreditation is expensive.
- Always room to improve something.
- Always the hope that what we do at the school can help children do better at school
- ANY carrot (incentive)
- Appreciation- maybe some sort of yearly appreciation event for rated providers- dinner with some fun speakers and vendors, Drawings for fun "spa days" (something to show appreciation to the provider who often neglects to take time for herself!), Maybe have newspaper articles each new rating in the area to say congrats and list the providers who've rated/re-rated. We generally don't get regular "Job Reviews" and having the opportunity for someone else to show gratitude that our families/communities can see would be a nice token!
- Assessment and documentation support
- Assistance for mentoring other new programs with rating programs.
- Assistance with Behavior challenges
- Attend fun relevant trainings.
- Availability for teacher bonuses in programs that exceed expectations

- Available grants to help with improvements
- basic developmentally appropriate practice/child dev. 101 for beginners
- Because I want the children to have quality programs.
- Because I want to see quality continue to improve in Early Childhood overall.
- because it's my business and I want it to continue to grow and improve
- because it's what is best for children
- Because we understand that we will have to continuously go through the rating process, we know it is important to perform at high levels.
- behavior issues
- Behavior modification strategies
- being able to get even higher CCAP rates (close to our actual tuition rates)
- Being in Parent Aware trainings, it teaches about their environment and how to set it up. Cleaning & setting up her environment is her improvement
- believe in quality
- benefits for the provider besides a banner, an program that is focused on quality not just on if a date is blacked out correctly, or a parent has dated a form.
- Benefits to Students
- Best practice for children; reputation within the field; keeping up with changes in the field
- best practices
- best practices
- Best practices
- Better benefits for workers or families
- better grant options, incentives.
- Better pay
- Better prepared to be a quality teacher
- Better professional development opportunities that are relevant to the areas we are teaching
- better quality care for children enrolled and for staffing
- better training opportunities in the area
- Better understanding of moral imperative of serving / meeting needs of young children
- Better, well trained staff
- Bettering my daycare
- Board certification or other recognition of excellence
- bonus reimbursement for specific hours of training in areas of interest
- Bonus, incentives, more high level class variety
- Bonuses would provide incentives (funds going to children do not necessarily help program maintain quality)
- breaking stereotypes
- Build 1 star into licensing, then remove 1 star or make it simply "licensed"
- Build continuous improvement into the rating process, creating a plan, implementing it between ratings, showing how it has been implemented.
- By finding better solutions in certain areas of teaching
- Can see that we are getting feedback from parents.
- Caring and wanting what's best for the kids in my care
- Center based programs with multiple employees to send do not have resources for education.
- Chance of getting higher fees with marketing
- Change "stars" to Levels of Excellence that recognize continuous quality improvement
- Change her daycare setting to continuously improve; example: ABCs on the wall, classroom posters
- Change in families/children observed may be motivating in and of itself
- Child Trends does evaluations on outcomes.
- Children and families and community
- Children and families and community.
- CLASS coaching for all teachers
- Coached goal setting based on ESA
- coaching on behavior guidance to help with the realities of the program
- coaching on using the TEACH system to pursue higher education for 4 start providers
- coaching/mentoring, continued help in evaluating my setting and environment
- Collaboration with peers, etc.
- College credit
- compensation for trainings
- connect grant money to center efforts to continue to improve quality
- connecting with others in the field
- continue have an incentive for those going to 4star or renew of 4 star. anything not just \$1000. any incentive showing we are appreciated
- Continue teaching children the best I can.
- continued availability of scholarships for children in our care
- Continued coach relationships; coaches resources & support
- continued education
- Continued education/training; looking for other trainings that are not requirements (Arts, Crafts, different topics)
- Continued grants. Money is always an issue for hard working care providers.
- Continued monetary assistance for classes.
- Continued support from parent aware coach

- Continued support from parent aware coach
- continued training and learning
- Continuing ed credits or training available at minimal cost making it affordable to receive up to date and current training information.
- Continuing education on past rating/updates/changes etc.
- Continuously providing training opportunities to all staff, to support staff.
- Create training specific to the rural community-such as boundaries, access to transportation
- Current structure makes it very difficult to achieve a Parent Aware rating for a new center.
- curriculum
- Curriculum
- Curriculum support
- demonstrative results - higher child outcomes correlated to higher star ratings
- desire to build professional communities of EC practitioners
- desire to continue to provide high quality and appropriate experiences for young children and parents
- desire to implement research based practices
- Different training than just curriculum and assessment needed to renew our star rating
- Different types of training
- Difficult to achieve
- Discounted/free trainings for staff
- Discourage discourse between Develop and PA
- dollars to put towards new learning environment items
- don't we get reviewed every so often and wouldn't we need to keep up to date.?
- ease of access to more resources to refer families to with needs
- Educating grants
- Educational materials to continue learning
- Effectiveness of previous coaching
- Encourage networking of new information.
- Encouragement and appreciation from other teachers and educators in the field
- Ensuring that all children receive the best possible education? Intrinsic motivation
- Ensuring we are meeting standards as defined by the Association Montessori Internationale
- especially where there is only one adult present with the children all day.
- Examples of tiered benefits include CCAP rate differentials, prominent profiles in the online search tool www.parentaware.org, additional items in provider marketing kits, and more Early Learning Scholarships.
- Explaining the difference between the ratings
- Extra funding for higher rating.
- Families coming because knew about Parent Aware, but not accreditation.
- families who are looking for the rating
- FAMILY DAYCARE HARDER AS ONE PERSON AND MANY AGE GROUPS
- Feedback from rating is working.
- financial incentive
- financial incentive- what is the benefit of doing the additional paper work and training?
- financial incentives
- financial incentives
- Financial incentives
- Financial incentives
- Financial incentives for PD, for programs. Only one star gets building quality dollars, everyone would benefit from quality dollars though.
- Financial incentives would be helpful.
- financial incentives; staff development \$, equipment grant money
- Financial Support
- Financial support to continue to support rating
- Financial support to program
- Finding out what other programs are doing to improve
- For families.
- for the children
- For the good of children.
- For the good of the children & families.
- For the good of the children and families we serve.
- For the KIDS - so they learn in a way that is comprehensive and engaging. to them
- free advertising
- free classes
- Free classes
- Free classes
- Free classes. with free material, with follow up and sharing
- Free CPR and First Aide courses. Parent Aware could offer these frequently needed courses economically.
- free curriculum and or product (toys, books etc.)
- Free items (curriculum, learning items for daycare etc.)
- free ongoing education
- free or decreased cost of teacher trainings
- Free or low cost
- Free or low-cost coaching
- Free or low-cost professional development

- Free or reduced \$ for classes.
- free training
- Free Training
- Free training
- free training
- Free trainings
- free trainings
- Free Trainings
- Free trainings
- Free/discounted curriculum
- Free/discounted educational material or equipment
- Free/discounted trainings
- free/low cost quality training learning opportunities using current best practice and research
- Fresh new training, not repetitive
- Funding available for families.
- funding for 4 star schools for continuing education
- Funding for more staff/lower ratios
- Funding for staff training
- funding opportunities for improvements in learning materials, technology and fitness
- funding opportunities for training
- Funding to continue to improve programs is always a benefit that sparks the interest of any centers in need especially nonprofit organizations.
- funding/scholarships for children families of all ages
- gaining more information
- getting families off of waitlists
- getting more money for improving
- gift cards to vendors
- give college tuition dollars to programs that have 4 stars and are NAEYC accredited.
- Give credit for professionalism – improving because it's the right thing to do for kids.
- Give programs a way to be featured. Increase marketing value for programs specifically. Increase marketing for Parent Aware too.
- give us ideas of games activities and program layout to help us do our best
- Given our inability to pay competitive wages, we have huge staff turnover and many staff with little or no knowledge of child development.
- Good deeper trainings
- good reputation in area
- Good training
- Grant dollars for continuous improvement
- Grant funds to spend on my childcare
- Grant incentives
- Grant Money
- grant money
- Grant money
- Grant money for 4 star providers to pursue accreditation
- Grant money for continuing education, but would continue to improve regardless of Parent Aware
- Grant money for education and curriculum for four star participants.
- Grant money is always an incentive in a field that struggles with low teacher salaries. Perhaps there could be grant funds that would help subsidize the salaries of teachers in programs with higher star levels.
- grant month for 4 star providers to use on program improvements
- grant opportunities
- grants
- grants
- grants for materials or updates to facilities
- Grants for scholarships for families -may some that would not be considered the typical low income "on paper" but are in reality
- Grants- I didn't receive any grant money going straight to a 4-star.
- Grants in general that can be used for program improvement.
- grants to be used toward continuing education or purchasing supplies
- Grants to cover these trainings
- Grants to help with improvements
- grants to help with improvements
- Grants, scholarships.
- Grants/incentives/ low cost trainings for staff
- Grants/scholarships.
- hands on classes
- Have DHS/Parent Aware work together to create the training.
- have more coaching
- Having a learning community that will support the providers just like the mentor program for the family child care providers. These mentors might have a four star or star higher than the mentees and they would work together to help continue to improve.
- Having coaching available and tools to improve quality staffing
- having more resources
- Head Start is a program of continuous improvement. We always want to do better for the families and children we serve. We do not use the Parent Aware services as we are already 4 star
- head start standards
- Hearing feedback from schools/preschools about how

great 'my' daycare kids are doing in school.

- Help from trainers
- Help navigating scholarships, and the CDA accreditation process seems like it is only about the money that they want from us.
- Help pay for assistants
- help with assessments
- help with the business side of things, computer software, teacher reward or benefit programs, help with tax related issues
- Helping the children learn in a setting other than home
- High expectations from the State and School District to continually provide high quality EC services
- Higher assistance rates for 4 stars
- Higher CCAP reimbursement rate at 2 stars
- Higher education degrees
- higher levels of classes I've already taken-NOT repeats of the same information
- Higher pay
- Higher pay for working with kids that have disabilities
- Higher pay rate
- Higher rating options
- higher reimbursement rates for CCAP
- higher star level
- Honestly I value the Northland Foundation's participation, generosity, etc. If it were not for them I could not have afforded all the required trainings, assessment purchases, etc.
- How to use our limited spaces in our home to create 'stations'
- I always strive to be the best I can and continue to improve.
- I always strive to be the best I can and continue to improve.
- I always strive to improve because it is important for the children I teach and care for. That's all the encouragement that I need.
- I always want to do better, improvement is not just about money, but knowing how to better work with the kids and to meet what they need.
- I always want to improve regardless of a rating.
- I am always going for the highest rating 4 star. No one is perfect we all need improvement, more cultural classes
- I am always trying to improve myself and my program because that's just the way I am but maybe more grants for our program
- I appreciate the financial support. There are many items I am able to purchase that directly impact the quality of my program. I focus on science, math and fine/gross motor. I try to purchase items with the maximum benefit for learning. I hope others do the same.
- I don't really have any new ideas, I know most people are motivated with the scholarship dollars and incentives they receive in dollars for new equipment
- I have the highest rating. I will continue to improve despite Parent Aware
- I like having more accessible, free education. Not repetitive class requirements all the time.
- I love getting the little perks/freebies from support staff- free books or activities for the kids, small toys, treats, post it notes/etc.
- I think 4 stars is a good idea. Focus on those areas. Sorry if my writing is messy. I forgot my glasses at home.
- I think 4 stars the years listed would tell my parents I was still improving
- I think most centers are always looking for ways to improve. The various classes and workshops offered by PA are excellent ways to assist teachers in advancement which in turn improves center quality.
- I think people are always striving for continuous improvement, that's an inner drive. You're too focused on the star and not focused on the kids and what we need to do for the kids. System so hand cuffed because not all PD is in MNCPD. We can't improve because we can't provide the training we want. We can't give kids what they need unless it's in MNCPD.
- I think that being a 3 or 4 star rating program is very important and I think that if the MN Governor is still looking at the free pre-k option for 3 and 4 year olds, 3 and 4 star rated programs should be considered as locations for offering the preschool program.
- I want the children to experience a quality program.
- I want to improve my program to help the children advance.
- I wanted to have a star. My babies that I care for that come back and tell me thank you after years in my care. My wall, learning wall to the kids. Moving items to create a learning environment
- I will always continue, however, with or without Parent Aware to educate myself & make improvements
- I would be inspired and energized by high quality communication from DHS and it's organization's like Parent Aware. I also think a vibrant online community website (built and run by the community) would help build positive cooperative momentum toward accomplishing shared goals.
- I would consider continuing if there were more

resources available to participants. I like that we are required to attend additional, domain specific trainings, however I feel it stops there until the next round. Perhaps monthly meetings in certain areas where providers can meet to brainstorm and discuss goals/concerns/what has worked, etc.. It would give the program more of a structured feel. I want to feel like I am a 'part' of something. Right now I feel like I went through the motions, received my rating, and am in limbo until I decide when/if to renew.

- I would continue to improve to make my daycare stand out, the more trainings I do the more you learn and can incorporate learning into you environment
- I would like more contact with my trainer. Maybe bi-monthly meetings at my home. To touch base, discuss how things are going, what my goals are, etc.. I would like to have her come in and talk about the items I am purchasing and their importance and give feedback.
- Importance of EC
- Important to be challenged, continue to learn, to grow
- Improvement dollars
- Improvement funds
- Improvements/trainings that also count for licensing
- improving how I work with parents and children
- Improving self
- In depth trainings near home.
- In order to continue being star rated
- in order to continue receiving scholarships for children in care
- In school district setting I would like advocacy for offering tenure to appropriately qualified early childhood staff.
- Incentive money to meet the needs of special needs or dual language learners
- incentives
- incentives \$
- incentives for maintaining 4 stars
- incentives for providers who already work long hours for little pay
- incentives for taking additional trainings and classes
- Incentives like free training
- Incentives such as lunch for teachers
- Incentives to be earned like bettering our playground
- Incentives/bonuses
- Incentives-Provide free or discounted trainings and/or conferences.
- Inclusion improvement
- increase in subsidized child care
- Increase selection of Parent Aware trainings to this area including more variety for those of us that have

had much of the training.

- Increase the number of kids we serve
- Increase the selection of Parent Aware classes in this area.
- increase the workplace quality for my staff to increase retention
- Increased funding for our programs
- increased funding for parents
- Increased services provided for our school/programs
- increased training for staff to advance their position
- Increased wages/earnings
- Interest in classes
- Interesting and engaging trainings augmenting the training I have already close to my area. (much more variety seems to be offered in the metro area)
- Interesting classes
- Interesting Training topics
- Interesting, deep and diverse training opportunities
- Intrinsic motivation
- invitation to a retreat for programs that demonstrate excellence and continuous improvement
- Involve all teachers
- Is parent aware related to TEACH? Can staff in PA-rated centers receive more from TEACH -- to retain?
- It was more of a reminder to use some of the resources I have in my supplies.
- just for the satisfaction of providing quality programming
- Keep taking trainings to better my daycare
- keep up on legislation
- Keeping high quality care for my clients children
- Keeping my star rating
- keeping on top of best practices and new knowledge
- Keeping up with current trends in Early Childhood
- Knowing my Develop (or MN Streams) account will be checked
- Knowing the benefit to families and children
- Knowing we are using best practice
- Knowing your program is top-notch, to attract families to our program.
- Knowledge of current research related to best practices in EC
- Knowledge that you learn from the program, it changes each year. Barriers to improvement include not having transportation back and forth to wherever
- Lakeshore gifts
- learning about present rules and standards
- learning new things
- Learning patience & how to respond and react to their children from trainings & coach

- Learning that will help be coach my colleagues
- Less repetitive paper work
- local recognition
- local trainings
- Look at value of Pathway II scholarships – are programs using them appropriately and truthfully? No oversight of Pathway II scholarships- not enough reporting required. How many kids are truly being served.
- low cost classes and being able to have continuing education
- Maintain a quality program for children & families
- Majority of families don't speak English, so they don't know what NAEYC or Parent Aware is.
- Make it a safe, fun environment
- make smaller additional grants available for above and beyond the requirements
- Make the evaluation sheets simple and to the point
- Make the public programs do it too, prove their outcomes.
- Make things free - online and anytime.
- Making you think out of the box
- mandatory and scheduled improvement across the state
- Marketing
- Marketing Materials that state we are getting further training
- Maybe "stand-out" programs having the chance to be highlighted and/or additional grant money for program
- Maybe discounts on license fees for completing extra training.
- Maybe more recognition from coach and staff even if only doing 1 or 2 stars. I just got paper in mail
- Meet state training requirements
- Meeting with a coach on a semi-regular basis.
- Mental Health Component
- Mentoring young teachers
- mini grants for a field trip or classroom supplies
- Money
- Money
- Money
- Money
- Money and time. Classes directed more towards in home providers
- money for consumables
- money for field trips
- Money to buy local produce
- money to hire subs for daytime trainings
- Morals of what we are doing already
- More \$ towards my program and for training
- More access to free or reduced cost training offerings.
- more advanced level training for teachers
- More challenging training options
- more choices for providers to get involved
- More classes for our area. Not duplicated classes.
- More coaching
- More free trainings
- more funding
- More funding
- More funding for scholarships
- More funding opportunities
- more funds based on maintaining rating
- More grant money or money to improve programs
- More grant opportunities
- more grant opportunities
- more in depth training
- More knowledgeable and up to date information to better serve children's needs
- More money
- More money.
- more options for help that does not cost a lot
- More professional development opportunities closer to home
- More Public awareness in community person lives in on what it takes to reach the levels.
- more scholarships for furthering education in early childhood education
- More scholarships for needy families
- more teacher training, CLASS
- More time to help with their paperwork & coaching because they don't understand the language (English as their second language)
- more tot so rural areas have more trainers
- more trainings in northern MN instead of all twin city based
- more trainings in northern MN instead of all twin city based
- Motivational rewards
- My staff improves to be better educated to help the children in all areas of their life social emotional, education, etc..
- NAEYC
- Need to broaden and open up training opportunities. Need to grandfather in more of the past trainings.
- Need to show outcomes to families too.
- Needs within the communities change and we need to adapt our programming to fit those needs
- networking with others
- New ideas for ways to engage children in learning

- New information
- New practices that are proven to be the best for children
- new, relevant training
- No high stake testing!
- No more training about buying expensive curricula
- No more training about how important training is and nothing else
- Northland Foundation has enabled us to continue growing because of the help with the education expenses.
- Not able to take her children outside as much as she wants; she gets ideas from trainings on what to do inside
- Not having to pay for a bunch of training / subsidized training
- Not so much repetition in trainings.
- Not so much the recognition as seeing the improvement I am doing
- Offer all of the PA trainings through ATL, and make them free
- Offer CPR and first aid - free.
- Offer financial incentive to those pursuing a degree in early childhood in the form of additional funds above Teach
- Offer more courses that would lead to endorsements
- Offer special trainings for rated programs
- offering continuing education, such as college classes
- Older preschool kids can only be in daycare for so long, not enabling kids to make transition, so learning how to improve that connection with the schools encourages me.
- ongoing quality of the program
- Ongoing coaching. Continued education. So positive. You want to do better.
- Ongoing monetary incentives
- Ongoing PD on relevant EC topics
- Ongoing support would be most helpful. Having someone come and give us feedback of how we are doing would be very helpful and would motivate us to continue
- Online videos of classrooms in action...seeing what curriculums and assessments others are using.
- On-site coaching/observations/mentoring
- opportunities for professional development coaching for teachers
- Opportunity to learn from respected educators doing work relevant to mine
- Opportunity to learn new skills and ideas
- Options for newly opened sites to have a rating; not wait 2 years?
- Our programs do not need additional incentives from Parent Aware to improve. We are always searching for ways to improve the care of children in our programs.
- Paid for trainings
- Paid Training
- Paid trainings
- parent aware has brought in many new families
- Parent Engagement? Some parents are not as interested in their kids work so that might defer the child & their interest in their project/work-Teaching parents importance of complimenting their child's work & how to talk to their children
- Parent request and pleasing the consumer
- Parent satisfaction feedback
- partnerships with the PreK system in schools
- Passionate about the field of early education; desire for more highly-qualified staff
- Pathways I and II
- Periodic surveys of parents and staff
- Personal achievement - having grants to help meet my goals
- Personal goals, to keep growing
- Personal rewards related to increasing competencies in children and self
- Personal satisfaction of providing the best quality care.
- Please limit standards to those that are within the reasonable grasp of a large majority of eligible programs. Adopting standards that only a narrow range of providers can reasonably execute will inadvertently discourage widespread Parent Aware participation, and that will hurt children.
- policies and procedures that exceed licensing requirements
- possible help with staff wages, increases for all of their hard work
- Practical training, in actual activities, situations, crises
- Pride in the programs we provide, recognition for these improvements
- prizes
- Professional commitment to children and families in our care
- Professional development
- professional development on site
- professional development opportunities
- professional development opportunities
- professional development opportunities
- Professional integrity
- Professionalism

- promoting parent aware providers
- Properly aligning incentives is an important element of driving continuous voluntary improvement.
- Prospective families have been asking if I am PA rated
- provide an EASY TO USE age appropriate curriculum at little or no cost
- Provide better care for the children so I see higher achievement
- Provide more challenging training for providers/teachers at 4 stars. The training offered currently is not challenging enough to help them with continuous quality improvement.
- Providers are getting referrals.
- Providing an education learning setting
- providing stipends or incentives to further education
- providing technical assistance
- Provisional rating process; Offering a provisional license/rating for new programs
- Public recognition
- public recognition for providers and programs that attain star ratings
- Publicity
- Purpose of Parent Aware is a resource for families and access for families to quality programs. Need a way to be pulled out as exemplary, added indicators of quality.
- Qualify for scholarships
- Quality care
- quality Care
- Quality care for children
- Quality Classes
- quality education for families
- quality educational program for children
- Quality low costs trainings that may be provided. Scholarship accessibility for families
- Quality Online Training
- Quality Trainings
- quality trainings that differ from the first round
- ratings based on education and qualities already held within my childcare program
- Reach for the Stars!
- Receiving state aid to help fund program and expand program options to families.
- recognition
- Recognition
- Recognition as a star rated
- recognition for number of years with 4 star rating
- recognition for the program
- Recognition of Accreditation by organizations not currently on your list
- Recognition of Montessori practices for meeting Parent Aware requirements
- Recognition of program quality
- Recognition of what you've accomplished so far
- Recognition on website, etc.
- recognizing people in the community that we are improving
- reduced rate classes
- Reduced rate on staff development opportunities for staff of 4-star rated centers.
- Reduced training costs
- Redundant training is frustrating to maintain 4 stars. Need to spend a lot of money on training that teachers had already gotten. Hurts morale. Parent Aware curriculum and assessment training doesn't map to programs, so go to training that is generic and unhelpful if program is using a different curriculum and assessment.
- Refresher courses
- Regular discounts from suppliers- not just when using grant monies
- Reimbursement
- Renewals that require additional improvement
- Required by state to increase training hours per year
- resources
- Respect
- Reward for the children
- Right now it is very difficult to add new sites, even though our other centers have 4 star ratings. There should be a "provisional rating" for centers with more than one location. For example, a new program under the management of those who already operate one or more 4 star programs could be given a 3 star provisional rating. This would allow the program to immediately accept scholarships and a higher CCA reimbursement rate as it waited to be open a year to apply for accreditation. This would increase the supply of quality care quickly, allowing providers to expand to underserved areas that they cannot do without the additional financial supports that higher CCA reimbursement and scholarships provide. If the center failed to achieve accreditation its Parent Aware provisional rating would be pulled. If it did get accredited, its rating could change to 4 stars.
- safety
- same Assessment tool used in all programs and age groups
- Scholarship applications
- scholarships for level 2 and higher trainings through Child Care Aware

- Scholarships for students
- Scholarships for trainings
- Scholarships-funding
- Seeing a benefit to being part of parent aware
- Seeing the benefits to the children
- Seeing the results in student growth in a high quality program.
- Seems like there should be an incentive
- Self-fulfillment
- Self-improvement
- Self-motivation-It is better to improve the services that I give
- Self-regulation techniques for children
- Self-study
- Self-motivated
- Self-motivation
- Self-motivation, self-improvement, NAEYC
- Show the parents even if I'm not going for higher rating still I will do equal as any other provider who has higher rating.
- Showing the families I want to help them provide to their children
- Small program grants
- small stipend for professional development and/or classroom materials
- So the children in my care benefit
- Some coaching is counted, but it's a recent change and only for specific instances.
- Some signifier to parents that our programs are dedicated to growth and improvement, even though we already have a 4 star rating
- Some sort of benefit for the provider NOT just the families we serve.
- Something other than just certificate that says I am rated a __ star rating...goes along with #1
- Special endorsements
- special professional development opportunities
- Special recognition at statewide events
- specialties our center may have to offer.
- specialty course to emphasize areas such as art, music or sensory
- Staff & program cohesiveness
- Staff development opportunities for staff at no or low cost in relation to curriculum
- Staff training - access programs for all staff to understand why we do what
- Staff training.
- Staff turnover - We need to keep the new staff on the same page with us
- Star rating system is flawed. Even within the star

ratings, there's a difference. Four star programs are of different value. Need a point system within the stars. Four stars dilutes the quality overtime, as more and more become four stars. Talk about outcomes too. You may have a lot of inputs, but doesn't mean you're a good center.

- Statistics, seeing the good that we do.
- strong waitlists
- Supplemental funding
- Support
- Support for our teachers to continue formal education.
- Support of programming
- Support with paying for the trainings
- Supports to help programs sustain/maintain quality are needed.
- Take more classes and have all material, knowledge and skills for each area of teaching.
- taking more trainings, attending early childhood seminars as well as talking to other providers and exchanging with them information
- technical assistance or grants
- Technical training in phones, tablets, writing code, TV options
- The ability to pay higher salaries to the teachers
- The availability to access scholarship funding to increase or enhance services.
- The children
- The children
- The children
- The children & their families
- The children encourage me.
- The comment implies that the provider is stagnant
- The community
- The continued requirement of training
- The county licenser should list Parent Aware providers on their website
- The dollar scholarships were paid to the provider instead of to a low income parent. The benefits are not going to the provider--and only to those who income qualify to get assistance.
- the families I care for
- The free market. If parents were not choosing my child care program, then I'd need to improve it right?
- The money that helps improve the learning
- The need to continue getting a higher number of class hours for continuation
- The Northland Foundation's continue support, financial assistance, aligning experience and education and degrees someone already has.
- The opportunity to have resources available to assist staff

- The opportunity to learn new things
- The parents feel safe with children in care
- The parents recognize the effort I put in and tell me they are happy about it.
- The readiness scale right now isn't encompassing of all readiness. Some are above the norm. Then what?
- the success of the children
- Their families
- They need to understand implications of not improving
- TIME
- time allotted for coaching staff
- Timely manner; quickie process for new center
- to be able to help all children with knowledge of what children need to succeed
- To be better
- To better the children and families we serve.
- To get more funding for families that are on county assistance
- To give more to the kids.
- To help provide transportation to classrooms
- To Help the kids have a better experience
- To help the provider learn about the new rules and regulations
- to keep your star rating
- to model that early care and learning programs shouldn't need an incentive to continually grow. Incentives send a message to the adults that they don't need to be professionals unless they are getting something special in return.
- To provide the best care for our families.
- Toys/manipulatives for kids
- Training at no cost
- Training hours received for continuous improvement
- Training incentive.
- training reimbursement
- training that engages participate experience
- training with follow along cohort sessions
- Trainings available in rural MN
- Trainings on how to work with children with specific needs.
- Trainings on weekdays
- Trainings seem to help; looking for more targeted trainings (Preschoolers, School-Agers, etc.)-Stages of a child trainings that would help-Refocused on people in PA-Confusion of PA; why is it there? What is it?
- VALIDATION
- variety of trainings
- vendor discounts
- Very few financial incentives – should look at examples of financial incentives like in Pennsylvania
- Visiting back and forth with educators in public PreK settings ... always excited and ready to learn another way!
- Visits by Parent Aware for suggestions
- Want to provide the highest quality, best practice
- Want what is best for the kids
- We also need incentives for higher level trainers to choose to train for our system.
- We are @ 4 Star but that does not stop us from continuing to improve quality
- We are always looking for ways to improve regardless of our rating
- We are always looking to stay current
- We are always striving to be the best we can be not to just maintain
- We are constantly looking for ways to improve for the sake of our families.
- We continue to improve our programs to keep up with the latest early care and educational trends, and to in general just do the best we can for each child
- we desire to continue becoming better and better for our families
- We don't currently participate in Parent Aware because at the time we began the process it wasn't conducive to a Montessori environment. If we wouldn't have to stray so far from our Montessori Roots we would be open to participating in Parent Aware once again
- We don't need additional encouragement, we need additional resources.
- We have improved by using Teaching Strategies GOLD
- We use feedback from parents for continuous improvement.
- Went for highest rating both times received four stars both times but would be nice to get grant money for my program like can if not that many stars
- What is the advantage of being 4-star rated; what are the benefits?
- When providers adopt additional best practices in order to achieve higher Ratings it obviously benefits children. Therefore, to improve early education for children, PASR urges DHS to provide as many benefits to programs as possible every time they improve their rating. This will serve as a continuous reward and incentive for voluntary adoption of best practices.
- Why are we doing it? What is the incentive? United Way said to keep getting grant dollars need to be accredited or Parent Aware.

- Will continue to use curriculum and assessment without participating or supporting Parent Aware
- Working towards excellence will continue as the

program remains NAEYC accredited and will work on achieving 100% of criteria.

- Workshops

[Return to start of Compilation](#)

[Return to start of this section](#)

2. (Continuous Improvement) One option to encourage continued improvement is for Parent Aware to create special designations or endorsements for programs with unique characteristics or features. Examples could include programs that offer culturally-specific care and education, use a trained child care health consultant, create an “eco-friendly” learning environment, or provide bilingual care and education.

a. In what ways might that benefit your program or the overall Parent Aware system?

- 24/7 - special needs - high light.
- adolescent parent ed designation
- advertising for cultural diverse providers would help them. specially for 1-3 stars 4 stars automatically get the calls.
- advertising/marketing
- All centers have to use a trained health consultant for licensing, so I don't see the benefit to that
- are learning environment is eco-friendly
- assist with parent/provider relations/ information
- Attracting parents looking for that criteria/characteristic
- Because we work with many cultures.
- Become more educated and therefore provide better care
- Being able to provide more for our families
- beneficial for families as they search for specialized early childhood environment
- Benefit to parents more than program.
- better curriculum
- Better foundations to each program
- bilingual and culture education is always a benefit provided you have the qualified teachers from the culture you are specific about.
- bilingual places would open the door to more children in my setting, I would just need some training!
- Bilingual training
- bring in different families, making center more diverse in ways
- Bring overall opportunities to providers who may not normally get these
- By helping future clients who may be looking for a specific endorsement.
- by offering a Montessori environment
- by offering a second language
- can receive scholarships for my program
- CLASS training for all teachers
- close the culture gaps
- community awareness
- Community outreach possibilities
- Community recognition as a quality program
- complete but inexpensive curriculum (more than \$1,000 for curriculum w/ children's' books etc.)
- connect you with parents seeking specific philosophies or types of care
- Consistency
- Continuous learning
- Could be helpful to target needs in your program/area
- Could be helpful to target specific areas of need.
- Could help families seeking specific types of care.
- Could help families seeking specific types of care.
- could help provider and families.
- Create a "unit" that met ECIPs and was approved and could be listed on website.
- Cultural Awareness
- Cultural awareness would help treat the patients
- Cultural Responsiveness
- Cultural specific training would help teachers relate to the diverse population in our community
- Culturally specific care is so important and so needed. We have to support new immigrant child care providers and children. Knowing culturally relevant things, like having dogs around Somali children, they are very afraid of the dogs. There should be another star, another set of standards for something that your program does uniquely.
- culturally-specific care and education
- Dealing with many cultures
- depending on where you live and the need for this type of features.
- Different services, emphasis on comprehensive care.
- Difficult to find bi-lingual qualified staff to have that endorsement
- Each of these things show the community that we are aware of the specific needs in our communities.
- Easier to find specific care
- Easier way to achieve trainings
- Eco-friendly is on everyone's mind today, I think it would give us an edge on services
- Eco- friendly learning environment
- Eco friendly or CLD -- logos or symbols to designate areas

- Eco-aware school, edible schoolyard
- eco-friendly learning environment
- eco-friendly we also try to do some of this by recycling
- Educational trainings to help parents be more aware
- ELL training is now required for re-licensure for MN teachers, this will be awesome!
- encourage me to think outside the box and offer my families even more
- encourage programs to continue or add beneficial programs for children
- Encourages sites to be intentional
- Encourages specialization
- Endorsements for participating centers is a interest as long as variety of center are able to qualify.
- Endorsements or special designations are really a factor of who you market your center to
- Expanding and serve more children
- expanding the search criteria to include specific offerings would help differentiate providers for parents
- Experience and training for autism
- Exposing the children to many cultures and education on them
- Extra endorsement for extra services offered
- For a while, "Baby Sign" language was offered, but it never seemed to progress to actual competence.
- For important program components that don't meet the criteria for inclusion as Ratings indicators, we recommend that DHS create opportunities for early educators to stress those non-Ratings capabilities on their program profile
- Foreign language program
- Get our name out there more for being more than what families think
- get parents/guardians talking more about what matters to them in regards of these areas of interest
- Give more incentive for some families
- Give you more of an edge over another facility
- Gives us more ideas to work with
- have more information
- Have more parents get involved
- Having a better unique center
- having a endorsement of parent aware and continuing education recognized as a whole .
- Having a specialized designation on the rating sign say 4 star rated that specializes in something.
- health consultant
- Help better to communicate with our Lao parents who speak little English
- Help children learn
- help families find programs that match their values/needs
- Help our program stand out
- Help parents choose program that reflects their values
- Help parents choose programs that reflect their values
- help target marketing
- Help with a transportation program.
- Helps parents identify child care that's right for them/their child
- helps with marketing our unique selling points
- Highlighting 24 hour care
- Highlighting special needs care, emotional/physical
- Highlights unique strengths
- Homework-information in all languages
- I am a bi-lingual program, English/Spanish
- I am a Christian based daycare
- I am a nature play based program. Not sure how the criteria for that would be met, but acknowledging that may help parents set me apart.
- I am not sure
- I am not sure what a trained child care health consultant would do differently than our nurse who comes in each month
- I don't know that those specific examples would benefit our program. We are located in an upper middle class neighborhood and the majority of the students are not culturally diverse.
- I feel I am already eco-friendly, I already use 2 MA's for Health
- I feel that there are many ways for centers to be unique, that does not always mean they are quality.
- I like the cultural education piece. I don't have any cultural differences so having more ideas of how to incorporate it and get rewarded for it would be good.
- I like the eco-friendly idea
- I like the idea of having a specialty to use as a drawing card. It shows proof in a commitment to improved quality.
- I like this idea a lot. I think it will give people incentives to do more if already 4 star rated. If the idea is to provide parents more information, then this will give them important insight.
- I love the idea of programs with unique characteristics or features, love Eco-Friendly learning environment as a value. If there were a way to show Parent Aware that these things are also valued. Organic baby food is really valuable, healthy foods, vegetables, and is a way to make your program unique.
- I provide childcare for teachers and don't require them to pay for childcare in the summer.

- I think Bilingual and health is always a plus, it shows parents you are open to more than I idea of doing things
- I think it could provide parents with more choices and opportunities
- I think it would be nice to see what specialties we could offer here at FSECEC, and what kind of traffic that would bring in to families and children and staff
- I think that diversity is important to teach and learn. all families need to feel comfortable in your settings. I teach my kids about Africa and also about the deaf culture because I have two daughters working in these fields. one is in the peace corps in Africa and the other is an interpreter.
- I think that is great!!! We are working on creating a curriculum coordinator at our center
- I think that would be good and it will benefit me by providing me more opportunity to improve and offer valuable service to the children as well as to the families.
- I would find a nutrition component for our cook valuable. Something she could attend to increase her knowledge
- I would like to find a grant or funding option to create an "eco-friendly" play yard
- I would like to see or be able to have more people be able to come in and teach other things that need to be taught that I know are not done at home
- If endorsements happen, they could help parents find what they are looking for. For example, could we add a school bus icon to help parents looking for programs with busing?
- If I could bring in someone who could teach different languages.
- If Parent Aware decides to offer additional endorsements, such as "eco-friendly", all programs should be allowed to go for the endorsements, not just 4 star programs.
- If that is the case then Hennepin County contracted Strong Beginnings School Readiness programs should be included as those stands exceed all.
- if there was training for me that would be great. anything that I could bring to the table to improve the quality of care to the children is important
- If there were a need for additional bilingual care in our area we would want to learn more
- if you taught me to be eco-friendly perhaps
- I'm indecisive. Each program is unique, and value may different things. I wouldn't like an approach that might encourage competition with other providers
- Improvement.
- In northern MN I don't think it would. There is a shortest in Providers.
- In some areas such endorsements may encourage parents to want to bring their child to a specific child care.
- incentive to create any of the listed specialized learning environments
- Incentives and endorsements would encourage continued learning and growth
- Increased awareness of our programming for potential teachers
- Increased awareness of our programming to the public
- Increased enrollment, except we are already full
- It could be a good marketing tool for prospective families
- It could benefit programs in rare instances in which an endorsement from Parent Aware for one of those areas would lead to additional funding or grants.
- It could help Parent Aware by providing more useful and meaningful content for parents and guardians.
- It could help parents really find a place that meets their specific wants/needs
- It improve quality care.
- it is good information for parents
- It is hard to say specifically how that would benefit our program since we are in a small rural area we are the only "choice" right now for families.
- it may help parents choose
- It might appeal to specific families...though probably not in our small district.
- it might encourage providers to continue to improve their programs, even after they attain a 4 star rating.
- It sets me apart from other non-participating providers
- It will allow our center to highlight what is important to us
- It will give families more choices that are specific to their needs and interests.
- It will help families that want to ensure that cultural values, language, and connections are not broken.
- it would allay the fear of some that PA is trying to make all programs the same
- It would be great if the Parent Aware website could have icons to help parents see which programs meet these endorsements quickly, such as a leaf for "eco-friendly".
- It would be positive to offer parents a lot of ways, diversities, which way to go in certain programs, help parents find a program for their kids, parents could gravitate toward programs that work the best for their families.
- It would benefit overall aspects of HS.

- It would benefit Parent Aware system by stream lining the requirements for receiving special designations.....
- It would bring light to often overlooked groups and areas
- It would cover areas we need.
- It would curb or reduce cultural barriers
- it would encourage creativity
- It would encourage our program to develop additional programs
- It would give family more informed choices
- It would give us an incentive to delve deeper into specialized areas
- It would give us more options in improvements in specific areas.
- It would help market your program especially if the endorsement is something families want.
- It would help parents find Montessori programs that are Parent Aware rated.
- it would help parents to choose what is best for their child
- it would help spread the word of the importance of nature play and nature in early childhood education
- It would help us focus on our strengths and uniqueness
- it would increase the quality of choices parents have to increase mindful practices
- It would make it more meaningful for me because it would be tailored to our specific situation.
- It would make us think outside the box, but would we be able to come up with ideas that would benefit statewide programs, or would Parent Aware come up with the list?
- It would make your program stand out
- It would recognize and provide value to the program and what it has to offer and teach
- It would recognize our program philosophy and faith based family support
- it would set programs apart from other so parents can easily search for components they want in a program
- It would target parents looking for those endorsements in there search for quality care
- it would tell parents at a glance that we have more to offer then just child care
- it wouldn't I live in a rural community
- Keeping quality at it's highest with building and staff
- knowledge is power
- Language immersion push to trigger interest
- Like it. Gives benchmarks for continued improvement, lets you stand out a little bit further.
- love the eco-friendly, make more aware at a young age
- Make it easier for parents to seek out Montessori programs that have the 4 star rating
- Make our program more interesting to other families
- Making sure we know the families' needs
- Marketing or search tool to help parents choose
- Marketing tool
- marketing tool for perspective families who are actively seeking or would be interested in a particular program focus
- May help but unsure that it would make much of a difference for us, can imagine it might assist some programs
- Maybe a unit on ecofriendly gardening, Native American, sustainable environment, Spanish week.
- Meet specific needs better
- Meet specific needs/wants of families we serve
- might benefit larger areas
- Might encourage eco changes in many environments & opening options.
- Might help you attract a more desired cliental
- Minnesota Children's Museum Smart Play Spot
- Mix up some of the necessary training, it's getting monotonous.
- More access to professional help/speakers.
- more hoops to jump through
- More interest from more diverse groups
- more knowledge to help the children, parents and providers
- More metro than our environment.
- More opportunities for us small town providers
- More sessions offered
- Most likely benefit in the metro area but not rural Duluth at this time.
- My program is a Spanish Immersion and this would help me improve and get additional points specific to teaching Spanish language
- My program would benefit if there were more materials in Spanish
- Native American specific education and care would benefit our program
- Need for culturally specific
- needs , and autism to just name a few, and having a specialty in these are
- Needs to have resources available
- new toys
- not at all I already use a trained health consultant
- Not sure
- offer care to a more wide range of family needs
- Offer diversity and other options to programming that

- we don't have in place.
- Offering resources of those programs who could come into a provider's home and teach Spanish/sign language.
 - One of the provider shared that since she is a Parent Aware rated program she is in the head start partnership program at Anoka program which is beneficial for her. Other providers expressed that they would be happy to have the same opportunity.
 - Other example of these special programs are "special needs. nature based play."
 - other factors that don't rise to the level of a Ratings indicator might also be important to parents and children, so there should be a way for providers to share that information with families. We like the idea of having limited number of the special non-Ratings designations that are deemed most important to parents on a program profile
 - Our center's mission is to have 50% of our care designated to low-income families. If there was a benefit for that we would qualify
 - Our program has specified training that would be incentives for particular families.
 - Overall it might offer a filtering option for parents when looking for a certain type of provider. That seems to be a benefit.
 - Parent Aware should provide more bilingual care in education and more cultural classes
 - parent will be seeking out programs that will align to their needs/wants, hopefully less parents leaving programs, more consistency for children
 - Parents drop off and pick up kids
 - parents will have more information, options
 - Parents will realize I have more trainings completed and better care for children
 - Parents would know specific programs they may be what they are looking for.
 - partnership with Head Start ages 6 weeks to 6 years
 - PASR believes that the Ratings indicators should be a) limited in number to keep the system doable and focused and b) focused on factors that, according to the best available evidence, drive kindergarten-readiness improvements
 - plaque in the lobby
 - Positive PR
 - possibly an eco-friendly environment
 - Professional Development is critical for continued growth, but is very expensive when considering subs hired to cover teacher time away, travel, and often registration and lodging.
 - Provide a religious based preschool setting
 - Provide an endorsement for providers with the MN Credential
 - Provide bilingual care and education
 - provides opportunity for programs to identify to the public areas of specialty
 - Public schools don't get special endorsements for having specialty programs...each school lists their own.
 - Putting all programs through building quality even if no qualifying children present - most important part of program! Many children at these ages are undiagnosed.
 - Raise awareness in families / parents / guardians of the special features, what to look for in area, and what sites / programs DO in their programs
 - Recognize and reward exceptional continuity: most kids stay 10 to 12 years
 - Relevance
 - Responsiveness to specific community needs
 - Rewards for attending
 - Safe environment
 - Safety
 - seems more of a marketing ploy not a quality enhancer
 - Self-created curriculum geared towards each child's needs
 - serving fresh fruits and vegetables locally grown
 - Set the center apart from other programs in the area
 - Sets the program apart; special, unique
 - showing more flexibility/understanding as a child care provider
 - Small programs could benefit from some types of consultants, but do not have capacity to employ someone full time. It would be nice if some sort of collaborative, regional network could be established. First one I think of is mental health consultation.
 - some indicators are less applicable to our program because of our focus. a special endorsement should also include some specific indicators that apply to nature based preschools
 - Some traits should be built into 4-star rating
 - Special access to authentic risk, to promote courage, common sense, empathy
 - Special access to nature: trees, mud, bugs, real forests, lakes, etc.
 - Special needs endorsement.
 - Special needs possibly, but not cultural.
 - Specific Montessori learning environment
 - Support for Christian and other faith-based learning centers
 - Target specific needs

- Target specific needs for families
- Target specific needs to children & families
- Target specific needs to children and families
- Target specific needs to children and families
- teachers children only care (not open in summer, therefore no fees for the summer)
- Teachers who are paid a higher amount of money because of their education will be better equipped to work with young children.
- That would give us ideas about areas we could be better.
- The bilingual piece has and will become a bigger gap as our Spanish speaking teachers are outnumbered compared to the number of Spanish speaking families and students we have.
- the coaching and training availability has been helpful.
- The eco-friendly learning environment benefits everybody. I would be interested in learning more about eco-friendly cleaning products.
- The endorsements idea could help parents find the kind of care they are looking for.
- The program has a nurse on staff ensuring that children are up to date on EPSDT.
- The program has staff who are bilingual to assist with a variety of languages.
- The promotion will track clients
- the specific will help my program to grow inside my vision
- there are only native Americans up here and getting to know more of their religion/beliefs would be helpful
- There are so many wonderful programs out there, like ours, who have amazing things to offer children and families but are not part of parent aware because thus far they don't fit under their specific umbrella of what quality child care is.
- There could be a way to recognize a program that has a large cultural background, all kinds of diversity, and an ability to work well with children from all backgrounds, Liberian children, bilingual programs are very cool and should be encouraged and recognized. I haven't had a white family in 8 years.
- These are the kinds of things that ought to be considered instead of regurgitating those items that are already required of us by licensing, like parent teacher conferences. I was exceedingly frustrated that a star rating was based on items that we already do because we are licensed and that teachers with multiple degrees in early childhood development and education weren't considered qualified enough to receive a higher rating just because they hadn't been in our center long enough to take one very specific training (that isn't offered in greater MN more than once a year).
- These are two things that reduce turnover in staff. I would like to slow reasons for turnover.
- These examples would be wonderful to incorporate ... the more "presence" that is offered, I think the more parents would see us as continuing to want to improve above and beyond.
- Things like eco-friendly can be a marketing tool by the individual
- Think about going to look at city parks and they list all the features and you could have a four star park, but with these added features. Like the idea of endorsements for programs doing something unique or different. Definitely an area to explore.
- This could also encourage programs to offer individualized features rather than all programs becoming one-size-fits all
- This could be interesting, and might help programs stand out.
- This is very good as a motivation to continue to help children benefit academically .
- This might be an angle to take vs making the star levels public.
- This would also help parents find what they want, find a program that lines up with their comfort levels, culturally or socially.
- This would help designate the person that goes above and beyond. It pushes us to work harder and go farther and opens more options.
- this would help if the provider has a goal to provide this service to their families
- This would help metro providers who have these specific opportunities available to them.
- this would help most if the parents demand it as a standard for their daycare search
- This would provide increased support to centers that support families early childhood experiences in a early childhood educational setting.
- Trained health consultant
- use trained child health consultant
- variety of trainings
- We are a multicultural program where the children learn another language- Spanish.
- we are a culturally-specific center and bilingual
- we are a Montessori program (AMI recognized)
- we are a nature-based preschool and we would love a special endorsement for our unique program. it would help parents who are looking for a program with our focus find us and understand that we are a bit different

from a "traditional" preschool program

- We are a Reggio Emilia inspired school and look for learning connected to that
- We are also working on a Technology Expert on staff as well
- we are faced with many problem with children such as sensory, special
- We are Jewish school and would benefit from connection with others Jewish schools
- We are Montessori program so if Montessori related endorsements could be made that would directly benefit our program
- We are NAEYC accredited - maybe some teaming with NAEYC who have done this for a long time might be helpful
- we are working with ship to improve the wellness and physical activity of children
- We could use more culturally specific education
- We currently have a Nature Classroom (eco-friendly) where children learn about raised bed gardening and care of natural resources.
- We currently work with our local community but they are also short on staff to provide education in a public preschool setting.
- we do offer a specialty and increased understanding around that would benefit us in having invested parents... parents and families truly looking for what we offer
- We don't really have anything "special" or unique to endorse-that may provide an incentive for us to think of something & make improvements
- We have a Public Health Child Care Health Consultant on staff
- We have a trained health consultant.
- We have an 'eco-friendly' learning environment
- We have full-inclusion of our ECSE program. The ECSE program does not have a self-contained classroom, they are all served within our program. I know that is a unique aspect to our program.
- We have minimal children enrolled with a cultural ethnicity therefore we do not have a need for bilingual care and education. Typically head start have the Hmong children of our community.
- We like to be innovative and this would recognize providers with innovative practices
- We offer culturally-specific care and education
- We Prepare organic meals on site - Health, Wellness and Sustainability are key components to our program
- We provide multiple opportunities to learn several languages, including consistent use of sign language.
- We should recognize any national accreditation a program holds
- we use a health consultant I thought everyone with infants has to use one.
- We'd love this! We have a VERY strong parent/outreach component which is very appealing to many families.
- What is liked by different families
- What would the parent aware program like
- When parents are educated they will have an understanding of the program
- Will be what some parents are looking for
- Will be what some parents are looking for
- Would be 4-star rating?
- would be able to feature our own unique qualities and be recognized for them
- Would be good to collaborate with other programs.
- Would benefit minority and special needs students
- Would encourage programs to be innovative and to implement unique programs within their program
- Would help in marketing your program
- would help parents identify qualities important to them in a child care center
- Would help parents locate child care in the child's native language or find EC programs by specific characteristics
- Would just be 4 star if using all these?
- Yes it would because we do not have any of that.
- you are focusing on location rather than the most important thing which is the provider
- You could possible get more training or education to benefit your program
- You might have some of these qualifications already
- You stand out more when parents are looking for daycare

[Return to start of Compilation](#)

[Return to start of this section](#)

2. (Continuous Improvement, #2 continued) One option to encourage continued improvement is for Parent Aware to create special designations or endorsements for programs with unique characteristics or features. Examples could include programs that offer culturally-specific care and education, use a trained child care health consultant, create an “eco-friendly” learning environment, or provide bilingual care and education.

b. What concerns or questions do you have?

- 4 stars doesn't distinguish anything program to program; special designations would give programs different appeal to different groups.
- 4-star rating already
- A lot of classes and great things are geared for larger towns.
- A provider in rural MN would not be able to make it financially by making their program this specific. Parents don't care about that out here. Their biggest concern is finding a daycare because we have such a critical shortage right now. This would be great for metro providers or providers in a cultural specific area, but there needs to be another category for incentive.
- added cost to facilities that want to achieve extra endorsements
- Adding endorsements will be a way for families to stay away from urban or diverse schools that don't have a certain endorsement.
- Affordability to program and the family to employ specialists in bi-lingual or eco-friendly etc.
- All agreed that this would not be beneficial
- All agreed that this would not be beneficial
- Am I gardening, am I recycling, that's important, but don't want to marginalize other programs.
- an
- An eco-friendly environment would be a financial obstacle for most in home providers
- and in the future would help a lot of people.
- Another level of bureaucracy
- Another level of bureaucracy
- are there grants for funding options to create "eco-friendly environments" indoor and out?
- As a family child care provider you go that extra mile to get ratings & I think it should be valid for 5 years not two years.
- As a single provider, it seems rather difficult to develop a unique
- As always there could be a inaccurate comparison.
- As an in-home provider we do not have multiple rooms to use for 'stations'.
- As I stated earlier aligning Parent Aware and Accreditation Ratings
- assessment of system
- At this time there is no benefits. Need the rating in order to remain relevant in early child care systems and receive the acknowledgement of the community work I provide to families. I need to remain connected to get the educational and financial benefits
- At this time there is no benefits. Need the rating in order to remain relevant in early child care systems and receive the acknowledgement of the community work I provide to families. I need to remain connected to get the educational and financial benefits
- Attaching certain classes to get that special designation instead of just trusting in our own trainings and certifications.
- Because of locations, some programs might not be able to meet these even if they want to.
- Being "marked down" due to non-specialty areas
- Benefits families searching for the right fit.
- Beyond "best practice"
- Bilingual care and education might be a better endorsement.
- Building quality should be a group for everyone. It should not be split. (Most important issue)
- Building quality should be a group for everyone. It should not be split. (Most important issue)
- can Parent Aware guarantee consistency in how endorsements are given?
- Can we get a health care consultant to come to our areas if we wanted to answer health questions/nutrition concerns.
- Cannot be done an endorsement
- Caution on this idea, especially if it would mean extra expenses for programs to reach the higher level
- characteristics or feature for my program. This seems to fit centers more.
- Competition is good, but how justify that you are doing something that maintains integrity of Parent Aware. Suggest partnering with other centers, as not every center can be a bilingual program.
- complete expensive curriculum (see above)
- **CONCERN IS TIME TO DO ALL PARENT AWARE REQUIRES**

- Concerned about time it would take to achieve special endorsements. Time is limited as it is. Once a parent finds our program through the Parent Aware program, we can advertise our specialties from there. Please do not complicate this rating system...for us as well as for parents.
- Concerned that if the state funds preschool that parent aware will not be recognized
- Concerned that we being crowded out by all the educational material, supplies, paperwork so we don't have time for the children.
- Concerns - not someone to write me up for violations - a HELPER!
- Confusing to families
- Confusion for parents; they hardly understand PA in our area; changing this model now would cause more misunderstanding
- Cost
- cost of administering/authenticating endorsements
- cost of service is affordable or compensated by other funding sources
- Cost/time for facilitator to prove
- Cost-prohibitive to other programs including ours
- could there be an endorsement for having a Bachelors/Masters in a relevant field....Just because someone has a Bachelors or Masters doesn't necessarily mean they are a good child care provider, but it would be an easy endorsement to administer and would give parents good information about the educational level of their provider. How about an endorsement for agreeing to care for fewer children - using
- Creates unnecessary competition
- difficult in small town where options are limited
- Do not like
- Do not like
- Do not want to be the same as everyone
- Do not want to single out/label
- do we have people in our state qualified to determine what this looks like
- Don't like the idea – its another level to the program. That is something you would do in marketing your program.
- Don't like the idea – its another level to the program. That is something you would do in marketing your program.
- don't think it would be a benefit.
- don't think it would be a benefit.
- Endorsements are good in theory, but an easy process is essential and critical.
- Endorsements are not necessary - why not let programs list those themselves and let parents decide for themselves.
- Endorsements are not necessary - why not let programs list those themselves and let parents decide for themselves.
- Endorsements can make it look like Parent Aware has awarded a program an extra elevation, when really it is just offering more information or detail about the specifics of a program
- equal pay to educated, experienced and quality staff
- Expecting too much from already stressed staff
- Expenses related.
- Extras should be parent choice, not regulated
- Feels too competitive---too qualitative. One star is bad. Four stars is good. Not enough transparency to show families that one star isn't bad, but working on building quality.
- financials
- Financing training to continue.
- finding qualified staff to maintain the specialized program
- funding for these meetings
- Funding to support these additional endorsements that do not add more work for those already overloaded in paperwork and constant changes.
- funding to hire higher qualified staff who may already speak a second language
- funding to train staff so they are bilingual
- Having "unique characteristics or features" does NOT guarantee that I am a better-qualified provider than anyone else.
- Having a healthcare consultant would help who?
- having more ease of access for resources and knowing where to get that information
- How can I stay in business?
- How do you define you cultural endorsement?
- How do you enforce the process?
- how do you monitor to be sure these improvements are being maintained?
- How does extra stuff, like nutrition, how does that provide outcomes for kids. If there's a child centered way to gather outcomes, then that would be good.
- how to determine what features are important enough to differentiate
- how to document a certain endorsement/ how will programs be accountable to what they claim
- How to prove specialness/specialty
- How will endorsements/designations be determined?
- How will you codify it? Add confusion?
- How would a program qualify for the special designations and endorsements

- How would I as a small town provider have access to some of those areas
- How would such designations be monitored for actual implementation and consistency?
- How would that help with kindergarten readiness???
- How would the unique features be documented/monitored?
- How would these be monitored?
- how would this additional endorsement be achieved?
- how would you do this? add it as part of a search?
- How would you make sure the program was working as it is supposed to
- I already have a long waiting list and families that we are not able to serve so providing something different that would be a draw to people isn't really an incentive to me
- I also don't have a degree in preschool teaching
- I am concerned about being able to stay open when all of my preschoolers go to the school programs and I am left with 3 toddlers.
- I am concerned about family childcares and childhood illness
- I am concerned about the diversity of families and the impact it has on family childcares
- I am concerned about the time constraints of providers and some curriculums
- I am concerned that some of the program ideas are not feasible in small districts.
- I am limited to what I can do being I rent space in a church. I do not serve meals, only snacks.
- I am loving my parent aware rating path , I am planning for my 4 star . Will there be funds to keep parent aware running and offering discount classes and helping the providers one on one as needed throughout program
- I am not a nurse so I won't have that advantage either
- I am not sure how that would benefit
- I am not sure how that would benefit
- I do not feel this will help my program due to informing people what this is
- I do not feel this will help my program due to informing people what this is
- I do not have any comments
- I do not have any concerns.
- I do not think that would benefit our program
- I do not think that would benefit our program
- I don't feel it would benefit me at all. It's nice that some may want to do that but I can't see there would be much of a market for it. It all comes down to relationships. Parents want to know if they are comfortable with me and my home. Rarely (in fact never) am I asked if I have an education, rating, etc.... I really feel the relationship is the most important piece. At least for me.
- I don't feel it would benefit me at all. It's nice that some may want to do that but I can't see there would be much of a market for it. It all comes down to relationships. Parents want to know if they are comfortable with me and my home. Rarely (in fact never) am I asked if I have an education, rating, etc.... I really feel the relationship is the most important piece. At least for me.
- I don't feel the current Parent Aware system is really running smoothly yet, so I am unsure why you would want to add to it at this point.
- I don't know
- I don't know
- I don't know if that would help us or not
- I don't know if that would help us or not
- I don't like the idea of special endorsements.
- I don't like the idea of special endorsements.
- I don't think adding labels is necessary
- I don't think it would
- I don't think it would
- I don't think it would benefit our program. I think if a program is fundamentally sound it does not have to have a "cutesy" to attract students
- I don't think it would benefit our program. I think if a program is fundamentally sound it does not have to have a "cutesy" to attract students
- I don't think that would encourage continued improvement- it encourages centers to cater to a specific market.
- I don't think that would encourage continued improvement- it encourages centers to cater to a specific market.
- I don't think there should be special designations for unique characteristics because I think this pigeon holds programs into one area. I think all programs should offer similar components. I don't like the idea of having a program just for Somali kids, I think we should embrace all kids, and not just get more money for being diverse, having Somali children.
- I fear this option could become "gimmicky." the focus should be on quality education, and meeting children & families' needs (serving the whole child), not on fads or trends that are not research-based
- I feel alone - I am the only rated provider in my community.
- I feel like this area needs to think outside the box. In rural MN we aren't going to be able to use any of the 4 things that are listed here. We need more

options.

- I feel that by having all of these "choices," Parent Aware needs to monitor the consistency in the rating; all programs should be treated equally
- I have concerns about centers going through the motions, but not caring through on the standard every day.
- I have noticed that just because programs have received curriculum and/or assessment training, they do not implement it. There is no monitoring for school districts implementation.
- I just don't want smaller programs that might not have the chance to provide some of those more specific qualities and does that make them look less qualified in parents eyes compared to others.
- I know that many school programs and Head Start programs were "grandfathered" in when the rating system first started. Doing that makes a number of assumptions about those programs as compared to privately operated programs. I don't believe that those assumptions are fair or correct.
- I only speak English, so if bilingual is preferred I'm out
- I see no benefit to our center to have these special designations.
- I see no benefit to our center to have these special designations.
- I think that there is too high of a gap between the 1 star and 4 star, as each center participating in Parent Aware is going through so many important major changes. And the changes made are not recognized in a 1 star program. Its seen as a rating system , parents and families are not seeing the whole process.
- I think the rating scale should acknowledge NAEYC accreditation as something above a Four Star rating instead of it being considered below a Four Star and one still has to meet curriculum and assessment requirements.
- I think there needs to be more places to advertise our businesses
- I want to know how Parent Aware is checking to see that we are in compliance
- I want to know that all Parent Aware providers are abiding by the qualifications
- I would be concerned about the indicators being based on research and best-practices for our specific type of program
- I would be learning while teaching the children.
- I would not trust an "eco-friendly" rating, as criteria are not agreed to.
- I would want to make sure programs offer what they say they offer
- If a program want to achieve any of those ideas, will there be a training process to help assist a program?
- If it gets really specific it would be hard to continually keep up.
- If the program receives endorsement for culturally-specific care it might discourage families that do not like that culture to enroll their children.
- If the star ratings are actually designations to identify programs that go "above and beyond" then the rating criteria should not be based on items that are already required by state licensing. Every licensed program is responsible to provide those basic components to remain licensed. Star-rated programs should be offering unique and quality focused curriculum that sets them apart from other programs. The current system does not recognize unique offerings.
- If there are funds available to "encourage" providers to go for a star rating, that's the way to go! EVERYONE WINS!
- If there got to be too many of these non-Ratings designations, it could make the popular www.parentaware.org online search tool much more cluttered and unclear for busy parents. We have worked very hard in Minnesota to keep the tool simple, clear and approachable for consumers, and that has made this one of the finest parental tools of its type in the nation. Therefore, we should be wary of cluttering the site with too many designations that are not highly relevant to the focus of Parent Aware, kindergarten-readiness.
- If there were "open-ended" special endorsement.
- If you do it, give people time to build toward it before offering it.
- I'm concerned about a "culturally-specific" program. That seems very racist because it would exclude those who aren't in that culture. White people certainly can't do that, why would others?
- I'm concerned about what I hear and what we actually get as providers.
- I'm concerned that the powers that be are making it difficult for providers to be HOME PROVIDERS, instead of public pre-k teachers
- I'm not sure how this would work
- I'm not sure how this would work
- I'm not sure it would benefit us, but maybe some others it would
- I'm not sure it would benefit us, but maybe some others it would
- I'm very happy in participating in this program
- Improved interesting trainings to attend

- In fact, I found that because of the way the rating system is designed that none of the unique and high-quality things we do were recognized because we "lacked" a particular training. The coaches that visited us agreed that the rating system has not been an accurate measure of the high quality programs that we offer. I refuse to advertise the fact that we have a star rating. Having a lower rating feels like it will do more negatively than not having a rating at all.
- In northern MN I don't think it would. There is a shortest in Providers.
- in our area I doubt it would make any difference
- in our area I doubt it would make any difference
- in small communities it would be difficult to have special programs or to offer enough hours to consultants
- In small districts like ours...there is only one PreK teacher. How would we offer other programs such as these that maybe only appeal to a small number of people...if any?
- Information dissemination
- Interesting idea. Implementation and oversight may be an issue.
- Intriguing idea but worried about "endorsement" language, because it indicates that Parent Aware directly supports a specific program
- is that going to affect providers even though we are parent aware rated?
- is there a coach to guide me in parent aware. I haven't talked to a coach in over a year
- it is nice to be specialized but not realistic for my situation
- it is nice to be specialized but not realistic for my situation
- It really wouldn't
- It really wouldn't
- it sounds like a good thing but it would add a lot of work, my teachers and myself are already underpaid and overworked. I think it would add stress right now
- it sounds like a good thing but it would add a lot of work, my teachers and myself are already underpaid and overworked. I think it would add stress right now
- It won't. My families do not care about Parent Aware curriculum rating, scholarships only
- It won't. My families do not care about Parent Aware curriculum rating, scholarships only
- It would be another layer, need to figure out what the evidence would be.
- it would be nice to get training on the native American tribes and their religions/beliefs and even spoken language as that's the majority up in northern MN
- it would force programs to be "specialized" and would hurt those who are wanting to serve as a general kindergarten readiness program
- It would not benefit my program
- It would not benefit my program
- It wouldn't
- It wouldn't
- It wouldn't benefit me.
- It wouldn't benefit me.
- it wouldn't I live in a rural community
- It wouldn't! Making this stuff up as you go along just keeps job security for DHS employees and PA employees
- It wouldn't! Making this stuff up as you go along just keeps job security for DHS employees and PA employees
- It's a good program, I like to help people
- Just mentioned it
- Lack of material-tool to promote the program
- lots of work for a small, independent center
- Low kid count
- Make the boxes big enough to work with in your next survey :)
- Makes me nervous on how that would be determined
- Making the gap too big by having one star and four star.
- May be hard for small business center with limited funds
- May seem limiting
- More \$ are spent in the areas where more providers are and small towns left without anything and have to travel far to get training
- more hoops to jump through
- more paperwork
- More training options in my area so that I don't have to travel an hour or more.
- Moving away from consistent framework
- Music, yoga, language, faith, could be other endorsements, but don't want more paperwork to prove it.
- My ability to become a trainer
- my concern if you make this mandatory providers will start to quit , just like with the infant rule.
- My concern is that programs in the schools and programs already receiving 4 stars are questioning why should they do all of this work if they know they are quality
- My major concern has always been leaving our Montessori Philosophy and structure in order to get a 4 star rating

- program is made to be confusing.
- Ongoing funding?
 - Ongoing support would be needed.
 - Other concerns include that almost all Somali centers are not only culture specific but have parents as staff and that it would be better if Somali centers collaborated and sent children to a center and worked at a different center. The provider stressed that they feel like the children are not learning because their parents are there and it is hard to redirect the child.
 - Our experience with the Parent Aware pilot program was that the focus wasn't on quality
 - over emphasis placed on extras and basics being overlooked
 - PA classes I have taken were devoid of useful, practical training
 - PA is too "politically correct", no room for small "c" conservatives.
 - PA should reward a higher scholarship for a 4-star. It should be 9,000 instead of 7,500
 - Parent Aware doesn't understand different approaches to early childhood programming. Need to broaden out and fully understand. These additional approaches cost money, so for profit centers can do this, but others can't afford it, so not fair.
 - parent aware is not accurately capturing the quality of in home daycare programs and therefore is not becoming a helpful tool for families
 - parent aware rating doesn't prove quality
 - Parent Aware should "get on one page"
 - Parents are not aware of the program
 - parents in my area not knowing what these are
 - Parents might look at our exemplary program and not realize that it's exemplary because we don't have a "health consultant" on campus, etc.
 - PASR believes that the Ratings indicators should be a) limited in number to keep the system doable and focused and b) focused on factors that, according to the best available evidence, drive kindergarten-readiness improvements
 - PASR is concerned about the accuracy of self-reported designations. While we can verify Ratings indicators, we can't verify other designations, leaving open the possibility that parents could be misled by false, incomplete, out-of-date, or exaggerated designations. Such inaccuracies could damage the overall credibility and integrity of the Parent Aware Ratings.
 - paying qualified people to have a specialized program
 - Possibly discourage new providers if they have to have certain training such as CDA.
 - potential to hurt those providing child care without endorsement, public view as less quality
 - Program differentiators should not be defined as the same thing as quality. The purpose of parent aware has been to help parents find quality programs, research beyond that should fall on the school and the parent.
 - programs can add their own " promotional" titles to their daycare on what they seem necessary or important at their program
 - programs provide extras for short time to add to rating
 - Programs without such endorsements could be perceived as not providing "enough" even though they are meeting the needs of their families/children.
 - Programs without such endorsements could be perceived as not providing "enough" even though they are meeting the needs of their families/children.
 - Programs would get "endorsements - who monitors the quality?
 - Providers can choose to run a bilingual program or an eco-friendly program and advertise it that way without Parent Aware being involved in designating it that way.
 - Providers rate jumping just to get grant money.
 - Public school district has 4-star rating-not held at the same standards.
 - quality care is still provided for children in my area without being bilingual
 - Relevance
 - Revisit endorsement idea after other things are more solid.
 - Safety in School District programs - no requirements for licensing standards
 - see above
 - Sending an individual out to verify endorsements could be costly/cumbersome
 - Since I have been licensed over 25 years these trainings that are being offered are repetitive. I am not seeing how this is changing my current child care and how I provide care.
 - Slippery slope of adding additional options for endorsements. Where do you stop?
 - Some areas of the state are very strong in numbers of 4-star ratings, while others are just getting acquainted with this concept....are there going to be more curriculums and/or assessments approved?
 - Some endorsements may not rise to the level of a rating process. Environmentally-friendly really change children's outcomes?
 - Somewhat concerned with the easy access to a 4-star rating for school pre-k programs.

- Sometimes cost becomes a challenge to be able to continue with special designations and that may limit programs with less savings
- Special designations or endorsements can also signal when there are insufficient programs to meet the needs of families.
- Specific classes to understand behaviors and needs of autistic children
- such a measure should recognize programs that have a deep commitment to such characteristics or features, not merely adding a few bilingual books and songs and claiming "bilingual" programming
- takes more time for orientation
- takes more training
- Teaching them the wrong way and then trying to have to repair it.
- That financial support would be connected to special endorsement
- That means other cultures might not come because they might feel their child is excluded from that culture.
- that the program will get lost in all of the politics
- The available of resources and funding for a small rural area
- The coaches may not be ready for it
- the cost of added programs
- The difficulty of adding more processes. How would we have time to do them?
- The library used to come out with a truck and bring books and do puppet shows, but that stopped, the bookmobile used to come. My concerns are about how services are always starting and then disappearing again for families.
- The papers need to be more explanatory on what you want for each star ratings.
- The program wasn't user friendly
- The state is creating more schools open to preschool programs and how
- The training classes should be designed for daycare or preschool settings.
- The way you rate centers and all the paper work is crazy
- The workload is already steep for center directors, I would not advocate for adding MORE to this process
- There are higher priorities we have other than what is all listed.
- there are more African Americans moving in northern MN as well and I don't know too much about them either
- There should be more programs for 4 year old kids, they need to be more connected to the schools.
- There was a great deal of concern that this creates additional paperwork and isn't about quality rating. These kinds of differentiators are marketing tools and should really be set up for each school to decide. There are programs with endorsements (Montessori recognition is one). It doesn't seem to be the best use of resources to add this to Parent Aware categorizations.
- There will be no support/help for us in trying to implement these programs
- These would require specialized training to support and coach in the different endorsement areas. Finding or training staff could be a challenge.
- They would just create more competition and work over and above the rating itself
- They would just create more competition and work over and above the rating itself
- think about the providers in rural area as well, Diversity is not as common in the farm communities.
- This program is awesome but so must does not pertain to our area or client needs.
- This would not be an incentive
- This would not be an incentive
- This would not benefit my program
- This would not benefit my program
- Time and cost.
- Time and money that could be spent lowering training costs or providing experiences for care providers spent less wisely on setting criteria for designations and implementing the screening for them
- Time involved. By the time the day is over, there isn't much room left for anything else.
- Time that would be required.
- Time to define the endorsement
- To do this every two years is a lot of work. Maybe every five years
- Too much emphasis on making money for the curricula companies!
- too narrow / divisive / unnecessary competition
- Too narrow, confusing; more divisions
- trainings not being offered in my area (or within 100 miles)
- Transportation, back and forth to day care is a major issue for families and providers. If I have to take care of children, I cannot get kids on buses at the same time and have everyone stay out in the cnos.
- Transportation.
- Undeveloped Interpretation of what makes "quality" care
- Unsure
- Unsure

- Usually the expert in the specific is the provider
- we already have a waiting list all the time. while these are positive, it will lengthen our list.
- We are always looking to improve and create opportunities for staff to move forward in the education and profession.
- We are barely hitting the ground level with accreditation and Parent Aware, and this will be a distraction and parents don't understand what those extras are.
- we are limited in ethnicity and culture with our families
- We are the only parent aware rated program in our area. Until this takes off there will be no benefit to us from these changes.
- We did not feel this benefits our programs. This was a consensus by the group.
- We did not feel this benefits our programs. This was a consensus by the group.
- We do not have the recourses, space, and ability to fund/pay staff to do this
- We do use some of these things. Not sure that advertising it will help.
- We do use some of these things. Not sure that advertising it will help.
- We should recognize any national accreditation a program holds
- We take the trainings for parent aware then are on our own to find a curriculum we can afford
- We want to find out own niche
- We want ways to connect efforts
- We're Reggio inspired, partner with local farm, etc. and that isn't apparent in the star rating.
- website confusing and hard to follow at times but still way better than paper
- What endorsements would be used?
- What is the evidence going to be to show that you are culturally specific? Can you achieve more than one? Can you be approved for both Jewish and Reggio? What will be required to show that you are doing the extra things? Would there be extra funding to reach these extra endorsements? What is the paperwork for the endorsements?
- What parameters will be used to create these endorsements? Could cause confusion and another level of ambiguity for Parent Aware
- what would a health care consultant do?
- What would happen if we didn't "fit" into the preset categories?
- Who can help us with offering languages?
- Who decides what specific endorsements should be mentioned?
- Who decides, criteria, verify
- Who is going to monitor the centers/homes to make sure they have the programs
- who will do the work of increasing appropriate understanding of the different programs... someone from the program itself or someone from Parent Aware?
- Who will police it?
- Who would cover the additional cost of the programs???
- Why is it necessary to change--the current model seems to work.
- Why shouldn't programs be recognized for what they are doing well?
- Will not be beneficial in my area where there is already a shortage of child care and parents go wherever they can find space rather than look for some specific type of endorsement.
- Will that limit people's / provider's freedom if special designations
- Will you decrease documentation needed for programs with fully licensed teachers?
- Will you give credit for MN Licensed Early Childhood teachers?
- Without special designations or endorsements, it is difficult for families to find culturally appropriate programs except through word of mouth.
- Wondering how to keep 4yr old preschoolers when all day preschool is offered
- Wondering how to keep 4yr old preschoolers when all day preschool is offered
- Would a "reading specialist" count in this area also?
- Would I get more time to complete more tasks?
- Would it give an unfair advantage to programs with "bells and whistles, but perhaps just "average" on other areas?
- would like to have more parent classes
- Would my coach be available to me for more hours to complete more work?
- would not affect me
- would not affect me
- would not benefit my program
- would not benefit my program
- Would Parent Aware accept documentation from the program itself about its endorsements or would it require external validation? We would argue for external validation.
- would Parent Aware choose the categories or can centers suggest some? (e.g. serving children with special needs)

- Would parents be able to search for programs online by endorsement?
- Would specially designated programs receive more funding and/or opportunities?
- Would there be an endorsement of Christian based programs
- Would there be resources available to programs wanting to achieve extra endorsements, such as funds for training or materials?
- would these be self-reported? How would they be verified, and by whom?
- would you limit the number of centers that gain that additional endorsement?
- you should contact Dr. Julie Ernst at the University of MN Duluth to help you develop these indicators

[Return to start of Compilation](#)

[Return to start of this section](#)

3. (Continuous Improvement) Another option is to add a rating level higher than 4 stars.

a. In what ways might that benefit your program or the overall Parent Aware system?

- 4 star rating concerns with break down in collaborative childcare system - Carlton County.
- 4 Stars is adequate
- 4 stars is enough; fine-tune what we have
- 4 stars is hard enough
- 4 stars really doesn't signify an exemplary program at the present time; it's pretty basic in its requirements .
- 5 Stars is recognized with other establishments, it should be used/easily understood
- A designation higher than four stars could benefit the Parent Aware system by offering Accelerated Pathway to Rating (APR) or fully rated four-star providers an incentive and supports to aid in their continuous quality improvement.
- Able to provide better care
- add a 5th star for ACCREDITED providers
- Add another level? how about straighten out the program you have?
- Adding more would confuse people
- All advertisement is 4 stars - don't confuse the public! People/providers would get discouraged and quit!
- All agreed that this would not be beneficial
- Already too confusing keep at 4
- Always good to have a higher rating, but is that possible for in home childcare?
- An additional star could show your specialties, your uniqueness.
- And now that I'm on the "star" thing, I'll say this. Because you picked a "star" to designate quality programs, it links people with the ratings like a hotel and honestly, I would never stay at a 1-star hotel. People make that connection whether you tell them they should or not. It's already a part of our culture and the way we think.
- Another tier may be useful for some parents/education sites, especially in the Greater Metro area.
- As long as it is clearly defined I think 4 stars is sufficient. More ratings can get confusing for families.
- As long as the new designation is affordable for all programs it could be good.
- Be easier to see the higher rates programs. With only 4 options it is hard to distinguish between quality care givers.
- Benefit would depend upon what the criteria would be for more stars
- Better quality of care for our children
- Can't think of any it is a lot of work to do what we are now
- Challenge to keep learning
- Continue improvement
- Continue to grow in NAEYC expectations
- Continue to work to be the best.
- continued improvement of care though educating our staff,
- Continued improvement.
- Continued training/education above and beyond 4 star rating
- Continuing to get better
- Could really help push all centers to be better!
- creating another layer for programs which go beyond the classroom would indicate to parents that there are differences in these programs.
- Depends on the criteria for the rating
- Do not have additional requirements, no more requirements, everyone only cares about the food program and safety classes.
- Does not necessarily need to be another star
- don't think it would
- Don't think it would
- Don't think it would due to the shortage of child care in our area
- economy
- Encourages us to strive higher
- enough stars already- we need more meaning to the stars not more stars
- environment
- Everyone likes to get recognition for all their hard work and accomplishments
- Expand our services to be able to serve more children
- Expanding Services
- Experience vs. education.
- Flipside – four stars makes a parent go “hum” and think about what it means
- Four stars seems to make sense to the public (such as 4 star hotel)
- further education
- Give credit to agencies
- Give credit to agencies who go above and beyond requirements.
- Give credit to agencies who go above requirements
- Give credit to agencies who go above requirements
- Going with a 5 star rating might help people understand the rating better. Many people don't know

that "4-star rating" is the best.

- good if even "fast track" sites have to go above and beyond to earn it
- Grants, Materials, Coaches and mentors
- Great marketing
- Have more papers & flyers out in public
- Have quality indicators
- Having 5 stars would be easier for the general public to understand
- Having another star level could encourage further growth efforts
- Head Start goes above and beyond the services provided in most child care centers/public preschools in terms of comprehensive services..
- Head Start is a quality program, heavily monitored and reviewed. We should have a 5 star rating vs. school districts who do not follow any quality and automatically get a 4 star rating.
- Head Start programs have many more accountabilities that could be recognized
- Higher achievement always pushes teachers/directors to do better when in turn helps the kids and teachers.
- Higher kid count
- Higher rating may be beneficial depending upon what the classes will be.
- Hopefully it will benefit my business because 5 stars is better than 4
- I don't think this would benefit us. I Would rather see some extra enforcement or something particular to recognize the differences in our center than in other centers . I think adding another star would be pointless.
- I also wonder how a provider who partners with head start automatically becomes a 4 star provider when they do not do the work
- I always thought it should be 5 stars like everything else. 4-stars makes it seem like we're missing one
- I am a 4 star so it would be a higher rating
- I am not sure
- I am not sure another level will be helpful
- I am not sure if it would benefit our program.
- I am over achiever, I want my daycare to stand out as the best, so a level higher than a 4 would benefit providers such as myself who want to do more, who want to learn more and are doing this as a carrier.
- I am unsure.
- I believe that Star 1 and 2 are really just a regurgitation of what is required for licensing. It also irritates me that the ratings are so dependent on such specific training, which ignores qualifications that already go above and beyond what is required for teacher qualifications in the state licensing guidelines.
- I believe the families/guardians need to get more involved
- I believe there is always room for growth and development and I absolutely love the Parent Aware System.
- I believe there should be separate criteria for the 3 and 4 stars. The point system doesn't help to identify the difference between 3 and 4 stars.
- I could see adding a star for programs that have continually received 3 or 4 star ratings.
- I do not believe stars will help we live in a small community and word of mouth is how most people hear about our program
- I do not think it would matter how many stars are added but how they are obtain is what is important.
- I do think with so many center's rated as a 4 star there should be some distinction between the center's unless we all really are the best which is even better for our communities!
- I don't feel it would. Unsure what the 'new' star requirements would be but I'm more than happy with the 4 star
- I don't feel my rating has an impact yet
- I don't feel that would be necessary.
- I don't know
- I don't know that it would be a benefit.
- I don't like it---just more paperwork, work, to compete
- I don't like it---just more paperwork, work, to complete
- I don't like the star rating system people compare it to the hotel ratings and a 1 star
- I don't see any benefit in this for our center.
- I don't see it as a benefit
- I don't see what another level of star can do
- I don't think 4 stars is attainable for me, my \$ is extremely limited
- I don't think adding above 4 stars will make people do it it would scare more away
- I don't think I can get a 4 star rating, so it wouldn't benefit me.
- I don't think it is necessary
- I don't think it would
- I don't think it would
- I don't think it would help.
- I don't think it would mean anything. We already have the highest rating...it would just change the number of stars. I feel most programs that are 4 star rated would then also be 5 star rated.
- I don't think it would.
- I don't think more stars are necessary as much as a

clearer picture on what the stars and endorsements mean

- I don't think that is necessary
- I don't think this would be beneficial. Already there seems to be confusion with the star ratings. People see them as a hotel - rating yet when you are a provider going through the system they say that you are already licensed by state so a good program and this just shows you are going above and beyond but people see the stars as a hotel rating system.
- I feel like it will help me with education
- I feel that a four star rating is sufficient at this time due to the continuous changes of the program and the building blocks required to obtain and continue to maintain the high rating.
- I feel the only benefit is most rating systems have 5 stars as the top. So some parents have asked me if I will be working towards a five star not understanding that the 4 star is the highest rating.
- I have no interest in going higher than a 1, at this point I am not seeing any benefit.
- I like having a rating of higher than four stars or starting a "next level" That way it would push providers to really be the best they could be
- I like the endorsement idea better. Adding more stars doesn't seem to mean a lot. It just adds more stars.
- I love it. We currently our a 4 and seek out ways to be better
- I really don't think the amount of stars is the best method for this parent aware program, yes it shows how much education has been learned but to what extent and are the families actually contributing?
- I strongly believe that we would meet all characteristics of a 5 star rating
- I think 4 stars is adequate
- I think 4 stars is adequate
- I think adding another level will make things more complicated---The four stars is straight forward.
- I think going more to college degree or accredit would be more of what I'm
- I think it should be 5 stars and the program should keep the 5 stars without having to renew.
- I think it would mean more paper work
- I think that it is easy to get 4 stars I think we need to strive for more.
- I think that since we are invested in this program, we would keep reaching to attain the highest level of care as long as the requirements are not out of our reach.
- I think the focus should be creating a more streamlined process for accredited programs to earn a 4-star rating and perfecting the system we have
- I think the parents like seeing that I have four stars and that it was something that I strived to earn. I think it's always nice to have goals and set new goals.
- I think the system is fine the way it is. However maybe it could go up to a five star. Anything more than that is ridiculous and pointless. It seems like there would be too wide of a range.
- I think the system is still too new to be continually changing things for parents, give them time to fully understand the concept first.
- I think this is a great way to recognize centers who achieved national accreditation before getting Parent Aware rating
- I think you always will work harder when the bar is raised, so if you add more stars it would allow people to strive even further.
- I would continue to strive for the higher ratings
- I would go for a 5th star if the possibility of achieving it is within budget.
- I would go for highest star. Not benefit if I there were requirements I couldn't meet like not have an ECE degree
- I would need to see what the rating system qualifications meant I guess.
- I would not be interested in that--it's hard enough to obtain/maintain the 4- star
- If assistance money was increased for higher rating we would maybe be able to offer higher wages
- if extra \$ available for higher rating
- If I was able to attain it the \$ would be nice for my program
- If it could be used as a tool to beat out a competitor in a market that the rating had any significant impact on, then five star sites among four star sites would benefit. Though, children barred form enrollment due to higher fees would suffer.
- if our program qualified for 5 stars we might be able to get more grants
- If the incentives were there, I would consider it
- If the lower stars made more sense, you wouldn't need to add additional stars.
- If we go to 5 stars would be water down 1,2,3,&4 then?
- I'm not so sure many parents understand what the 4 star rating is for or how important it is.
- I'm not sure that it would; Perhaps length of time as a 4 star....
- In keeping with PASR's strong desire to limit the number of indicators in the system to focus resources on those most important, we would support a narrow set of higher-level indicators that are most essential in

driving improved child outcomes.

- In my opinion adding or decreasing the stars would not change anything, what is important is to get the skills needed to offer excellent service
- Incentive for Programs that want to go higher.
- Increase the focus on quality -- checking and supporting what 4 stars mean
- it could help highlight the exceptionality of our program; distinguish it from a child care setting
- It creates more work in a field that is vastly overworked and underpaid as it is
- It depends on what the other star would be for, and a terrible idea if it would require more paperwork or deadlines, or more complicated expectations and hoops to jump through.
- It depends what that other rating level is requiring programs to fulfill and how it will impact in the improvement of the program.
- It sends a message to parents and providers that if we want professional pay we as providers need to step up our game. Along with increased pay, bonuses, and incentives
- It will show parents I am continuing to improve my program
- It won't! With more rating levels comes greater variations.
- it would add an additional star
- It would also be nice to be able to train and assist others as the "next level" or once you get your four stars
- It would be another level of quality that we could use to market our programs.
- It would be nice to have five star because people always think in terms of five star ratings for hotels, books etc.
- It would differentiate the different types and qualifications of programs.
- It would distinguish the program from as higher quality than those with 4 stars
- it would encourage me to continue striving for greater quality
- It would encourage more parents to choose our program
- It would encourage us to keep going to new and diversified trainings
- It would give another level to shoot for.
- It would give us an option to keep improving once we attain the 4 star rating.
- It would help parents identify programs that go the extra mile to ensure the highest quality
- It would keep Parent Aware more active
- It would mean there is a significant way to continue bettering the program.
- It would move us up another rating and indicate the high quality services that we offer.
- It would not benefit my program. I think there is plenty of work to do to get all of our early childhood programs up to a Four Star.
- It would not make a difference in the community I live in
- It would recognize schools that are truly excellent
- It would set up the system for better benefits of the program.
- It would show parents that you have met the highest above others and nothing more
- It wouldn't
- it wouldn't
- It wouldn't.
- It wouldn't. I'm good with 4.
- Keep it the same
- looking for or specialty program.
- make it more confusing for those who have already gone through it and the parents
- Make me continue to grow, reach even higher
- Make our program even better.
- make the training more challenging for providers who have been in the field for 20 years. I have a degree in child development , I don't want to take another basic child development course. these basic courses are boring for me and a waist of my time. Let's challenge the providers.
- Many rating scales are "5"
- may entice people to attend my center
- may make it stand out as a higher level of care with a higher rating
- Maybe a 4 star- gold/silver/bronze status dependent on qualifications
- maybe add a 5 star to programs that have been rated for a number of years?
- might be beneficial to add some sort of + for accredited programs to acknowledge that achievement
- more benefits?
- more differentiation within the system
- More educational books and toys
- More information/diversity.
- More scholarship money for families in need
- More space to grow
- Most things are rated out of 5 stars so I think it may make more sense to people
- My program would benefit by continuously improving each time if there were higher levels.

- My training records would always be up to par
- Need to create more ways for collaboration rather than competition
- No benefit - 4 stars are enough
- No benefit to having higher rating system.
- No benefit whatsoever.
- No.
- None
- None
- NONE
- none
- None
- None
- None
- None
- none at all that I can tell.
- none that I can see
- none, 4 is high enough
- not a good idea
- Not a motivator
- not at all
- not at all we are full and have a waiting list.
- not at all, only if you lower the standards of a 4 star-- then why bother
- Not at all.
- Not necessary, I see no benefit.
- Not sure
- Not sure
- not sure
- not sure
- not sure
- not sure
- not sure a higher rating would help Parents do not know about parent aware and decide on your daycare because of my care for their child
- Not sure it would benefit, unless it was achievable
- Not sure it would change things for us
- Not sure that it would
- Not sure that it would
- Not sure that it would
- offer families the scholarship program to help pay for childcare
- Only benefit is that other star rating (hotels) use 5 star
- Other rating scales are built on 5 star.
- PA hasn't been in my county very long. Details of the program are so confusing that even the people who run it don't know what going on and how to handle different situations.
- PA is new to our area and I wanted to go one star at a time to earn the grant money for my childcare but unfortunately when I can rerate there are not funds set aside at this time so I probably will wait until there is.
- Parents in my community don't look for ratings
- People ask why no program can get a 5 star, as in hotels...
- People correlate stars with hotels and they feel 5 star is the top
- People don't understand what the four stars mean
- People is used to "five stars" so they will get a better concept
- Practically, the addition of a higher level could be an additional star level or a conceptual designation above four stars like "Plus" or similar.
- provider is considered a bad provider
- Providing care for more families
- Raising the quality ceiling in the Parent Aware framework in this way has the potential to benefit children, in particular if the Parent Aware evaluation provides evidence that programs at the highest levels of Parent Aware are not demonstrating the highest possible quality.
- Right now it won't. Parent Aware is brand new in our county. Parents don't care about Parent Aware. There is such a shortage of FCC here, parents are quitting their jobs to stay home with their children, many considering going on welfare to cover the lack of income. Families are moving because of the shortage. We need incentives for providers to start FCC.
- Show the community what a great school we have
- Showing the parents we are in this the whole way to provide for their children.
- Similar to other "star" rankings
- Since I have earned national accreditation with NAFCC, I don't think it would
- Special designations or endorsements would work better than an additional star.
- Stars "plus" the endorsements?
- Stars co-exist with hotel rating - 4 star vs. 2 star.
- Stars don't accurately portray quality. A 1 or 2 star rated child care can have as good a program as a 4 star but because of the grant money attached to progressing.
- Stars make families believe 4 is the best.
- Teaching degree aligning with Parent Aware.
- That Head Start would have higher rating
- that we are always improving our program
- That would be great .. Would like to see higher stars . It shows your family's that you are continuing to educate yourself to better the children in your care.
- That's creating more paperwork that busy child care

- providers don't have time for.
- The incentive is always helpful because it helps the children.
- The more numbers the more specific it could be.
- The Parent Aware evaluation should be a key source of information to guide whether and how to implement this change and what indicators should be included.
- The pride of always going for the highest rating.
- The star system is already confusing, don't add any more
- This program has been great
- This will give providers something to work toward to better there program.
- This will may open parents eyes that childcare programs may the way to go instead of preschool programs that are overcrowded.
- This would keep programs interested in continuing with their training, improvement.
- Tie a 5th star to national accreditation
- To be the best for children
- to provide more efficient care for our children
- Uncertain that more than 4 is needed
- unfair advantage to school based programs and large programs especially chains if parent education is a requirement for 5 stars
- Unknown at this time, but it could go either way depending on the criteria.
- unsure
- we are already doing the criteria for parent aware, because we are NAEYC accredited. I feel like adding another star would just make the gap bigger from other centers, its not pointing out what is making us excel, it's just stating we have 5 stars (but what does that mean and how do we get parents to know the differences between the star ratings)
- we are current in all techniques and technology and child well being
- We could get credit for additional work that we do.
- We could get credit for additional work we do: Curriculum we use and all of the families we work with.
- We could get credit for the additional work we do. Your chargers could be higher so that you can have 1 or 2 employees depending on what license

- we could show that we are an extremely high-quality program
- We currently have a four star rating and exceed those standards.
- we may attract more families from the public
- We think instead of adding a star, maybe more of a ladder system on top of the stars. For example a 4 star - ladder 7 on the MN registry.
- We would achieve the highest designation.
- We would be able to state we are a higher star level and give us something more to strive for
- We would have to do something to get a higher rating I hope.
- Well trained staff
- What advantage would it give me as a provider? Grants, scholarships, educations money?
- WHAT WOULD 5TH STAR REQUIRE. WITH COUNTY - STATE - FOOD PROGRAM REQUIREMENTS A FAMILY DAYCARE WOULD RUN IN THE TIME FACTURE.
- When more parents become interested in the Parent Aware ratings, additional stars might help the parents to decide which daycare to choose
- Why did we not choose 5 stars like every other rating system? Cars, hotels, etc.
- Why? Then when people achieve a higher level and to create new incentives add a 6 and so on? Leave it as it is.
- Why? The for stars are useless/meaningless
- Word of mouth is better than parent aware
- Working with head start
- Would allow providers to show the quality of their program is still growing
- Would be nice to have something between NAEYC accreditation and Parent Aware
- would discourage me to do it if I got higher star was unattainable because of that I wouldn't want to have less than all stars and f that makes sense
- would not benefit
- Would provide a way to recognize continued improvement and effort.
- Wouldn't really help unless parents/community members UNDERSTOOD the rating system category you have.

3. (Continuous Improvement, #3 continued) Another option is to add a rating level higher than 4 stars.

b. What concerns or questions do you have?

- \$
- 2 stars is tough enough
- 4 star looks different across programs, and not all of it is included on Parent Aware website. Need more comprehensive information for parents. Parents read the website and still don't know if 4 star is good because not enough information.
- 4 star programs are unhappy that there are no quality improvement supports for them.
- a level higher than 4 stars should be inclusive to programs that use a variety of high-quality curriculum, esp. Montessori
- A program that offers bi-lingual or other specialty does not need another star to offer this.
- Accreditation is easier to understand, you either are accredited or going through or you are or not. It's clearer. While Parent Aware you are one star, but then you have to describe what that means.
- Accreditation- NAEYC or other nationally recognized programs should be used to indicate a higher level of standard.
- Add a check mark to distinguish the number of years at a certain level
- Adding a 5th star will only confuse people and diminish the hard work already completed.
- Adding another rating might contribute to extra work.
- Adding another star just moves the ceiling.
- again there does not seem to be any way the programs are being monitored
- Again, the workload and requirements involved. Our center is NAEYC-accredited and 4-star. With everything else going on, that seems to be a full load.
- Again, would we have input into this process?
- All programs held to same standards for equal rating.
- An idea would be to build in assure than responsive interactions and child-directed experiences are taking place
- and not restricting our curriculum/assessment choices.
- Another hoop to jump through
- Are the assessors consistent? Wonder if it's fair and programs are getting assessed fairly.
- Are the criteria sensitive to different cultural beliefs about early ed?
- Are the evaluators looking for opportunities to eliminate programs from getting a higher standard, or are they actively trying to help and give them the benefit of the doubt to allow programs to become rated?
- Are we headed (or moving) toward where we should be?
- Automatic pass for school districts is not good, not fair.
- Before adding an additional star ratings work out the issues currently facing the program.
- Change to something that is already a new program for teachers and parents.
- changing the current rating system of 4 stars will confuse the public and discourage programs from participating.
- Concern that this would create an even greater divide in how providers think of themselves. We have heard things like "I am just a one star."
- Concern would be a college degree required for a higher level
- Concern: star levels creating a sense of competition vs. collaboration & cooperation amongst childcare providers/centers. Carlton County has worked so hard to create a collaborative & cooperative group and this 'star' level quality approach is causing a great divide to occur. The advertising is turning many providers away as it seems to diminish and put down the current quality of care. Families are perceiving that 4 is better than 2 and already only want 4 star quality. A provider may be '4 star quality' and yet may not yet have 4 stars.
- Concerned that I need 2 new teachers who will now need LOTS of training & catch up
- Confusion of what exactly a 4 star rating even means and how it is maintained; why is 4 the highest now?
- Confusion. would the same info spread out over 5 scale or would it be completely redesigned?
- Consider adding a star level between 2 and 3 because the jump from 2 to 3 is too big. At the in-between star level, focus on curriculum.
- County licensors do not seem to support parent aware
- Criteria for 4 stars is challenging / 5 stars would be unattainable
- Current emphasis should be getting more providers rated rather than improving programs already rated
- Deadlines are too fast, totally unrealistic goals for submitting paperwork, lesson plans, you can't actually do it

- DEVELOP is very time consuming and difficult to use for those setting up trainings
- Difficult if a program is working really hard to provide educational opportunities for children and one program who can afford adding a garden versus those who work an extra 80 hours to make a garden.
- Dilutes current 4 star; adds another level to administer
- Dilutes current process and makes 5 seem unreachable
- Do not see how adding a star would improve our program.
- Does the rating criteria consider multiple forms of early ed?
- does the star program really benefit rural areas?
- Don't force everyone to do the same thing.
- Even if I had a 5 bedroom home I would not use the entire space for child care. This is our homes and need to have space to get away from our child care.
- Every program is protective of their own programming.
- EXPECTING TO MUCH AND NOT HAVE THE TIME FOR IT ALL AND PROVIDE QUALITY CARE.
- Extra points for endorsements like NAEYC provides extra points for add ons.
- fast-track to higher star recognition for NAEYC and/or AMI recognized programs would be helpful
- Financial incentive for families – tie rating to CCA (though this has caused problems in Wisconsin)
- Focus on getting Parent Aware across the board to daycares and preschools first before adding to an already demanding process
- Funding availability for our rural are
- Hard to see a benefit to this as there will always be a highest star level and someone will always be at the top with nowhere further to go
- have their own kids, leaving little time for training, cleaning, parent conferences and preparing for the next day's activities.
- Having to expect too much from the staff who already seem stressed
- How can we improve and develop the kids knowledge
- How difficult would it be?
- How do you balance years of experience and align with Parent Aware? Aligning a current education teaching degree with Parent Aware? We do not like the star level ratings.
- How does this impact "full" programs with waiting lists?
- How high of star rating would you go?
- How long will Parent Aware continue? Why is it an elimination for scholarships for provider not under Parent Aware
- How many stars is too many stars? When will you cap it?
- How much additional work to meet the requirements would there be?
- How realistic will it be for centers to maintain a 5 star rating or higher
- How would we do this?
- How would you define 5 stars?
- I am concerned that programs can put on a good show while being observed and write the right information on paper, but not follow through
- I am for using money for the children, and not creating more levels of criteria for programs to meet.
- I am hearing from older providers that they don't want to do the parent aware because it is to much work and they are on the way out the door. Not all providers are on board with this and don't want to do it. so a higher star rating might scare providers away.
- I am only a 3 Star and it is time consuming!
- I believe getting the required training and skills to run a program is more important than counting the number of stars you have or get.
- I do not like the process or how the rating went
- I do not like the process or how the rating went
- I do not like the star system. People will assume a place with a four star rating is better than one with a two star rating, but that is not always true.
- I don't know if I have the time to go higher than a level 4.
- I don't like that option. people have worked hard to achieve the highest rating, it's not fair to then expect them to work harder for it.
- I don't really even like the 4 star rating. Everyone wonders why you don't get the "5" as in high quality restaurants and hotels.
- I don't see how making MORE stars available is helpful at all.
- I don't think it is adding level of stars that is the questions. It is what you are doing within each level.
- I doubt many providers would continue especially when our trainings run out after a few years and we have to redo them
- I feel like it's not that hard to get 4 stars!!!
- I have concerns about allowing providers to prove they are good educators
- I have concerns about whether or not this is something that would necessarily
- I hope the process is easier as it has more time to work out the difficulties I had on line
- I know I'm higher than a one so this rating does not do

justices

- I know we have a lot of things to work on but I feel this process is overwhelming for the time we have to get it done..
- I noticed that when a 5 star rating was being looked at, having a parent ed program would be required - how can a small FCC be expected to do that? School/Head Start programs would be able to do this which could give them an unfair advantage
- I think 4 star is fine.
- I think about 5 stars being the top and it's confusing that 4 stars is the top. Other rating systems have 5 stars, so if they know about those, then they think that 4 isn't the top. Need consistency across states.
- I think endorsements would be better than having another star
- I think if anything it should be like the develop system to a point. But I do not see it is fair that just because I do not have college credits that my 16 years of doing daycare doesn't mean that it should be higher than a level 5.
- I think if you're a 4 star now and you add a 5, then those who are 4 should be grandfathered in
- I think it should be a few years before adding stars to it as it just came out in some counties
- I think it should stay 4 stars and improvements and changes be made and that should be more than adequate.
- I think it's good to have a higher level, too easily attainable for school districts for example. Some programs work really hard and deserve 4 stars. If 5 stars, will more education be required? Don't do that.
- I think star 4 is extensive and we really don't need any higher ratings
- I think that all areas should be weighted more equally for centers to have a better chance of reaching and maintaining all the indicators.
- I think the benefit is great for providers and most of all the kids they serve.
- I think this could be confusing for parents. I think 4 stars is the right amount
- I think we have enough for now. Parents should visit the childcare before they make decisions
- I was also very frustrated by the lack of reasonable understanding when being reviewed. I turned in forms that required a parent signature. The forms all contained parent signatures, but the area where they signed was not labeled "Parent Signature _____" and so those forms were not accepted, returned to me to obtain the signatures that were already there!
- I worry about how valuable increased training will be for our teachers who are already so highly trained and have met so many requirements
- I would ask that this be held for a time until programs have a chance to get to a 4 level vs start now when we are just beginning
- I would like to be able to use my Montessori background and current ongoing training toward my rating
- I would want to know that all centers would have the ability to reach the higher stars.
- I wouldn't want it to turn into a multi-level star program. It should have a cap at some point.
- I'm against the 5 stars, but I don't want to add more paperwork, another layer. Don't want more work!
- I'd be interested in learning the thought process behind having more than 4 stars.
- If 4 stars are the top rating you can earn, why would there be a need to add a level?
- If 4 stars remains the pinnacle the qualifications for the rating should be continually assessed to best address the children's needs. No additional paperwork and time away from direct care should be implemented without the child benefiting.
- If a 5th star is added, make sure to provide supports and scaffolding to help programs move to the higher level.
- If already accredited, why is the duplication required? Why can't a program be accredited and be done? Accreditation already is demonstrating the current highest quality in standards and research based best practices.
- If certain programs will automatically receive the highest rating without even being reviewed (Head Start or school-based programs for example), I am unsure how the higher designation would actually indicate quality any better than the current system.
- If I am already a 4 star, the highest possible what more extra will I have to do to be a 5 star, will it look like I have went down in quality
- If improvements are made to the star levels qualified by the benefits to the children in our care, 4 stars should be more than enough.
- If it was done a higher rating why must we repeat all paperwork
- If the current program was supposedly build upon research that measured (in priority) the areas that most impacted child outcomes then why would additional levels be sought?
- If there is a 5th star option, but very few programs have it, but all parents want it, it would be difficult to

explain why we have it.

- If this system "good enough"
- If we already have a 4 star rating, what would be the new requirements?
- In 5th star, make the Credential or CDA required; career lattice step of 2 is too low for higher rated programs
- In short, it is important to acquire the education or the training needed than but all your energy on how to get five stars.
- Instead of a higher rating than 4, maybe an insignia of how long we have been 4 star
- Instead, work on providing more training in the higher tiers rather than adding another tier to work toward.
- Is a 5 star going to be better than a 4, will it help us more?
- Is this accomplishing the desired goals for our youngest children?
- It can seem like a money making opportunity for MN Streams or Eager to Learn because only specific courses are approved.
- It could be confusing to parents, who have been educated with millions of dollars' worth of ads and other outreach tools about a 4-star system, in which 4-stars has been consistently billed as the "best possible rating."
- It irritates me that there is such a long period between beginning the process again, especially when the star rating is denied because of something very small.
- It is concerning that programs do not actually have to implement what they are required to be trained on
- It is difficult enough for an in home provider to meet these requirements.
- It is too fast and too soon to add a 5th star level.
- It is too soon to consider a rating higher than 4; make nationally accredited providers a 5th star
- It is unfair that Head Starts don't have to go through the same process to be labeled "high-quality." No matter what pathway to rating is used every program should have to have an independent observer come out and assess the program. Not having school-based, Head Start, etc. not have to do this makes no sense. If the argument is that those programs already have other standards they have to meet, you need to say the same about national accreditation.
- It runs counter to what rated providers were originally told when they volunteered for Parent Aware, a change now, especially if not well-managed, could be frustrating and confusing to providers.
- It seems like this simply moves the current problem - there is still no way to show that improvements continue to happen after reaching a 5 star rating
- It seems odd that a four star rating is actually "penalized" by not being able to receive the \$1,000.
- It will be important to weigh the potential costs and benefits when determining whether to add a higher designation and to carefully consider the implications for children, parents, providers, and the system as a whole.
- It will be very difficult for small communities to achieve higher ratings. As larger centers and communities have better training opportunities.
- It would be exhausting always feeling the need to get higher rather than maintains with extra learning.
- It would be nice had it been "5" rather than "4" but I certainly don't want to add another level of work to the rating!
- It would confuse parents even more
- It would make 1 and 2 star programs look "bad" even though they aren't
- It would make 3 star programs look mediocre.
- Jumping through Parent Aware hoops seems redundant when a program has earned national accreditation
- Just because a person has a 4 star rating does NOT mean they are a great childcare provider.
- Lack of ability to pay to get qualified staff
- Lack of qualified employee pool in a rural area.
- lack of qualified people willing to work at daycare due to low pay scale
- Let people understand the current system before you think about changing it
- Like way it is set up
- Likely confusing to parents, if we keep changing or adding stars
- Lots of teacher time is spent on admin to meet the requirements (forms, etc.). We'd rather teachers spend that time with the children.
- Low kid count
- Makes it harder for home child care programs
- Might just increase the haves/have nots scenario already occurring
- Money to pay for trainings
- Money, time and resources to make it happen
- More alignment with other states.
- more busy work for teachers and directors
- more paperwork is an issue
- More stars – the indicators for a higher star shouldn't be things that are impossible to do unless you have a special funding stream, such as comprehensive services for low-income parents and licensed teachers.
- more trainings are an issue

- more work for programs who are already doing a lot to continue growth
- My concern with this idea is that the star number would just increase and maybe some centers may not be able to catch up even if they are 4 star quality programs
- My concern would be what would be needed to increase this rating.
- My concerns are that the state is trying to eliminate providers.
- My concerns will not fit onto this one page. Endless concerns.
- N/A
- NAEYC and Parent Aware aren't aligned. Why is APR necessary? Why prove to NAEYC and then prove again with Parent Aware?
- Need a different measurement than stars.
- Need more than just check boxes for continuous improvement.
- Need one stop shop for parents to choose program. Parent Aware could be that.
- Need to address the inequity between pathways and consistency; a 4-star accredited center id different from a 4-star school and a 4-star home; maybe systems should be separate
- Need to level playing field. Community needs to take care of kids.
- No additional training (curriculum, assessments) for 4-star programs that are accredited
- No built in way for continuous improvement right now. Adding another star won't achieve anything.
- No more stars are needed
- non
- none
- none
- none
- None
- none
- none
- none
- None
- None
- None
- none
- none
- None
- none
- none
- none
- none
- None at this time
- None at this time
- none at this time
- None at this time.
- None of us like the Star rating system to begin with. Adding more stars just seems like more of a bad thing. We are not hotels in the service industry and yet that is often what it looks like if parents only see 1 or 2 stars. They wonder what's wrong with us without knowing or seeing our programs.
- Not a fan of the "star" rating. For 90% of the population that has no clue what a star rating means, they justify a 1 star as not as good as a 4 star (like they have seen hotel ratings, online ratings etc. as 1-5). So those of us with only 1 star with an uneducated population see it as a negative thing.
- Not enough help to reach the higher levels
- not leaving room to be a child.
- not to let a provider feel a star is out of reach so skill keep the number of stars attainable
- Observation should be required for all program types at the highest level.
- One concern is the importance given to a specific item that is not important to measure the quality of the care provided, yet it is given so much weight such as not putting the name of the indicator on the top right hand corner of each page.
- One sheet not labeled right and they went no further really
- Other concerns were that why do providers have to redo everything all over when re-rating? and that can the rating be good for five years instead of expiring every two years.
- Our group was concerned that this was then just creating more paperwork and not necessarily for benefit. If there is always a higher category to be reached, at some point it needs to max out so why add more stars.
- P.A. fails to understand that an in home provider works 10 to 12 hours/day,
- Parent Aware was just introduced in our county. They are taking away incentive money. I don't think you will have much interest in a higher level without incentive money to cover costs for training and other high cost changes.
- parents always looking for the best but what would a 5 star program offer that a 4 star doesn't?
- parents from rural areas and who are low income don't necessarily use Parent Aware to find child care options for their child. They depend on word of mouth, whoever can take care of their child when

- needed or who is affordable.
- parents understand quality of service is not dependent on star rating or compared to "hotel" star rating
 - People are afraid to try for star rating because they already take pride in their program and don't want to risk a low rating
 - People are just achieving 4, now expect to rise to 5 stars?
 - Perceived loss of quality if a program has a lower rating after being 4 stars.
 - Perhaps we should use a system of recognizing people's position on a career pathway, separate from Parent Aware to accomplish this goal.
 - Please limit the number of Ratings indicators to "must haves," rather than adding a laundry list of "nice to have" indicators. If indicators must be added, please remove others. Overwhelming busy providers with an ever-growing list of lower priority indicators will inadvertently discourage voluntary participation, and that will ultimately hurt children.
 - Possible to add 5th star only for nationally accredited programs to really differentiate?
 - Program mentorship would be nice to have after the 4 stars. 4 star programs could be mentors and they could receive dollars to be a mentor.
 - Programs need financial support for making these improvements, especially in communities of color and low-income communities.
 - Provide free training as an incentive to be 4 stars or higher, such as through a voucher that could be used over a certain number of years.
 - Providers stressed that they need more time for the business and the children.
 - Public is not aware of differences of different ratings. They will see the failure to be at an above 4 start rating as less quality environment. The rating system will not reflect that a 4-star facility is a high quality facility. It will show a lack.
 - Putting another star just makes the gap larger to one star.
 - Rather than adding another star level, continue working on validating the rating process and do more to strengthen program integrity.
 - say that someone is a fit for a program
 - School districts are not held to quality standards
 - see above
 - Seems like a separate notation might work better (4+ for example)
 - Should there be a way to distinguish between levels of 4 stars?
 - Solution: Just create a Parent Aware Credential just as NAEYC accreditation. Keep the 'star levels' set to private so that only providers can see where they are at and list them as 'in progress' until complete (4 stars).
 - Some programs don't use traditional assessment and curriculum. Is it defined by only a few approaches? Or can we think about it broader?
 - Something other than stars is needed. Parents just look at the star, they don't understand what goes into each star and what that means.
 - start adding more numbers- might make the lower numbers seem less valid/important
 - That ratings can easily be skewed, by putting on a good face and prepare the environment. Should be unannounced visits.
 - That would give you more training hours to fit into an already busy schedule.
 - The amount of time to complete & submit
 - The coach we had felt confident that we would rate higher and I believe also felt that the rating we received does not correctly identify the quality of our programs.
 - The current four star level is already too much work
 - The current Parent Aware system is not geared for Montessori schools. Some forms/requirements do not fit with the Montessori philosophy.
 - The discrepancies between 1-star for 4-star
 - The higher stars will only get more difficult and impossible for family childcare
 - the requirements
 - The star levels concern me. There are social media sites referring families to 4 star providers & centers over looking at any of the others.
 - The star rating is not an indication of the quality of the child care provider. The quality of care between a one star and four star can be the same, however the provider with the one star may be working her way up to a four star to obtain the grant money offered at each level
 - The time put in is already a lot. Not sure adding more would be time beneficial
 - Then we need better training material
 - There has to be a limit eventually. Simply adding a level does not solve this challenge, as it will be the same when providers meet the new star level.
 - there is already SO much work and time that goes into achieving NAEYC accreditation and Parent Aware 4 star ratings - it is taking away from actually BEING with the children!!!
 - There is no recognition of longevity of staff and long term existence of a program

- There is so much needed for a 4 star already
- There isn't enough education as is about what the stars and rankings mean
- there needs to be more family/guardian involvement in this whole program
- This is only helpful if we can follow the Montessori philosophy instead of having to change our philosophy to fit the Parent Aware system.
- this option reminds me of a multi-part movie- the first couple are good, but start adding too much and it just becomes excessive. (Example- Lion King movies, starts out with one- add many more and it becomes too much)
- This would most likely be effective if there were continued financial supports to encourage growth
- time
- Time and expense of training
- Time and money
- Time is important and once we do a level we should only have to show what the next star needs
- To add more ratings will make providers more hesitant to leave the rating system or not apply at all.
- too long of a process
- Too many stars, too much variation, too confusing.
- Too many systems asking for different things: NAEYC, DHS, Parent Aware, Head Start, licensing. Why can't they work together to provide easier process?
- Too much for parents- Parents have so much going on that child care/education is just one piece in their already very busy life.
- Too new of a system to change the rating already
- Too soon to add another star
- Too soon to change the process
- Too soon; providers are just understanding -- would cause confusion and frustration in the field -- dilutes our QRIS
- Use "enhancement" language versus "improvement" language because improve implies the program is weak or flawed somehow, while enhance implies an already high-quality program has a new feature or focus
- We are IN HOME providers, we are not centers. Most providers are offering a HOME environment.
- we have had a couple great trainers but also a couple that I feel were a complete waste of our time and money.. there is not enough trainings offered in our area to seek out different trainers
- We work 10+ hours a day. The trainings and paperwork are very demanding of our time
- We would end up training all the time. That would leave us without a life
- We're concerned that a higher level could conceivably be used in a way that is exclusive to some types of programs. For instance, it would be unfair if the fifth star were tied to an indicator(s) that was specific to a particular category of provider, and that indicator was not a major predictor of kindergarten readiness. Introducing that kind of exclusivity could severely limit Parent Aware participation and voluntary quality improvement, and that would harm children's access to high quality early education options.
- what additional requirements would there be for additional stars?
- What can the center do to help the parents awareness ?
- What does this really mean? You had potential but system is confusing!
- what incentive would there be?
- What is meant by the 5th star?
- What more would be required for 5 stars.
- what other items would be added to make it a 5 Star
- What sort of additional paperwork / hoops would we need to go through
- What would be able to do about it?
- What would be determined to be greater than 4 stars? If there is a desire for more, there will always be a desire for more stars. What is important is to have a clear definition of quality.
- What would be different? What wasn't it built on a 5-star originally?
- What would be the point of changing 4 to 5?
- What would be the requirements for a higher level
- What would constitute receiving a higher rating?
- What would differentiate 5 star? Cause confusion with current system -- people feel they are starting over?
- what would that look like ?
- what would the requirements for more starts involve?
- What would we have to do to get more stars.
- when the accelerated 4 star rating is given to programs, it creates the assumption for parents that all programs are alike. Head Start is very different from other programs - provides more services to children and families.
- Where do you stop? Once people are 5 stars then 6?
- Where does Develop fit into all of this? Powerful
- where does it end?
- Where does it stop? Is five stars enough? When centers reach 5 stars, will you add a sixth star?
- Where would this end? After a couple years, would we add a 6th star, then a few years later a 7th, etc.?
- Who is in charge? DHS? MN Department of Education?

- Who would establish criteria? Very important to have actual providers on any work group.
- Why change the system. How can you decide that a culturally different childcare is better than one who offers organic foods or one that offers nonstandard care
- Why couldn't the current ratings (& future ratings) become a national rating that would follow the provider like the CDA?
- Why more than 4?
- why not give money to 4 star programs to help them keep up with that rating
- Why not strengthen the current star system? Are we going to keep adding stars as programs meet benchmarks?
- will there be free (or reimbursable) training, consultants or assistance to help achieve it?
- Will you give a SIGNIFICANTLY higher star rating if we have 4-year degreed teachers?
- Work can be too overwhelming and take away from being with the kids which is why we are in this profession!
- Working with families and young children is like being a musician. You get to a certain level (four stars) and then you continue to develop until you are no longer able to play. If Parent Aware failed to set the bar high enough for most children to succeed, they should raise it.
- Would 5 stars be spreading out the stars more?
- Would having more than four stars discourage people from even working toward a one star.
- Would it be doable for all childcares
- Would people have to start over?
- Would that water down the "stars" by going to 5?
- Would the money be there as an incentive when you achieve your next star?
- Would there be criteria under each star rating?

[Return to start of Compilation](#)

[Return to start of this section](#)

Training

Ongoing training and professional development are an important part of every profession, and several Parent Aware indicators require training on specific topics that help you learn about and implement best practices.

4. What training courses, topics, or content have you found most meaningful and why?

- A range of topics from MNCPD for the teachers to help them through topics as they arise.
- A Tech Boot Camp at Belle Plaine this summer...I also would have liked to attend the one in Medelia for smartboards.
- addressing special needs so that I can better meet the needs of those children
- Ages & stages
- ages & stages
- All I have taken have been that . I believe they all make a full circle to what is important .
- All important in their own way - the balance is important.
- All of them. I have enjoyed every training I have attended.
- All subject areas are helpful
- All the training are very helpful, but most of all the observation training is most helpful. Because by first observing the child you are able to tell if he or she is developing and what areas need improvement.
- All the training was very helpful, because it was related to children or ways to improve the business.
- Alternative pathway to receive certificates
- and manuals that I read important
- and Read about information regarding parent awareness
- Anti-bias curriculum for providers who have all white kids, how to teach children to live outside of a homogeneous group of people.
- Anti-bias training which helps us serve all children and families better
- Any that are above entry level
- Anything involving child development due to working directly with children
- Anything to do with relating to children's behaviors. I see so many providers who are angry and overwhelmed and cannot cope. If they were taught how to deal with each child they would benefit the child in ways that are lifelong.
- approaches to learning
- As higher ed, we question the effectiveness of "training" rather than "education"
- Assessment
- Assessment
- Assessment
- Assessment
- assessment
- assessment - to help teachers be exposed to other options that may be more optimal
- Assessment (TS-GOLD)
- Assessment- again, getting other ideas on how to do it most effectively has been helpful
- Assessment and Curriculum trainings have proved to be good.
- assessment and how to adapt teaching based on observations
- Assessment because it teaches them how to give assessments on all ages; they know what to plan after assessing the children
- Assessment class was very useful. It provided great understanding of when and why to use assessment. I learned how to easily implement it into my family child care setting as well.
- Assessment courses--providers need training in this and the PA course have been wonderful for that.
- Assessment Gold Training was helpful but day 2 felt like a marketing sales day.
- Assessment of Kids (on-going observations)
- Assessment programming
- Assessment- there isn't much emphasis on this area for providers to provide this service for families. It helps the children in school readiness.
- assessment tool training
- Assessment tools
- assessment tools
- Assessment tools
- Assessment tools and resourced
- Assessment training
- Assessment training
- Assessment training
- Assessment training
- Assessment training
- Assessment Training - because it has helped the teachers understand how to properly assess the children, and how to use those assessments to influence their lesson planning
- Assessment training and observation. Quite helpful when using GOLD.
- assessment- using a qualified assessment tool has improved our overall consistency across all programs

- Child development
- Child development
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- Child Development
- Child Development
- child development - helps teacher tailor teaching most effectively for their students developing skills at different rates
- Child development - newest best practices
- Child Development (Developmental Appropriate Practices)
- child development classes
- Child development great for understanding our little people
- Child development needed for staff that has a degree in early childhood and 8 hours a lot of repeat.
- Child Development- this ongoing training helps refresh and I can then better access the children's needs.
- Child Development-It was a good reminder of the past training I have had. I feel that the trainings on this topic are repetitive in the foundation of the training.
- child nutrition, but linked with brain development
- child psychology - power, feeling safe, courage, curiosity, mischief
- Child safety, social, emotion development. How to communicate with parents as well as how to run successful childcare business
- CLASS
- CLASS
- CLASS I think all staff should understand CLASS and what to look for in teacher child interaction, even if the program is accredited.
- CLASS so much need there for staff as it is not yet natural to their teaching but so important
- Classroom management
- Collaboration with other educators from nearby classrooms.
- Collage level ones-MIGHT learn something
- College courses that can be used in place of training; I think I can learn more in a semester vs a 2 hour training.
- College programs need to be working with Develop and getting their students on the Registry, with many of the Parent Aware classes already under their belts
- Communicating with families
- communication with adults (primarily coworkers)- this is not necessarily something that people learn in early childhood programs and it affects the program a lot. Our teachers grew in many ways and started using new skills after this training.
- Communication with parents: This is an extremely complicated skill that is further complicated when issues (perhaps learning issues, perhaps other issues) arise. We can all benefit from practicing these skills and learning how to treat families as part of our team rather than as an adversary.
- Communities collaborative conference
- Conscious Discipline
- Conscious discipline – liked this
- Continued training and support in all curricular areas are also helpful...math, literacy, science, etc.
- courses on special topics - working with children with special needs, sensory issues, identifying speech and language delays, etc.
- Courses related to cultural sensitivity, behavior guidance.
- Courses that two or more of our staff could attend
- Creating Cultural Connections was a fun class. I learned that every child care setting has culture even if ethnicities are the same. Every family has differences and that creates culture. I found some easy ways to bring families culture into my daycare too each year.
- Creative Curriculum
- Creative Curriculum
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- Creative Curriculum
- Creative curriculum (specific)
- Creative curriculum all day class was interesting. I would have liked to see it in action.
- Creative Curriculum I believe that if you are doing a curriculum you should have ongoing training
- Creative Curriculum Learning Centers - helps staff develop meaningful learning centers
- Creative curriculum provides everything you need. Simplifies things
- cross-cultural communication- we have families from other cultures. This taught us what issues we might have in understanding and being understood and how to work well with people from other cultures.
- Cultural & family involvement
- Cultural based, low-income based,
- Cultural class
- Cultural classes, why because you learn more about all cultures
- cultural connections
- Cultural diversity and special needs training.- We don't get much out here on these at all.
- Cultural exchange curriculum, because you can make mistakes when you try to immerse cultural components into curriculum.
- cultural inclusiveness

- cultural sensitivity - to become more aware of my own biases and how to be more respectful of diverse parenting styles/lifestyles
- Cultural training and how it applies to the tribal community
- Cultural: great reminders of how different we are & reminds us to be compassionate, accepting, gracious; we ALL need that!
- Culture trainings, never thought of things we do and could do in our daycare to add to other children's culture
- cultures
- curriculum
- Curriculum
- Curriculum
- Curriculum
- Curriculum
- Curriculum
- Curriculum
- curriculum - to help teachers follow best practices
- Curriculum and activity ideas
- Curriculum and Assessment
- Curriculum and assessment
- curriculum and assessment in Creative Curriculum area, weren't offered in our area before.
- Curriculum and assessment training are helpful but hard to find
- Curriculum and assessment training are helpful but hard to find
- Curriculum and Assessment. The training ensures that I have an understanding of the curriculum and ensures that my assessments are reliable.
- Curriculum and Assessment; it brings everyone on the same page and is best practice
- Curriculum and assessment; meaningful if used; approved list is poor
- Curriculum and environment.
- Curriculum because it is always changing and it is great to keep the teachers up to date
- Curriculum because they can do lesson plans, helps the providers and their kids
- Curriculum classes - assessment --> guiding curriculum and communication with families.
- Curriculum classes because the definition between lesson plans and using a curriculum were explained.
- Curriculum course -- what is curriculum?
- Curriculum development because it gives you new ideas.
- curriculum development to help staff to grow in these areas
- Curriculum instruction
- Curriculum- it moves a program forward and current in the needs of the children involved
- Curriculum- it moves a program forward and current in the needs of the children involved
- Curriculum Overview - IN PERSON
- Curriculum training
- Curriculum training
- Curriculum training
- Curriculum training
- Curriculum training - it really allows the teachers to fully understand the curriculum and implement it in the most developmentally appropriate way
- Curriculum training, in all domains.
- Curriculum trainings
- curriculum trainings
- Curriculum, activity ideas --- because I can actually use the information in my program; it actually benefits the children
- Curriculum, Mental Health
- Curriculum, not everyone gets trained appropriately in this
- Curriculum/Assessment- It is relevant and needed.
- Curriculum-Observation and assessment.
- Development
- DEVELOPMENT- HELPS TO ALWAYS HAVE NEW IDEAS
- Developmental stages - just to be aware where children should be and to look for any concerns
- Developmental training - good education reduces false expectations
- developmentally appropriate play has helped a lot because it explains what kids learn when playing in certain areas
- Difficult behaviors and helpful hints
- Director's Credential
- Discipline
- discipline
- diversity
- diversity trainings
- document and recording observations-Again explains how to better use and organize the information you gather for each child.
- Doesn't address useful and relevant early childhood practices
- Domains
- DRDP
- DRDPbecause the training was very specific and also excellent.
- Early Childhood Summit - Northland Foundation in

Duluth

- ECIPS
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- ECIPS
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- ECIPS
- ECIPS
- ECIPS - domains
- ECIPS- I had no idea that children learned on so many different levels. It totally changed my mindset on how to teach the kids
- ECIPS -- I have just started using a curriculum and it was so helpful
- ECIPS - lots of valuable practice
- ECIPS - that didn't exist when I went to college
- ECIPS - to have a better understanding of and common language around what is expected of children at different ages
- ECIPS and Assessment- Providers need the tools to observe and document details to help determine if they are on track and meeting milestones. This helps a child get their special needs met before school so they have a strong foundation to build their education on.
- ECIPS and lesson planning
- ECIPS class was beneficial to all our teachers
- ECIPS class was very helpful and I'm looking forward to the assessment class.
- ECIPS -gave an idea how to assess
- ECIPS I believe that everyone, even if you are not doing Parent Aware should be a requirement. I really enjoyed this training and found it very beneficial.
- ECIPS observations, but I still don't fully understand.
- ECIPS the training I took at beginners my first time I did that aren't aware especially learned more 9 years of college to be a social worker and 3/4 art degree assessment all of it
- ECIPS- this class was very valuable in determine categories in which children excel or need extra time achieving.
- ECIPS training has been most meaningful to me as it connects the development of the whole child with the intentional instruction.
- ECIPS training.
- ECIPS was a helpful reminder but something we already had in practice
- ECIPS was excellent- review of domains and assessment areas very helpful
- ECIPS-- we all do it but to be reassured we are doing it and doing it correctly has helped.
- ECIPS, gives the staff/program so much useful information
- ECIPS, it gave me new insight on identifying development and ways to adjust to the needs
- ECIPS, to know the areas in each child's development that we can work more on
- ECIPS/Curriculum Implementation
- ECIPS-helped to better understand the indicators.
- ECIPS-many people were unaware the document existed, much less had any ideas how to use it
- ECIPS I liked because it gave us lots of information to help our kids learn
- Education, Curriculum
- Embracing grace, religions, engaging kids from diverse backgrounds. Knowing that it is important to have different kinds of dolls, lessons about fairness, Rosa Parks, sitting with kids on the bus, things like that, topics with ideas about how to integrate and practice curriculum every day.
- Environmental training meaning best ways to set up your environment to make it most functional for the children in care
- Epilepsy League - trained staff on seizures.
- EpiPen
- evaluation
- Everything. Every course teaches you something.
- Extending curriculum
- Family involvement practice
- Farm to Child Care
- FCCERS training - although the core competencies are easier the FCCERS is very straightforward to changes
- food programs
- For field staff to be able to get off-site and professional training.
- For the most part any training that is not designed by the state is most beneficial
- Fostering positive sleep habits - it's helpful to know what signs to look for and how to help parents foster appropriate sleep patterns, etc. which are so vital to the development of the child

- Free trainings
- Gather family day care providers who effectively observe and document and then to share what works and how they do this
- Getting the verbiage to put what we are doing already into the correct category and understanding how it fits.
- GOLD ASSESSMENT-the class helps to use the tool more efficiently vs. trying to figure it out on your own.
- growth and development- increased knowledge about developmental milestones
- Hands-On Early Childhood Professionals
- Have created our own trainings and gotten them approved
- Haven't gone through the whole process, so doesn't have an opinion (through the pathways)
- Having a bachelor's degree in education the courses are nothing new
- Having trained trainers and present training more efficiently to the staff that are hands on with children.
- Health & Safety
- Health and nutrition
- HEALTH- HELPS WHEN RELAY TO PARENTS
- Healthy eating
- How are children's outcomes / opportunities improving? Is the state making progress in quality etc., for our children? How is this being measured?
- How to deal with challenging behaviors of both children and parents.
- How to handle challenging behaviors.
- How we requalify for the Parent Aware - need classes (varied) that qualified.
- I also like trainings that inspire me to work hard. I leave conferences feeling motivated because I've learned something I never had before. Math, science, literacy, etc... All good topics.
- I am a trainer so obviously the TOT courses are most helpful. I think providers that I have trained really respond to the culture class as well as the Curriculum class. The Dev. Behavior class is very helpful as well.
- I appreciated that all of my staff were able to take the curriculum and assessment courses.
- I believe continuing training is very beneficial for the provider and also the kids. It keeps you well informed about changes and ideas for yourself and for the kids.
- I believe that providers need more tools to working with children with special needs because we are often with them long before the parents take action regarding the needs of assessment and intervention.
- I believe that special needs training is wonderful and I think it should be expanded and more specific to the type of special needs
- I can see the importance of all the required training. You cover the basics with child development and then focus on curriculum and assessment which are both very important in a quality program.
- I do like that the trainings focus of a variety of domains and components from development to classroom management to nutrition.
- I enjoy Eager to Learn
- I feel I get health related so frequently (CPR, First Aid, Head Trauma, Risk Management) that it was good to get training in another area that was practical and essential to teaching young children.
- I find that all areas of training are important. But, the most meaningful classes have been ones I have taken through the county foster care. Experts, behavior...all their classes should be seen by all caregivers and teachers. Relates to all children not just foster kids.
- I found many books
- I found the assessment tools and curriculum course interesting.
- I have been training Parent Aware classes and enjoy talking with groups who are new to the process and enlightening them to new courses out there
- I have found learning about child behavior to be most beneficial for me, because I deal with that the most in my program.
- I have not participated in Parent Aware sponsored training.
- I like behavior and discipline classes with ideas
- I like the play based training and also nature based
- I really appreciate the ECIPs training
- I really liked the Listening to Learn class I took from Eager to Learn. It was really eye-opening for me. A big take away for me was to slow down and take time to have meaningful conversation with the kids.
- I think the training about the ECIPS was very helpful.
- I think they all are important. I just don't think you can have to much training in any areas
- I took the sexual behaviors class which I found informative, I have a child that seems to be very sexual in nature. I am actually working with another program helping her learn to exhibit appropriately.
- Incorporating character education and anti-bullying, I believe manners and respect are lacking in many homes and need to be addressed somewhere while children are still young and not too set in their ways.
- Infant care: I care for infant 6 wks - 5, classes to keep me up to date. Bonding in the child. Educate the infants with all that is needed, stimulating. Trainers taking command of the room when people over-talk

the trainer. It would be nice to see more African American trainers that look like me.

- Infant/toddler because that is the age group I work with
- Information on brain development
- information on children's mental health. It seems that more and more children have these issues than ever before.
- Intent is great, but have concerns
- Is "training: the extent of the progress we've made in our "professional development system"?"
- Is everyone ready for K
- It is critical that programs not invest 100% of their curriculum on just on method or theory. This says all children are the same and will learn the same. Having a general understanding of how to use curriculum and being able to pull from different methods makes for a learning rich environment.
- It's frustrating that the system doesn't seem to recognize when staff are already highly trained, instead insisting that staff take specific classes which we have found to be redundant.
- ITTERS, ECCERS, give the teachers other areas of content to look at above Accreditation
- Language teaching and continue using as needed
- leadership/mentoring - to encourage staff to help each other (encourage experienced staff to train next generation of staff)
- Lesson planning
- Lesson planning ideas
- Lesson plans, learning how to do lesson plans in the correct way is very useful, because I was struggling with lesson planning.
- Love & Logic training's- can help children and families
- Many of the training topics have the same repeated information. Training is vital however it would be beneficial for everyone to have updated and/or new educational topics that interest variety of individuals.
- Math
- maturity - respect, obedience, cooperation
- Maybe there should be different training requirements based on how the teacher is qualified according to MN licensing (GED/diploma vs. Bachelor's degree or Assoc. degree in Child Development, for example). People want training that respects their knowledge and helps them grow.
- Meaningful trainings: ECIPs, Freedom of Movement, Authentic Observation
- Mental Health
- Mental health
- Mental Health on Children
- Mental health/social emotional teaching skills
- MNAFEE conference -- relevant, professional, interesting & current info
- Montessori renewal at St. Kate's
- more access to Work sampling training
- Music and movement courses are helpful to me in learning new ways to connect with kids with music
- NAEYC
- NAEYC awareness, caring for our children, child development
- Navigating state regulations and rules
- Need different training topics -- behavior guidance?
- Need more trainings on challenging behavior and behavior management – this is consistently what teachers ask for and want to improve in – people aren't clamoring for more curriculum trainings. They want to learn how best to serve children with challenging behaviors so that they can actually do the curriculum.
- none
- none
- None - already embedded into Head Start training requirements
- NONE - staff at my program all have either 2 year Child Development Degrees or 4 year Early Ed or Elementary Ed degrees and yet Parent Aware does not accept that training to be sufficient in curriculum and assessment.
- Not applicable to me
- Nutrition
- Nutrition & Safety
- Nutrition & Safety, health
- Nutrition because they know the variety of foods and to cook and eat healthier. They learn about different food groups.
- Nutrition classes
- Observation and assessment -- how to do this in a family day care home?
- Obesity Prevention/Physical Activity because learn about different physical activities they can do with the children
- Obesity training: How healthy are the meals we are serving
- Observance
- observation
- observation
- Observation and assessment is important to learn what children know and plan curriculum for future learning
- Observation/assessment - should be done first to establish curriculum.

- observation/assessments
- observation-again, many people didn't know what it was (formerly) or how/why to use it
- observations
- Offsite training.
- Offsite training.
- One of my staff has two Associates Degrees - one in Liberal Arts, the other in Child Development. She is working on her Bachelor's Degree and is only one semester from graduating. She has used the TS Gold Authentic Assessment system for two years and was still required to take a two hour online course, which she breezed through and tested (with 100% correct) in 20 minutes - a waste of time and money!
- Ones on self-awareness and self-improvement, knowing more about myself and how what I do effects everyone else is a big help. And, the more aware of things I am the more I can help others.
- ongoing professional learning community discussion because the meetings are ongoing and problem solving nature directed at positive outcomes for children and based on data (observations)
- Online courses – accessibility
- overview of curriculum- increased knowledge about quality curriculum
- Parent engagement
- parenting education due to working with parents
- Physical activity
- Play-based courses are great because children learn through play
- Positive discipline
- positive discipline, always useful
- Prefer greatly streamlined rating for already accredited programs
- professional development
- Program management
- Pyramid Model Trainings prove to be what I have used most in the classroom.
- Reggio Emilia specific learning that helps us with our approach
- regional Early Childhood Coordinator Meetings (sponsor Northland Foundation)
- Safety
- Safety in the classroom
- school age care
- School readiness--keep hammering in that making kids sit down and practice reading and writing IS NOT best practice and won't help them get ready for school. Lots of providers and parents seem to have ear plugs in when it comes to this topic. Young children need to play, explore, learn with their bodies, and move, move, move
- science - disease, nutritional research
- Second Step - This program supports steps toward empathy and a healthy wellbeing
- SEEDS - because it really has helped the teachers
- SEEDS early literacy- The entire large set of courses made a huge impact on my FCC
- Shaken Baby Syndrome - AHT - SUID
- Should offer CPR/First Aid for free.
- since we have gone through PA twice the trainings have been the same and not very meaningful
- Social Success
- social/emotional, regulation emotional development
- social-emotional development and health
- Some administrators have found some of the coaching to be helpful for administrators, but not for teachers.
- Some of the Creative Curriculum Training because it helps us implement the curriculum
- Special Education
- Special Education
- Special Education training - many children come with unidentified special needs
- special education, learning about the special education system for early childhood and learning how to help children with special needs in a mainstream class
- Special health needs and behavior challenges, it's easy to react incorrectly if you don't have the proper tools to help challenging kids
- Special needs
- Special Needs classes
- Special Needs in a Daycare setting -- I have a new child with some of these issues and the class gave me new insight
- Special Needs- so many children have a need that needs to be met and worked with. Without the training providers have no idea how to help a child progress.
- Special Needs, behaviors
- special needs, so, kids are not scared of different.
- special needs.
- specific training to our curriculum and assessment materials
- Speech and language training: Many parents don't realize that their child has a speech or language issue, thinks that it's cute, or don't realize that the best time to deal with speech and language issues is early in development. It is extremely helpful to know more about these issues, how to deal with them, and how to best get a child the help that they need.
- Stress relief/personal growth
- SUID/AHT

- Supervision for Safety
- Supervision of safety
- Supervisory
- T.S. GOLD Assessment
- The assessment course was great in looking at ways I could look at the children in my care currently and how I could best help them.
- The basic child development class is WONDERFUL and should be a requirement of every provider every few years.
- the classes I took ,I learned some new things
- the classes required for Parent Aware: 8 hours curriculum and 8 hours assessment.
- The courses our group found most meaningful are things around child development and Montessori. As Montessori schools, our teachers have a high-level of training and are looking to continue to develop their practice, but with the Montessori philosophy as the driving force.
- the curriculum and observation classes, because I really understood it by the end of the classes
- The curriculum course gave me a great overview of different curriculum approaches and I loved learning about them. I learned more through this few hour course than I did in my educational theories class in college.
- The ECIPs class I took was an intense class with a lot of really great information. I learned so much about the range of abilities that is expected at different ages and what areas of development I need to include in activities in my daycare. It was very helpful.
- The ECIPs training is very helpful in that it allowed me to create better lesson plans.
- The ECIPs training was the most beneficial.
- The important ECIPs class .
- The MN CCC was awesome! I loved having all my trainings and assignments scheduled so neatly.
- The observation class.
- The ones that have helped are the trainings about observations and putting it into practice in order to recognize the learning strategies and structures.
- The special needs course requirement has been nice to see as a trainer. I think it is important for providers to have basic info so they do not feel intimidated by the idea of caring for a child with special needs
- The State Early Childhood Coalition Meetings at McKnight
- The trainings that focused on curriculum. This was my first opportunity to have training that clearly communicated how to implement curriculum with mix ages groups.
- There are many good topics but once you begin taking all the courses then what is next?
- They are all helpful to me.
- those on observation of children
- Those that rise from local need / interest
- Tips with challenging behavior
- To help prepare children for Kindergarten
- Tom Copeland - learn to do business and accounting side more efficiently and spend less time omit I can focus on other areas.
- TR3b: Learning to work with kids with behavior challenges.
- training about children's brain development, how to support development and mitigate the effects of adverse child experiences/trauma/etc.
- training about children's mental health, trauma, and strategies for helping children with mental health issues
- Trainings focused on children's behaviors that are specific to the kids in my care (ex. Biting, fighting, temper tantrums)
- Trainings on assessments and observations were more interesting because it was info I otherwise didn't know.
- transitions
- TSGOLD -- excellent process
- Understandably many, many, many centers don't have college grads working in their programs. Nonetheless, there has to be some give and take for programs that do in regards to training.
- understanding curriculum
- understanding poverty, workforce and parent needs
- Using PLC's to try to make it relevant and meaningful.
- Violent behavior help
- We are not therapists or even recognized as having any trainings
- We are still trying to figure out how the trainings tie to quality. We pay to send staff and then they leave, so we pay to send other staff, who then also leave. We haven't seen any actual benefit to the center except that it has allowed us to have the star rating, which allows some of our families to access the Early Learning Scholarships.
- We have not utilized the training offered off-site. We train in-house.
- We liked the general assessment class.
- We provide our staff with required training and have not used Parent Aware services in this way.
- what to look for in ADHD, autism, I find it interesting
- Wilder's family and community engagement tools helped create deeper understanding between families

- and staff and among staff and families.
- Work Sampling because it is required
 - Working with children's mental health- teachers are always looking for ways to meet the varying emotional needs of students
 - working with difficult families
 - Working with Diverse Families because they learn

- about themselves as well and other children they work with from different backgrounds. They learn to teach their children that everyone is the same.
- Working with parents
 - working with the families diversity
 - Workshops on learning and the brain
 - Would like to see more behavior management training

[Return to start of Compilation](#)

[Return to start of this section](#)

5. (Training) What have you found less relevant or hard to use in your practice?

- 8 hours of basic child development needs to be more interesting and with newer research.
- a lot of ECE training in MN seems to be geared towards Creative Curriculum, even if it is not overtly acknowledged as such (i.e. some of the emotional dev. or observation trainings through MNSTREAMS) this is not useful for programs that use other (and perhaps higher quality!) curricula.
- abusive head trauma
- accomplish things.
- Active supervision
- After taking the training the hardest part was to align the lesson plans with the domains
- ALL HELP AT SOME POINT-
- all the DHS mandated trainings are beyond ridiculous to the extent that you have to take them almost every year. Why not every 5 years? Yes, the subject matter is important but to do it every year for some of the subjects is boring, redundant and a waste of time and resources that could be better spent on other areas of continuing education.
- All the trainings just to get a provisional license; between our company's trainings and everything Parent Aware wants, it is a lot
- all training is good, even if you can only use a piece of what you learn
- All training out important
- Also - teachers in our school have attended same class topic (authentic observations) but taught at different locations by different instructors and left with different knowledge.
- Another provider loves the assessment part and how it documents what kids are needing and doing.
- any classes focused specifically on "centers"
- Anything I have to leave my house for. I much prefer online training.
- As a professional in early childhood, all these classes have been taken at the college level and having to retake them was redundant.
- Assessment
- Assessment classes opened it up to the possibility of being able to work family child care but more training.
- Assessment is also difficult for FCC settings.
- assessment tools for a mixed age group
- Assessment training is a difficult element and I will be continuing to strive to implement it into monthly practice. Through training I understand it's value, but have a hard time reconciling the time it takes on an ongoing basis.
- assessment very poor curriculum options
- Assessments
- Assessments - unless you are using the tool to improve the care
- Assessments and finding time to talk to parents about them
- assessments are VERY time consuming and hard to do without giving up a lot of personal time
- Assessments.
- authentic observation
- autism - numbers are increasing in programs
- bad instructors
- Basic Child Dev class shouldn't be required with a 4yr ECE degree
- Basic child development
- Basic Child Development
- Basic child development that has to be taken over and over again. The
- Basic child development. It's included in the curriculum classes, ECIPS, special needs, etc. It's also confusing why one class falls under child development and a similar one is falls under a different category. Especially in Develop!
- Basic classes, need more advanced learning
- Basic curriculum classes
- basic information on child development, observation, and curriculum
- basic level child development courses
- Basic level courses for those without 4-year Early Childhood degrees
- Building a system of quality based on trainings primarily provided by one organization does not, in my opinion, guarantee that those trainings are high quality. It ignores teachers that are already highly trained who are willing to work in this field when they could be in the public or private schools instead of in childcare.
- Business workshops
- Can be tricky to follow up/document properly, observations
- cant think f anything right now
- Car first aid and shaken baby child development classes over and over and over, it is too much, and we have to pay for our staff to attend these classes all the time! Paying too much, every 2 years and every time we hire a new staff member and we are already working with a high turnover rate of employees.
- CARS -- I don't transport in a personal vehicle

- Center based has rule 3; school districts have their rule ; P.A. needs to embrace everything that is required in the rules and then say you need this on top of Rule 3 etc. to get the higher stars (3 & 4) you have to do XXX on top of rule requirements
- center oriented classes
- Character education is hard to put to use, not too many trainings out there helpful in this area and don't always get parents to back you up and help continue it beyond my home.
- Child development and assessments are already in college courses. If a staff has a Bachelor's Degree that ought to more than qualify that staff as fully trained, especially when the degree has been obtained within the last 5 years.
- Child development. With a 4 year degree in a family field- I only took this course only because it was required, and felt like it was unnecessary use of my time.
- child development-already required by licensing
- CLASS is hard to use
- CLASS is so important but we were not given any help or support for this as there were no trainers for it
- Classes about physical education.
- Classes Geared to Center Based childcare
- Classes get boring - need a greater variety
- Classes that were not Parent Aware were not accepted by Develop and yet the content of those courses were far superior than any of the Parent Aware courses.
- close to a library or not
- Communication needs – lack of (not in database) even though staff are receiving certificates
- Craft ideas
- creating cultural connections
- creative connections training seems outdated
- Creative Curriculum class is not useful – gives overall philosophy but doesn't give any guidance on actually implementing it i.e. lesson plans
- Cultural at this time is less relevant my group this fall is quite young although we do still learn about different cultures.
- Cultural diversity
- Cultural Diversity is not less relevant, but were are overwhelmingly Caucasian
- Cultural diversity, I feel it is very important, but don't have a diversity of children too often around here.
- Cultural diversity, just for the fact that I don't have that population in our center based on our location
- cultural responsive training
- cultural responsiveness- great class however it is difficult to implement when there is very little diversity
- cultural responsiveness. We have as many as 18 kids for 2 1/2 hours 2 or 3 times per week. If we are to get them ready for kindergarten we don't really have time to do this in the short hours that we have them.
- cultural trainings
- Curriculum and assessment training would be more effective if it were specific to particular curricula and assessments
- curriculum and assessment...tells you what to do...none of it seems to be real world practice
- curriculum planning
- Curriculums that are scripted
- Develop a website, frustrating, time-consuming, cost of official transcripts
- DEVELOP Lattice doesn't align with state licensing guidelines – not just a little it's very vast – SUIDS doesn't even count in DEVELOP
- DEVELOP website- frustrating, time consuming, and additional expense for official transcripts
- Different requirements for different programs (NAEYC, Parent Aware, DHS, etc.)
- discipline
- Documentation.
- ECIPS
- ECIPs
- ECIPs - paperwork and looking up information is too time consuming.
- environment ratings
- Everything has been helpful in some way.
- Everything is relevant than training kids for future education. I feel playtime should not be too long for kids. Outdoors over 2 hours is less relevant
- extensive curriculums that add hours to the day.
- Facts & statistics are not useful so much in the classroom.
- Family style eating & obesity topics
- family style meals
- Field staff need more off site training by trainers
- Food guidance
- Food ideas as I do not serve foods. Kids bring in their own snacks.
- Food program, take away more than they give. Come in and act as if I'm the guest.
- Forms, etc. related to assessment that do not fit with the Montessori philosophy.
- Games and finger play advice
- Gap on who can be trainers
- General assessment training is too theoretical – teachers don't need to know about every assessment available. They need to know how to use their

program's assessment tool well.

- generalized curriculum and assessment training
- Getting parents to read all of the information and then to follow through
- Getting the trainers- that has been very difficult.
- GOLD Assessment training is based on on-line and doesn't work with programs that are using the tool box (paper version). Need to add a class that teaches the paper version of TS GOLD only.
- Hard to assess be only provider
- Hard to find and schedule trainings for staff that qualify for the rating system
- hard to find training on curriculum except for Creative Curriculum
- Hard to follow a lesson plan when caring for infants
- Hard to put into practice is the detailed assessments.
- Haven't used very much of the training provided so hard to answer this question.
- having all items accessible when you have varied ages
- Having to recertify in SUIDS, abuse, etc., too often
- Having to retake training or take required training on topics I already have a complete understanding of.
- Having to take all the state trainings which are boring and repeated each year.
- having to take courses yearly for licensing gets to be repetitive information
- having to take Supervisor for Safety every year ongoing
- Head Trauma
- High Scope training is expensive/hard to find
- how to keep up with already demanding hours/stress
- I completed the Director's Credential, but the Develop website keeps insisting that I send certificates of completion for units within the course. Why on earth do I need to send them those? I wouldn't have the Certificate of Completion if I hadn't finished the individual units.
- I could teach all of these classes, waste of my time. The recommendations are too time consuming for a family child care provider, who works alone, must be director, cook, sanitation director, school nurse, business director, financial planner.....it's endless. There are not enough hours in the day to complete all the observations and assessments and conferences and activities they are suggesting. Children learn best through play.
- I do a lot of charting
- I do not like training that is on a basic level. I like more in-depth information. I like strategies to use in the classroom.
- I feel all courses that I have taken are relevant.
- I feel that all the classes I have taken through Parent Aware were very relevant. Each and every one has helped to improve the care I provide at my child care.
- I feel they are all relevant, but should be leveled to ensure growth and continued learning, not repeating the same courses every 5 years
- I have many students who work in 4-star rated programs that don't have or use curriculum or authentic assessment
- I have noticed from feedback from the staff that they will take a course with a strong name and it will be just enough info to skim the surface of the topic or remain general information. I really like the idea of classes or course.
- I have seen a number of trainings offered on several curriculum options. I would like to see all approved curricula supported through training opportunities.
- I have taught for 24 years, have my BS in education with an early childhood minor and a Masters in Human Development and Family Services. I also teach for RCTC's Child Youth and Family Studies. I think it is crazy that every two years I have to take Curriculum and assessment classes to renew when there are so many other meaningful topics out there--like children's mental health.
- I haven't found any of the required training to not be beneficial.
- I picked up something in each class and know I may eventually use it
- I think it is hard to totally focus on one curriculum or one assessment tool. Parent Aware seems to discourage creating your own systems by needing too much paperwork.
- I think sometimes we are so busy documenting things just care of the children is difficult to do.
- I think that all the classes offered should be Parent Aware and not just four hours. (classes offered through Develop)
- I think that the trainings we do every year are the same thing over and over and is just review. Why not take a step higher and go above what we have already learned and learn something new.
- I wish training were less theoretical and more specific to actual program
- If already accredited then there should be different options
- iObserve, which we use for our PreK-12 site.
- Irritating to take a separate assessment and observation training--should be specific to your tool--not just a training.
- It is all relevant

- It keeps you from taking the other trainings being offered because not enough
- It was more of an overview – good that there was a variety on the other hand useless because it didn't relate to your programming (not meaningful to the center; not moving forward)
- I've had so many of these classes before. I didn't find much new.
- Keeping track of ECIPs is time consuming. Takes away time of quality care.
- Licensed staff is bored at lower level classes
- Live/science life items tricky to have in class; to keep alive, in places where are safe & state compliant yet kid friendly
- Lots of the classes seem to repeat similar information. They should be unique classes so there is a purpose (other than completing a check box) to taking each class
- Many classes have a lot of repetition
- Many of the required trainings are "remedial" for our level of teacher and director.
- many of the trainings available are introductory, and teachers are ready to advance in their learning
- Meals trainings
- MN ECIPS, I feel like it doubles with curriculum and staff that have a college degree still have to take this class because it is not covered in their college classes
- More internal curriculum needs to “count” based on the needs/interests of the specific center and its children and its teachers
- Most classes are designed for full day programs or public schools. We are a private 1/2 day program.
- Most of our teachers have a bachelor's degree; several have a Master's. The classes seem VERY basic (geared more toward those with little advanced education).
- Most parents in my area have no idea what Parent Aware is
- Most trainings are for larger amount of people and r not specific to the area we live in
- my parents are involved in their children's progress
- n/a
- N/A
- N/A
- n/a
- N/A
- N/A
- NA
- NA
- NA
- Narrow training for what Parent Aware accepts
- Need a different level of training when going through the accreditation process
- need more relevant, scenario based trainings
- Need trainings for people who have been in the field a long time.
- no comment
- No connection between Develop and Parent Aware (until you submit materials)
- No time; because the staff need to be with the kids – every minute needs to count
- none
- none
- None
- None
- none
- none
- Non-relevant training – cost and staff time
- Not applicable to me but I have heard there is a need for deeper content/more flexibility for seasoned practitioners
- Not applicable....it is all relevant and exciting to learn more about Parent Aware and all it involves.
- Not clear as a program how to maneuver through the training to meet center needs
- Not clear as to who is the point person or correct person to talk to – many program leaders are confused
- not enough specific training.
- Not irrelevant - just repetitive
- Not useful for elderly who don't want to move ahead with technology.
- nothing
- Nothing, I can use any support I can get.
- nutrition & obesity-repetitive, we already document physical development and menus
- Nutrition class - it is hard for the Somali culture to follow the nutrition guidelines. Mothers would request specific diets and when the center brings variety they might object. The class teaches one thing and the families preference objects to it.
- nutrition -we are on the food program so much of this is repetitive and the meals are all covered by the cook and office staff
- Obesity Prevention - probably because we are such an active and healthy program
- Obesity Prevention (repetitive of required annual food program training)
- obesity prevention was a joke--better training through food program
- Obesity prevention--we already move constantly in our nature-based preschool
- Obesity; we were already quite strong in this area

being part of ChildCare Alive.

- Observations.
- observing and assessing
- Observing and assessing. Honestly, I know where these children are at. I know where they need to be. I am always talking to them and interacting. I don't feel I HAVE to write it down. I just know. If Johnny is struggling with color recognition we work on it. If Suzie can't use her words and is aggressive with the others, we work on it. A good provider who is paying attention (and work with intention!) knows what is going on without having to document.
- or in a safe neighborhood
- OSHA
- overview of curriculum
- Paperwork is overwhelming!
- Parent Aware classes do not cross over the required classes needed to fulfill the state requirements to maintain child care licensure
- Parent Involvement
- parents conferences
- parents have been informed the preschool is the way to go but now it is recommended that we offer a play based program and parents are not getting the memo
- People sign up.
- programs, practices that work when you have more than one person
- Rather than just accepting "Parent Aware" trainings it would be nice if those who have to keep up their MN teaching license would have their trainings 'approved' by Parent Aware. The state of MN has its own very specific training requirements. I have had to complete these & Parent Aware required trainings simultaneously. This was a lot to accomplish. There should be some kind of alignment for licensed teachers such as Head Start and other programs are put on a 'fast track' to 4 stars. (This is also an issue that is disturbing for many providers.)
- really none I use it all , here and there . Whatever my group may need at that time .
- Recording observations
- Redundant information
- Redundant ones-basics
- Repeating same trainings is a waste of time/money
- Repetition of general curriculum/assessment training is demeaning to teachers who are already educated and trained (4 year Early Childhood Ed Degree, Teaching License, Montessori Certificate, etc.)
- repetitiveness of the classes. Want more hands on demonstration on how to
- Requirement timelines have been onerous for providers
- Ridiculous!
- School-age curriculum - no school-agers in my care
- Seems surprising that accelerated programs have higher standards- extra hoops for programs unnecessary
- Simplifying the process would be good.
- Smaller centers don't have the support/time/money to get trainings done
- So sick of child development, always talk about the same stuff, Ericson/Freud. What about child development in Eastern Cultures???
- Some of the Creative Curriculum Training we had was really awful. The trainer didn't know the material at all and was overly offensive in her presentation.
- Some of the ideas that the assessment course showed me were difficult for me to implement in my program because it was irrelevant to how I work with the children. I work in a Montessori environment.
- some of the training is repeat of things already know
- Some training courses did not seem to be rooted in Euro-American experiences and unaware of cultural differences.
- Special needs/Challenging behaviors - too much on why not enough training on what to do/how to deal with these behaviors
- Statistical work
- SUIDS since we only have 3-5 year olds
- Supervision classes (unless they are going to be specific and not so around the topic in discussion.) IE if infants are sight and sound then talk about how this can be accomplished
- Takes time - it is more difficult for some providers to not be overwhelmed with the assessment.
- Teaching licensure requirements don't align with P.A. training requirements
- Teaching Strategies- Gold Assessments
- Teaching Strategies GOLD- hard to put into practice, but relevant
- The "Basic child development", there was not much "meat" content and could have been taught in about 2 hours instead of 8.
- The 8 hours of curriculum and training and assessment was redundant as we already provide
- the above were the only additional trains we were required to take
- The approved PA curriculum and assessment trainings are not matching needs of providers
- The communication is not consistent or clear from agency to agency, agent to agent, or publication to publication.

- The courses seem VERY basic and geared to people who do not have advanced education. All of our teachers have bachelor's degrees and many have Master's. They did not get much out of the training topics.
- The ECIPs were hard for me to get a handle on, but I am coming along with it.
- The entire mindset that I have been told by Parent Aware staff...."Parent Aware can't treat programs differently so everyone has to do the exact same things to keep it on even playing ground".
- The extra data that needs to be placed in each document(with regards to the indicator for trainings)
- The generalized trainings that cover broad topics and don't address specific tasks
- the health / let's move classes, most of us know how important it is to have children eat healthy and exercise
- The implementation of diversity in my child care. I do not and have never had a child of any cultural differences in my area. I have used multicultural materials in the past and it doesn't seem to make any difference as the children I have are usually 3 or younger.
- The location of the child care
- The MN Developmental Registry is hard to use and no one seems to be helpful.
- The new yearly requirements of the department of human services is ridiculous in regards to annual childhood development training.
- the one time two hour self-contained sessions
- The time constraint traveling to trainings
- The training requirements didn't take into account that our director already had a master's degree in a related field.
- The trainings are more of a cookie-cutter
- theory base courses
- They have all been useful, but I do believe we need to keep it interesting and not keep repeating the same classes
- Things that are out of date.
- those on general curriculum - they all seem to be repeats of what I already know. I prefer more specific, focused topics
- tidiness, hygiene
- time to do observations and assessments
- Time to do the paperwork and finding needed training
- Tipping the Scales, Obesity Prevention- I am a healthy person naturally so a lot of the good food practices I already have in place
- To be honest, so far the trainings that I took were more relevant to me and my business
- To many idea books, I don't actually have time to look through and prepare materials for
- Too costly for family child care providers
- Too many training hours are required for Parent Aware, when we are already required to have 30-40 hours of training for licensing
- Too many trainings for staff
- Too many trainings on the same topic
- Too much basic child development emphasis
- training our staff to do the extra paperwork required to document everything needed to reach our 3 or 4 star
- Training time to learn all changes presented.
- Transitions
- Traveling
- We are preschool so when we go to classes and they focus on infant care topics hard to relate to what we are doing
- We need more real vent nature and outdoor environment classes
- what does sharing mean, if anything?
- When teachers and administrators who are experienced are forced to take trainings that do not support the implementation of Montessori in our community, the programs run the risk of losing some of the Montessori aspects that are in fact what make them high quality.
- When we are required to take trainings that do not support our practice simply because many Montessori trainings don't meet Parent Aware standards even though the training is part of a Master's degree program.
- With licensing, supervising for safety every 2 years is a waste of time, we always have to pay for and repeat the same classes.
- Work Sampling because it is redundant and not as in-depth as our own information/assessments
- workshop classes at Think small are limited, same ones over and over, not enough variety

[Return to start of Compilation](#)
[Return to start of this section](#)

6. (Training) What resources, guidance, or support would help you plan for and get the training or leadership development you need?

- \$ for product (toys, books etc.)
- A coach
- A coach or someone to talk to directly through parent aware rather than a bunch of people
- a contact person who can answer questions. I've asked several in regards to trainings and such and have yet to receive a reply other than go to this site. I have yet to talk to a live person despite multiple requests over a period of months
- A good online platform – so that we can reach more people (a wider variety of delivery models) Boarding the scope...including credit for coaching
- a private chat just for people going through the parent aware. Without worries to express are concerns or gratitude for things that have happen
- A report in Develop that lists when trainings expire, increase the number of years for expired trainings
- A snapshot isn't fair (saying that because February 10th is the end of your rating, but because you hired a new teacher on Feb 7th who hasn't had time to get required training the program is ineligible) especially to smaller centers who may have only 1-2 teachers
- A training on all the sources out there MNCPD, TEACH, MNSTREAMS, MLFCCA, ETL, NAEYC (and a class on the code of ethics)
- a way to easily see learning records or be able to know how college classes fall into each category
- A website where I could contact a professional with questions regarding assessment or curriculum would help. Even a web-share perhaps where providers could share ideas.
- A website where I could contact a professional with questions regarding assessment or curriculum would help. Even a web-share perhaps where providers could share ideas.
- Ability to earn college credit toward a degree
- Access to coaching
- Accreditation standard should be enough to obtain rating – we don't need another set of rules. Accreditation is already more extensive (and more extensively documented) then Parent Aware. Why should programs already committed to that level of quality have to jump through busywork hoops to get a rating?
- Active site coach to support & guide
- Additional trainings would help me to be more prepared.
- administrative classes
- affordable training for all providers
- Again, options that are not cookie-cutter
- Align child development training required for licensing to count for Parent Aware.
- Align programs/grant requirements so we don't have to duplicate training
- Allow a test-out option for providers with higher degrees, so that they don't have to take all of the training requirements.
- Amazing resource to have these gatherings for social networking within our profession.
- An alert system when certificates are expiring
- an easy to use website listing opportunities for continuing education and online registration
- and mentors who have helped
- annual general refresher course of combined courses
- any help or support
- Appropriate behavior management
- Appropriate behavior management
- As a center person, it is a mentored part of the process
- Be more professional in the classroom. Eating while in class, it isn't good or respectful
- Before Parent Aware, many programs took training randomly. Parent Aware has helped them take classes more intentionally. This is important.
- Being able to pay a competitive wage to get qualified teachers.
- Bette and interesting trainings to attend.
- Better communications changes and requirements for training
- Better help from higher management.
- Better way to build a network of trainers
- Books and web info
- car seat safety
- Child development training should be at the 1 star level
- Child development training should be taken out of Parent Aware because it is part of licensing
- Circle of security
- Clarify the rules for what counts for Parent Aware, as reviewed by MNCPD.
- class coaching for the teachers
- class to train my staff in using Creative Curriculum as our assessment tool
- Classes are exactly what you need.
- classes planned 6 months in advance would be great
- Classes related to Montessori.

- Classes should be geared towards in home or center. If there were specific classes taught towards a 1/2 day preschool that would be more beneficial to our staff.
- clear expectations as to what is needed
- Coaches are extremely important
- Coaches make it happen!
- coaching and groups as well as classes
- Coaching on working with infants and toddlers (being nurturing, supporting social and emotional development)
- cohort sessions
- College courses
- College-level courses should be recognized as establishing a pathway to a degree and academic, credit-based professional education.
- Colleges have to get up to speed i.e. teachers coming out without any classroom experience, don't know how to write a lesson plan etc. unprepared; 2 year student teachers are doing very limited internships and colleges never come on site assess student teachers
- Combine ethics and mandated reporter training, and require it
- Comprehensive guide of training (not by chance, indicators of progress etc.) for onboarding new employees - this will help with a collective knowledge
- Connecting with the greater day care association.
- Consider giving alternatives to demonstrate competency in the training content areas, such as: if person has delivered a course and it is recorded in Develop, shown understand ECIPs alignment through using ECIPs in lesson plans, have used observations demonstrating mastery of the skill, recommendation letter from a coach, allow MN Early Childhood Teaching License as an alternative pathway.
- Content of tier 1 trainings is extremely repetitive
- Continue financial help for training attendance.
- Continue offering the mentor program. She really helped
- Continued financial help with trainings that are necessary
- Continued training in challenging behaviors.
- Continued training in communicating with families
- Continuing to have more locations for approved training sites
- County classes
- County classes
- CPR/First Aid
- Create a menu of training options for programs, and make choosing training part of the coaching process. Have the coach do an initial observation/assessment with the program to assess current practice. Have the coach make recommendations based on what they learn and support the program in developing professional development plans for their staff and the program.
- Creative curriculum for fcc
- Cross reference or a chart of training topics needed with the dates of when the courses were being offered in my area.
- Curriculum and assessment coaching: someone to work with programs to implement their specific curricula and assessments
- curriculum specific training
- DEVELOP – add family service credential
- Develop tool
- Develop tool
- Developmentally appropriate practices
- Developmentally appropriate practices
- DHS pay for more classes in leadership that are close to or college level that will help show more professionalism
- difficult to find the topics I need in my local area
- directed specifically for in home providers - separate
- Directors need HR training
- Directors need support to help their teachers implement the things they learned in their trainings
- Directors need to take the trainings their lead teachers take
- Diverse and economical course offerings
- Do away with Family & life development degree – it's useless because doesn't give licensure ; losing teachers to ECSE
- don't need any....none
- Eager to Learn was the area I took courses through.
- Early childhood teachers, especially those who have been in the field for a while, want affordable, fun, challenging training to keep them excited and energized. Having the same old training on the same topics over and over goes against this.
- educate licensors
- Embed coaching with classroom training to extend/enhance learning.
- Embed more child development theory into all courses
- Enough staff to be able to miss a day and attend a training.
- Ethics training is meaningful, and needs to be required.
- Everything is going well right now.
- Exactly what you need.
- Explanations of the types of classes we need to get our licensed renewed
- Family child care providers feel like they are talked to

- as if they are centers in Parent Aware
- Fellow providers and asking what they have taken, which trainings they benefited from
- Financial help from the Northland Foundation has made it possible for providers to attend trainings that weren't affordable.
- Financial support for training and improvements
- Find ways to allow TACSEI training to count for Parent Aware, to give providers strategies.
- Finding the required training in my area is difficult. It is non-existent especially the diversity/special needs trainings. Online is nice but a face to face training is so much better.
- free training
- Free training closer 2 home
- Free training not always good because then people may not attend.
- Free trainings offered in my area, not 45 min away
- Fresh material, information
- Friendlier process
- Fun activities to support curriculum
- Fun activities to support curriculum
- Funding
- Funding
- funding
- Funding for credit based learning
- funding for programs to train more staff
- funding for training registration
- Get rid of or make the state mandated trainings more
- getting trainings approved in advance is a problem. It doesn't feel like outside trainers can get approved. For example, North Minneapolis programs went in together to get a trainer from the University of Minnesota to do a session on brain development, but it didn't count for Parent Aware because it wasn't "approved" training. This left programs feeling annoyed, like, who does the state think they are that they know better what training we need and want?
- getting updated training listings
- Give PDAs access to all information in Develop, to improve their ability to provide individualized PD counseling
- Give programs a chance to correct errors/omissions after submission rather than pull rating for 2 years. The penalty should fit the mistake. This causes families to suffer as well as providers. The way that Think Small works with providers around scholarship applications is very helpful.
- Give programs an addition .5 points if they take training that is on a specific assessment tool, rather than just the general assessment training.

- Give providers an assessment of knowledge. Education level alone does not demonstrate quality.
- grant money to help defray costs of training (or more free trainings)
- grants
- grants
- Grants like TEACH and REETAIN are a critical support, and should be increased
- Grants to pay for all the trainings
- grants to pay for the cost of training for a large staff
- Grants, free training
- Guidance from my coach. Teach me, help mentor me, then assist me. Build the trust.
- Have ECIPs required at the one star level before authentic observation. (Popular feedback – this is why TR2c received so many stars.) Or combine the two indicators into one, 6 hours ECIPs training and 2 hours of observation training together.
- Have search criteria on MNSTREAMS be more searchable such as putting in a word of the training you are seeking
- Have Think Small, Develop, Parent Aware, and DHS all have matching requirements
- have trainer that are will to do training on the schedule we need for our program. The trainers should go into the program.
- Having a coach is AWESOME!
- Having access to my learning record as it applies to Parent Aware requirements is helpful
- having more MNCPD approved trainings available online (free or low cost)
- Having supportive support staff
- Having trainers available and ones who respond, it has been very difficult to line up trainers.
- having training more accessible -- locations are too far away
- Head Start has a great training for education.. We us High Scope curriculum
- Help from my supervisor
- Help with applying assessments in child care (home centers)
- High quality online community forums like stackoverflow.com used by web developers and others.
- Host a best practice meeting with area PA providers
- How to coach staff
- How to make lessons better fit all ages
- I also believe there should be more trainings in the field of ecological awareness, nutrition awareness, and outdoor nature programs trainings
- I also love the think small and parent aware websites

- I am currently in the TEACH program and it's priceless. I learn much more from college than I will from a one hour training. Maybe encourage more providers to take advantage of the programs available. Education and experience make the best providers.
- I believe that a special needs certification should be offered to family childcare providers
- I don't need any assistance in this area.
- I feel I need more resources, guidance and support on how to plan a class, and lesson planning. As well as how to create routines and teach good behavior and habits
- I find my coach Jennifer Peterson to be very helpful in answering my questions.
- I have really appreciated the Sustaining Quality meetings for the last 2 1/2 years. I hope this opportunity continues.
- I liked when the training catalog came out 4 times a year. A bi-annual catalog is easy to lose and hard to register so far in advance.
- I loved having a job coach! She really helped to lead me and guide me as what I would need and where to go for it.
- I need reimbursement dollars for staff to do this training at a college level.
- I think a superior job is being done in sending out training opportunities every Monday.
- I think one of the best things that anyone working with young children who does not have formal early childhood training is to earn a CDA at a college.
- I think relating to parents or helping parents get excited or interested in parent information nights would help me. Dealing with children is what I am most comfortable doing, so I need more guidance and support to work with the parents and families as a whole.
- I think there is a great support system in place already! Maybe a mentor program for new providers? Perhaps a four star provider could coach a provider just starting out?
- I would ask that you figure out a way to recognize people who already possess a high level of training and then exempt them from unnecessary trainings that waste time and money.
- I would be helpful to increase direct communication from Parent Aware organization to the providers with the support of the coaches.
- I would like the option to take other state approved courses.
- I would like to take more courses like the ones that I did.
- I would love to have a mentor type program
- I'd like to see a provisional rating go to new centers that are opening. Whether in low income areas of not, by not having the provisional rating and not being accredited, it limits parents' choices in quality care.
- Idea sharing on how to get parents/families at risk to participate in child's education.
- If you asked teachers what stresses the out the most or what they want training on, it would likely be: special needs training/ challenging behaviors/ social-emotional development; behavior management; or even basic child development -- not likely curriculum assessment
- If you need a Montessori Curriculum Trainer, contact me 612.483.3533 (Theresa Poppler). I did a nice crash course training on Montessori Curriculum for my staff members.
- I'm still a little confused about the state training requirements. My licenser said that we could only have Core Competency IV but the state training log says I or IV. I would like to have a resource above my licenser to help answer additional questions.
- In the past, communication about the process was challenging -- often no calls back
- Incent trainers to develop new, higher level trainings. Give them a stipend to develop and submit new trainings for approval.
- Info about helping people/families connect to social services.
- Input from other in home child care providers
- Instructional Format of CLASS
- instructors that stay on the topic and don't let use cell phones
- integration with licensure requirements
- interesting. Maybe combine with Parent Aware so we have
- It is a problem that when a program has staff turnover new hires need to jam all their training in
- It is confusing that the core comps don't match what's approved for Parent Aware. If a core comp says "child development", it should count toward the child development training for Parent Aware.
- It would be better if coaching helped us get in develop before we
- it would be helpful to get more information ~ easier to use ~ about the required trainings; last year we tried to train new staff and the trainings were not available; this is a stressful situation to be in
- It would help if the training was near by
- Just as much 24/7 online courses, etc. as possible!
- Leadership of whom? I only need to lead

- children/parents
- leadership training for lead teachers and/or directors
- Learning communities should be established for providers to participate in on-going so that they can continue to receive on-going support
- Less confusion/more definition of what is PA and what is licensing and what works for both
- Less expensive classes
- lesson planning
- Letting us know when/where trainings are
- Levels of training defined
- line up DHS requirement classes and PA classes
- local trainings and discounted prices
- loose parts
- Lots of people feel like the food program people are spying on us--"looking at our ratios" and just drop in and out. Feel like we are being judged, and also, food cultures are different for different cultures. There are different cultural needs related to foods.
- love my coach!
- Love the collaborative meetings.
- Loved the 1 on 1 time with my PA coach
- Mailings were sent out late for some classes
- Make it easier to become and maintain trainer status
- Make the authentic observation training part of the ECIP training, then remove the indicator related to authentic observation
- Make them FREE to rated programs
- Management Leadership
- Management support
- maybe in home classes
- Maybe more information on autism, ADHD and how to recognize, approach parents and work with children who might need more help. Or how to recognize children who need or should be eligible for an IEP.
- Maybe offer a resource center - grab document, red it and develop it and then submit it to others. This would help aids get training.
- Mental Health training on self care
- Mentor monies
- Mentor or coach
- Mentors
- mentorships, qualified coaches, career and educational advising
- Minnesota visiting nurses association, I liked that and wish it would come back.
- MNSTREAMS catalog is sufficient
- Money
- money
- money
- Money
- Money allowed to access individualized needs of staff
- Money for centers to hire subs for day time trainings
- Money for training
- Money for trainings
- money/funding
- Money/funding
- Money/funding
- Montessori workshops and training need to be recognized as meeting the needs for professional development recognized by Parent Aware. This is a continual problem for our community which is determined to be high quality and also tied to Montessori pedagogy and philosophy.
- Montessori workshops need to be included as part of trainings accepted for professional development.
- more advanced training for those who have a lot of experience or have a BA or MA in early childhood already
- More affordable training opportunities that program staff could attend together.
- More approved training available that are not just Think Small training. They can get very expensive and more options would be preferred
- More coaching visits
- More coaching/training on the CLASS
- More complex, in-depth info
- more cost-effective on-site training - we have 40+ employees to train so sending them to individual sessions really doesn't work well
- More courses offered in our county
- More courses offered online
- more flexibility if you have to miss a day
- More flexibility with signing up and changing plans as needed for staff
- more focus on program leadership; how to use the PD Plan with staff not only for a rating but for staff growth. Too much unethical behavior happening. Why are there no indicators related to compensation, misalignment with the NAEYC blueprint.
- More in depth training-not the superficial training that happens at conferences.
- more knowledgeable coaches
- more mental health
- More mental health & social skills
- more money to pay for classes and class availability
- More Montessori related workshops
- more offerings, online offering
- More online classes
- More online continue options

- More online trainings at more convenient times. Also knowing when the online classes are offered.
- More on-line trainings to do when we have time.
- More onsite, online trainings
- More options for advanced classes.
- more smaller classes
- More special education classes. Specifically autism, anxiety, and ADHD in the classroom.
- More specific trainings after the basics
- more staff
- More staff
- More staff
- More staff
- More streamline approach to entering data - many times directors enter training for their staff
- more teachers and classes in our area
- More than basic knowledge of topics. "Infant cognitive development", "gifted preschoolers", etc.
- More tiered trainings
- More timely responsiveness.
- More tools = more experienced provider
- More trainers and training across a wider geography; enlist private dollars to help fund trainer recruitment and more trainings
- More training is needed on specific curricula. Make a 2 hour choosing curriculum training and do not require it, then have tiers 1 and 2 focus on how to implement their specific curriculum.
- More training opportunities and meetings offered to rural areas.
- More trainings in relevant areas
- More trainings on how to handle at-risk children and families
- More variety in classes
- More workshops and articles about child development as well as leadership
- Move ECIPs training to star level 1 (providers love ECIPs training; see it as foundational)
- my coach
- My coach is not very helpful (several participants). My coach's name is Kathy (3 participants)
- my coach was awesome!
- NA
- Nearly all aspects of CLASS and longer time spent coaching
- Need 2 and 4 hour child development training, so that if a teacher has taken the required 4 hours of child development training for licensing, they could take just 1 or 2 more trainings that add up to 4 hours for their Parent Aware child development training requirement.
- Need for higher level or deeper level of programs that are accredited
- Need more online trainings, and higher level trainings
- Need people or someone to streamline options. Need to connect at a systems level and then how all programs land in the system (county, state etc.)
- Need to go more in-depth in some areas, such as child development.
- Need training on lesson planning and how to write lesson plans.
- Needing a little more training on different information Parent Aware offers.
- Networking opportunities with other providers
- networking with other programs
- New teachers should have a 3 or 6 month grace period to be trained
- Newsletters with updates/information
- Nice if we could submit local training for credit.
- None
- none
- None needed
- None needed, I enjoy choosing my own training thru the classes offered thru child care aware and eager to learn
- Northland - free classes - grants for curriculum.
- Northland Foundation
- Northland Foundation
- Not applicable to me
- Not having enough time to take training when we receive our learning inventory a week before submission.
- Not having to teach and direct. I feel like I don't have time to do anything "extra". Only what needs to be done immediately within my program, rather than thinking "bigger/broader"
- Not having to travel so far to trainings.
- Not needing a degree from a college. I think by taking hours in child development classes and also experience is more important than a piece of paper that says you took the right number of credits to graduate with a degree.
- not sure
- Offer a higher level ECIPs training for providers who have taken the introductory level training before, or already have higher degrees related to child development.
- Offer college credit courses.
- Offer higher level or advanced classes
- On site training opportunities
- Ones that can cover more than one area of training

- ON-LINE CLASSES
- Online info that is accessible for providers at all times so they can work at their own pace
- Online options
- online training
- opportunities for licenses teachers to share ideas
- Organization is HUGE
- Organization of my home space. Classes that are
- Our director group has awesome ideas and qualified staff to lead-need to be involving directly involved people
- Our local colleges need to understand the needs of programs; need to update their curriculum. Colleges are behind in the times and not keeping up. early childhood college graduates are properly prepared.
- out classes for center people with multiple staff.
- Parent Aware
- Parent Aware college courses.
- Parent Aware leaders who are trained in Montessori.
- Parent Aware should also pay for BlueCross CPR and First Aid training. very beneficial for providers
- Parent Aware trainings.
- Partnering with other provides like the CDA classes, groups, brainstorming,
- Patience with the Parent Aware staff - it is very confusing
- People coming out and talking to me at my home.
- People who have experienced the program
- People with higher levels of education need a different level of support
- Plan/schedule
- Please give us more training
- Possibly making a "whole weekend" of training instead of dragging it out over a few weeks.
- Process...Can be difficult when you have more than a few staff
- Program collaboration to share training resources
- Programs need to understand that there are other options besides parent aware
- Proper funding
- Provide contact hours for degree
- Provide more online training options.
- Provide training to coaches on specific assessment tools so that they are knowledgeable enough to help programs implement their chosen tools.
- Provided in-house training – curriculum specific training
- Provider connections in an occupation where many of us have little reflective communication with others in our field.
- Providers can currently take the exact same PA-approved training over and over and it counts for Parent Aware (this is happening with Developmentally Appropriate Behavior Guidance on ETL). There should be a limit to the number of times a provider can take the same training and have it count.
- Providers would not know if they training are not showing up in develop.
- Public schools vs. Centers
- Put hours in the catalog
- Quality group – the sustaining quality tool. This is a good start.
- Quality improvement funds are needed to pay for training
- Reading Readiness, Think Small classes, Providers choice, seminars and conferences.
- Real world training....to be able to take 1 day, 1/2 day to see another provider use a curriculum or assessment in action.
- Recognition of other training institutes
- reduced cost for training for those in PA
- Renewal process is ridiculous – shouldn't have to resubmit all training certificates, credentials, etc. when all of that is already on DEVELOP. Its way too much busy work.
- Require special needs training: introductory at 1 star, and higher level for 2 stars
- Requiring training in both obesity prevention and nutrition is repetitive
- research on brain development and how it's affected by nutrition
- research on mental health in children 3-6
- Resources are provided at trainings
- Respectful time factor - more time to complete the trainings.
- Rigorous accountability; public school teachers are begging for higher level trainings on a variety of topics
- safety reminders
- school-age needs
- See above.
- seems that trainings are a lot the same
- Shared group discussions
- simpler classes with more examples and how to do them without stressing out.
- Small groups
- social skills training
- Social Success
- Sometimes it is hard to get to a training that is on multiple days

- something to deal with gender- non conforming issues.
- Southern Minnesota (Steele and rice county) have a very limited in person training opportunities.
- Specific ways to apply assessments in FCC.
- Specifically in the areas of Autism
- storytelling
- Strengthening families
- Subs to attend further trainings.
- supervision
- Support and resources that could come to our program.
- Supports are needed to help trainers/conference planners enter their training correctly in Develop so that it is coded in a helpful way on people's learning records.
- Talk with other people in the area to find out the trainings available.
- TEACH grants, Parent Aware grants
- The career lattice steps are confusing and require more clarity and/or explanation of the steps.
- The child development training indicator is very important. It should be broken up so that programs receive credit for doing child development training at more than one rating level. Higher level training on child development is needed for people who already know the basics.
- The classes are not offered very frequently in our area and are expensive, especially when we know that our staff are already highly trained.
- The general assessment training does not provide enough information to help a program implement an assessment tool. The indicator should be changed to say 8 hours of assessment training, with a minimum of those 4 hours spent learning how to use a specific assessment tool. The assessment training repeats things that are covered in other trainings to meet indicators for the early star levels. ECIPs, curriculum and observation training provide a foundation of training, the assessment training should build on those trainings and cover things that are more specific to assessment and how to put it into practice.
- The guidance that the Parent Aware local staff provide is very helpful. Also the local THRIVE team have been amazing to providers.
- The only resource given to me was a County manual of services. It basically had all the information I needed to provide a parent handout. Could I not just get a copy and give it to my parent's for their use? Perhaps a training class on this topic with handouts we could share with parents would be better use of time for providers.
- The overview of curriculum course doesn't make sense for center teachers because they don't have a say in which curriculum they use, but the training presents it as if they do
- the parent aware coach is helpful when they are knowledgeable about exactly what is needed to reach the next stars. It is frustrating to have a new coach that isn't always correct and/or have the necessary answers to assist.
- The training system should survey the providers to see what they want, then bring in some big name trainers to do sessions that people are interested in.
- There are many resources for training, think small, Eager to Learn
- There is little choice for most required training (especially authentic observation, ECIPs)
- there is very little training options without driving over 60 miles
- they already have all these
- They need to fix their system and MNCPD so that our training show in our records and we do not have to repeat training.
- Think about long term staff and challenging them.
- Three departments (Human Services, Health, and Education) need to get on the same page!!!
- time
- TIME
- time
- TIME
- TIME
- TIME
- time
- Time
- time
- Time, opportunities close by, convenient, low cost or free
- TOTs are needed for all tiers of training, but especially 1 star trainings. It would be helpful if trainers with expertise in the topic areas could do TOTs online. Schedule TOTs twice per year.
- TR1b. It is difficult to find Child Development training because most training when reviewed ends up counting for Supporting Development.
- TR2c: should be in level 1 because it provides a common language for providers. However, if you move it to level 1, then there would be too many hours of training required for level 1. Perhaps it could be changed to be 4 hours of Child Development in level 1, 4 more hours required on Child Development for level 2. Similar with ECIPs, 4 hours in level 1, 4 more

hours in level 2, etc., splitting them up into a series. Or make Child Development, ECIPs and observation training a prerequisite to Parent Aware. Or simply change the trainings to make them series based so that people start their training on these topics earlier in the process.

- Trainers in our area
- Trainers need mentoring and evaluation
- Trainers should be expected to bring some examples of curriculum and assessment tools to the curriculum and assessment trainings
- Training
- Training all staff so that Parent Aware requirements are met at a specific date is difficult for year round programs. Year-round programs do not have a week of professional development with no children at the beginning of the year to get staff ready like programs that operate on a school schedule. It's always the beginning of the year for us with new staff and new children, and we need access to a rolling schedule of completing trainings.
- training based in research that stretches thinking and practice
- TRAINING CLOSE
- Training not showing up at our Learning records.
- Training on communicating with parents and how to promote what ECE does for school readiness
- Training on how to do conferences with parents is needed
- Training on programs and grants available to parents and caregivers.
- Training on supporting behavior challenges in the classroom
- training provided by child psychologists, therapists, and neuroscientists
- training relevant to specific topics; literacy in preschool -but specific activities to promote the different areas
- training that could go toward a degree
- trainings
- trainings for paraprofessionals in our programs
- trainings in town
- Trainings not just for lead staff, but also PARAs and assistants
- Want more training on multiculturalism, ethnicities, languages, neuroscience, but how do they access it?
- Ways to help providers who need to connect online but don't have the internet.
- We are a border community with ND. It would be very helpful if all trainings offered in that state or other states for that matter, counted for the indicators.

Especially when the presenter is a national speaker. It is not easy to find all the best trainings by looking only in Minnesota.

- We are a Montessori school..... there is no one who does an approved training on 8 hours of Montessori curriculum. The Montessori Center of MN says that they are looking into it but they were still looking into it 3 years ago. :S
- we could use more trainings in our area, not a lot to choose from and not a lot of trainings offered.
- We have been very happy with Think Small and their training.
- we have had support through MNAEYC AFP program and it has been a wonderful resource
- We have our association that does trainings. That helps
- we have someone on staff that assists with training plans
- We need more classes and less expense.
- We need more information about screening, come to our houses to do screening, preschool information, visiting professionals, ECFE or parent educators, people who could come to us in our homes and then do the research and then get back to us with answers to our questions about development or whatever.
- We need to reinvent the training, on ECIPs and authentic observation especially. We need to reduce the number of training hours, and extend the learning through coaching. We should refocus away from training and onto learning.
- We should require certain training in a certain sequence.
- We should work with institutions of higher education to encourage them to offer more training that will count for Parent Aware, especially ECIPs, Assessment, and parent communication.
- We struggle to generate enough income to employ any full time director, let alone someone with the necessary education and experience to provide leadership in the area of continuous improvement.
- website more clear some expectations more clear
- what counts is WAY too confusing! Even with assistance, it should be easy for anyone to identify and add hours in each area (and it is NOT)
- What if you have staff hired 2 weeks before Parent Aware rating ends and not enough time to train them in order to retain your rating? There needs to be some flexibility built in so that new staff have a reasonable time horizon in which to obtain required trainings that doesn't jeopardize the whole program's rating.
- What we really need is low-cost college-credit

programs that offer credit toward Rule 3 Teacher qualification -and- that cover the required topics within the Parent Aware indicators.

- When I was a new provider I would of preferred info on how specifically how to set up my space
 - Who would be the lead on this?
 - Why not use the MN Core Competency areas instead? They are already on Learning Records that are required for a rating any way. This seems like unnecessary work and confusion.
 - Window of time to complete training for newly hired teachers
- working with trainers to customize a topic to our environment
 - Workshops
 - Would like a director/admin password (central one) so they can see what the center needs
 - Would love to have clear answers about expectations regarding rating renewal because consequences are massive. I'm scared for Dec 2016 when my programs are due – I'd like to have answers to my questions in writing in advance so I don't get burned. Is there a central place we can email for personal, written assistance? We're all trying to do the right thing.

[Return to start of Compilation](#)

[Return to start of this section](#)

Cultural Responsiveness

An important goal of Parent Aware is to encourage you to foster each child's sense of identity as a member of a family and a cultural community by using curriculum that relates to children's daily lives, incorporating elements of each child's home language, and encouraging children to learn from their family, home cultures, rituals, and traditions. Parent Aware is also committed to ensuring culturally responsive indicators and rating process.

7. What approaches, training, or strategies have you found useful in meeting each child's unique cultural needs?

- “Parent 1 & Parent 2” or “Primary & Secondary” vs. “Mom & Dad”
- 4 conferences a year; more interaction with parents, meet needs or address concerns; offer alternative times if parents can't come to meet 100% of parents; mixed families from different age groups can do all at once; make VERY accessible;
- acceptance of children and families with other cultures, rituals, and traditions
- adding in a question at the beginning of the year on celebrations at home etc. Honoring those non-traditions that most of us have for kids who don't participate
- Adding puppets to help children learn unique cultures.
- ALL families should be invited to share their culture with the other children in the program.
- an issue for me.
- Anti-bias curriculum at YMCA, incorporate all diversity without focusing too much on one community; heavy literacy-based with home and school connection – sharing materials, parent involvement
- Anti-bias curriculum, which is part of the star rating. Homogeneous groups of kids can still benefit from anti-bias training.
- Ask many questions
- Ask parents about their wishes/rituals/routines
- ask questions of the parents, know your own boundaries
- Asking each parents to send something that represents their cultural
- Asking Questions of parents
- Asking questions to the families and using the information learned to incorporate it into our themes
- At least half of our staff also works for ECFE in our community, so we get to know a large portion of our children's families and talk regularly about their homes
- attending birthday parties and meeting other family member, such as grandparents.
- Avoid high level of hypersensitivity to diversity; don't force diversity, instead let it happen naturally based on diversity of your enrollment and the families at your center
- Awareness
- Awareness of diversity
- Be culturally sensitive
- Because of the requirement for background studies in FCC, it is difficult to involve families directly
- being flexible with each family
- Bilingual Early Language Assessment (BELA) home language and interviews
- books and materials that show all cultures
- books in their language and English
- Books, posters, etc. represent diversity in a variety of ways
- Bridges Over Poverty
- bridging cultural connections class with Ann Dillard
- Bringing in their native language
- Build good relationships with parents so you can discuss with them any problems.
- Building cultural connections- It was great to open my eyes to different thoughts, traditions and cultural practices. Once I am educated I can teach the kids
- CAUTION AGAINST: every child needs sense of identity and purpose, wants to feel a part of community, hopefully outcomes won't be tarnished by this – we should also focus on our home, American community as well; don't heavily skew the rating system so far to the outcome based vs cultural responsiveness, don't go too far the other way; teaching staff also represent diversity; ultimate extreme is Somali community and they don't feel comfortable bringing their kids to American setting – Why is that and how do we find balance?
- Celebrating various cultural traditions & all school celebrations & festivals
- Celebrations and cultural appreciation
- Child care aware grant offered annually has helped bring a majority of my multicultural toys into my center
- Child-care providers have to be so open on their own, people have in-bred prejudices, people will eventually come out of the closet and show their true feelings and thoughts.
- Children around the world – parents come in and do

- snack, books, clothing, maps from their culture; fits with religious setting “Jesus loves all people”
- Clarifications about our options as ECE in a family child care setting
 - Class that have made me aware of toys that are multi-cultural
 - Classes have opened up all of our thinking as to what culture actually is.
 - Classes on diversities, "How to do lesson plans deeper into difference on different ethnicity, culture, religion, holidays, not everybody celebrates Christmas.
 - Communicating well with parents
 - Communicating with individual families to learn more about their cultural needs.
 - Communicating with individual families to learn more about their cultural needs.
 - communicating with parents and understanding their home life to better apply strategies in childcare setting
 - Communication & relationships with parents who share about their cultures.
 - Communication with the family on what is important to them.
 - Communications – email parents regularly, work with families and their wants & needs for their children
 - Counting/singing in different languages
 - Creating cultural connections in child care (6 hrs)
 - Creative curriculum
 - Creative Curriculum
 - Creative Curriculum is used to develop curriculum starters; incorporating things into daily routine and curriculum.
 - Cultural awareness intake sheet is a benefit to our programs because you are aware of what families are doing.
 - Cultural connection training because this involves about each culture celebration.
 - Cultural connections class. Before this class I didn't really see e dry day home life as being specifically cultural. Really was an aha moment.
 - Cultural Music in the classroom
 - cultural sensitivity training is needed if you are unaware of other cultures
 - Culturally diverse staff that can relate to kids – Hmong teachers with Hmong students; Spanish teachers with Spanish students
 - culture diversity classes
 - Cultures and life experiences included: Program for infant/toddler caregivers included general respect for family; Module 4, protective urges
 - Day to day awareness
 - dealing with families to feel them out
 - different languages displayed around the classroom
 - discussing and compromising on family traditions - added that discussing to my contract
 - displaying dolls that are culturally diverse. Reading to the children stories that related to their culture,
 - Diversity training has helped programs that aren't diverse themselves: Diversity training through accreditation coach – Barb Wagner (training was approved through MNCPD)
 - Does not apply currently to my child care
 - Doing NAEYC was more effective in working with diverse families and understanding the scope of what diversity actually means (even beyond race).
 - dual languages
 - ECIPs
 - Ell training- Cultural sharing
 - Emergent curriculum – highlight home experiences
 - encourage families to come in and talk about their culture or do an activity with the children
 - Encouraging parents to share more about backgrounds and how we can incorporate those differences into our curriculum. For example one of our families from China comes and talk to the children about Chinese New Year and bring Chinese candy for the children.
 - Exposure to gender diversity, we need more training for use of language, when talking about gender, pronouns.
 - family activities
 - Family dynamics also fall into this section: not just race or ethnicity, but also includes family setup (2 moms, e.g.), creating awareness in program and more books with family structures
 - family interviews
 - family members coming in to talk to our class
 - Family participation
 - Family questionnaire
 - finding out about their background by asking questions
 - finding ways to help pay for daycare to keep them in my daycare and not go to for example grandmas and learn from being here.
 - Following NAEYC standards and ensuring teachers also have materials.
 - Food and holidays
 - Foods from different cultures
 - Forms – cultural information you want us to know, ask for people to be willing to volunteer and what would they offer? Parent involvement
 - get to know every family~
 - Getting parents into the classroom to share experiences and spend time with the kids

- getting to know each child
- Getting to know each culture
- Google translate when applicable
- Hands on
- Have multi-cultural instruments, toys, dolls and art.
- Have not received training or strategies in this area from Parent Aware
- haven't due to no classes offered on native American cultural needs
- Having bilingual books in the classroom.
- Having books in different languages
- Having diversity , with books, food, dramatic play
- Having family members come into the classroom to share their culture
- having staff who speak fluently the languages of the families in our program
- Having themes that focus on what is observable right outside our classroom's windows in the woods
- Head Start – provides interpreters; documents translated (other languages besides Spanish?); different words on word wall representing other languages; dramatic play areas
- Help them to learn from my home environment and theirs
- Helping children share their home experiences and culture with other children
- hiring staff that are reflective of the community we serve
- Home visits
- home visits
- Home Visits with the family
- How are we supposed to navigate parents who don't except alternative families????!
- I am not a teacher
- I ask the parents at admission about these topics.
- I believe that we should be recognized for our willingness to serve a diverse population.
- I do appreciate that BQ dollars and local grants address the need to present diversity in our classrooms whether or not we have diversity in our enrollment.
- I don't have any multi-cultural families
- I encourage my children all to know and believe that we are all created the same and that what is on the inside is way more important then what is on the outside. Also that we all have our own beliefs and opinions, there is no right or wrong there and is ok to agree to disagree on things.
- I feel that we offer children a chance to bring in elements of their home life to class.
- I have had training on the various cultures in the area.
- I have read .a bit about ADL (the Anti-Defamation League
- I haven't had to meet a child's unique cultural needs so far.
- I like the idea of creating an interview sheet for parents to collaborate culturally.
- I live in an area where there is not a great amount of diversity.
- I love teaching the children to be themselves
- I respect each child's cultural identity and make sure he/she can see him/herself in our environment (dolls with that skin color and gender, pictures on the wall, books, etc.)
- I strive to enroll children who's parent's share my values and style. Therefore, no other training in this area is not needed.
- I struggle with this question always. Our town does not have a very diverse population. We do talk about other cultures and I would welcome a child entering my program by learning about and including traditions and rituals that would be important to them.
- I think a big part of this is the realization that ALL children have individual cultures, not only those from other countries or who happen to not have white skin. This fact is lost on many providers and people in general.
- I think the training does a good job giving information about children with autism, spectrum families, kids with disabilities.
- I took a Creating Cultural Connections training.
- I use sign language, counting and songs in other languages fun in our class
- I use the recommended Parent Aware questionnaire - culture and have added a lot of questions and input areas.
- Immersion in the community during in-service days. Example: visiting local community centers, restaurants, community events.
- In policies ask them to share any customs/policies.
- In your home you might...at daycare we...
- Including that connection with families helps me understand how they learn and how they can/will use what they are learning
- Inclusion
- incorporating questions for parents in my enrollment packets that ask for information regarding their beliefs at home, and what kinds of things make their family unique.
- Increasing good relationships with the families. has been useful.
- individualization in Head Start
- Initial conferences that teachers have with the family

- before they actually start our preschool.
- Initial home visits give us some insight
- initial paperwork parents fill out and getting to know me forms on each child
- Initial parental questionnaires provide new cultural connections
- Intake forms, building relationships, conferences, check-ins with families to meet their needs, which is consistent across all cultures
- Interview/ orientations
- Intro to children with special needs- Again in educating myself I am more aware of red flags so to speak and can get kids and their parents what they need
- invite families to educate us, rather than it always being the other way around
- invite families to share and participate
- inviting families to come and share
- Inviting families to events and to share their culture with our children
- Inviting families to share their heritage, traditions, food, time in the classroom.
- Inviting family members in to classroom
- Involving families in their child learning process
- involving parents and working with families
- Involving things from varying cultures into their daily lives makes them more familiar and no longer so different to them
- I've found incorporating related Multicultural posters and toys into the play environment the most useful.
- Just being respectful of what every child brings to the classroom and being aware of it and celebrating each child and who they are
- Just making myself available to learn and know them
- Knowing people from different cultures helps a lot
- knowing the learning styles has helped me plan better for as many kids as I can.
- Learn more about specific cultures
- learning a few words in the language
- Learning about different countries/cultures
- learning about families in my care
- Learning about new cultures/languages
- learning about the family through our All About Me page in their Individual Learning Plan.
- learning from families if there are differences
- Learning more about their cultures
- learning other cultures and using it if only for one time in the class
- Learning their languages
- Lesson plan that include a culture celebration.

- lesson plans
- Listening to the child and family
- Listening to the parents about what they see their culture to be, what their traditions, rituals, stories are.
- living in small Midwest town, not much cultural differences here. I use books, posters to show the difference in cultures.
- Local Community Education did Muslim training because it met needs of district; was of interest to find out what they are relating to us as a culture vs. what our impression of them is.
- looking at celebrations around the world
- Looking for program materials that are up to date and reflect the background of the people we serve
- Losing a tooth around the world book
- Lots of communication with parents
- low ratios
- Making a family connection
- Many have learning disabilities. Training in learning disabilities is a must.
- Many of our children come a home environment where there is no structure or boundaries.
- Meeting with each family; getting to them & their traditions, what's important to them
- Member of WMEP, attend programming offered
- MnAEYC-MnSACA's cultural training is great! Update and offer more often
- Montessori allows for activities and lessons to be created around and follow each child's needs and interests
- Montessori treats each child as an individual.
- more specific cultural training
- Multi-cultural trainings.
- Multi-cultural around family structures
- Music
- Music as a strategy as well as classes about how to introduce vocabulary with the children has been useful.
- My area I do not have multi-cultural children. White only. Home cultures and traditions - I have a questionnaire parents fill out.
- My clientele are primarily white so this is really not
- My daycare families have very common traditions and cultural needs. I haven't needed to use too much of my cultural trainings (other than communicating with parent to find out about their cultures.)
- My experience in the Building Cultural Connections program gave me the foundation of cultural learning to continue to learn on this topic. Also all of my learning and training on the Ant-Bias approach.
- My technology and diversity classes.

- N/a
- NA
- NAEYC standards and criteria
- Need more posters and materials in classroom to meet this requirement; music from around the world during holidays
- need more training
- Need trainings for free! We don't have money! Teachers are maxed out on hours and salaries; one-hour trainings are doable
- New training on updated curriculum is useful in meeting each child's unique cultural needs.
- none
- none
- None - filled out family "culture" form - doesn't seem very applicable with current enrollment
- none at this time
- None- I believe we need to just treat everyone the same and stop pointing out their differences
- none my kids are all the same culture
- None. I have my very first minority in my care for the first time in eleven years. And no one seems to notice :)
- Not applicable to me but whatever happened to training that directly builds cultural/cross cultural competency?
- Not sure
- Observation and good interpretation of those observations into practice
- observation of children and matching ECIPs
- One on one at intake and visit to parent, must bring the child.
- Ongoing conversations with the families.
- Open accepting approach
- Open communication between families and care givers
- Orientation sheet for parents is used at interview.
- our geography areas are amazing
- Our initial Montessori training has been the most useful. In training, we spend over 90 hours developing the art of observation and learning how to serve individual children's needs and support and engage parents. We spend a great deal of time, breaking down stereotypes and historical paradigms and discussing ways to develop cultural awareness and competency.
- Our materials and activities are representative of a wide variety of family structures and cultures.
- our staff speak their Hmong language
- our training is locally provided most of the time and is culturally relevant.
- Ours is a predominantly Caucasian program. We hired a Spanish speaking teacher several years ago when we had a number of Spanish speaking children in our program. She continues to be with us.
- Owl curriculum is very diverse
- Parent Aware has asked me to increase the amount of things I have with regards to different cultures and this has helped me improve my program
- Parent Aware should just use NAEYC standards and if a program is accredited then it is pretty obvious they are meeting excellence.
- Parent communication is HUGE! Expand transition from room to room (new age), use the information families offer to build curriculum, teachers know families better; give them specific, concrete ways to participate, even at infant level; make each family feel represented!
- Parent events and orientation meetings
- parent participation
- parent questionnaire asking about child's cultural background
- Pictures and books
- Pictures, labeling, family pictures, diversity training
- Posting pictures of people from different cultures
- Poverty simulation
- poverty trainings
- Prepare food in own kitchens, brought in recipes from families to be culturally inclusive and focus on nutrition
- Private preschool: Home visits before school year starts; 2 rounds of formal conferences, regular posted office hours so families feel leadership is accessible; when we have children around, it isn't a good time to talk – we want to treat it with the attention and respect the situation deserves, so email us or come during other office hours
- procedure for teachers to read it and positively incorporate knowledge into a cultural lesson
- Puppets
- Recognizing family structure-different types
- Reggio-Inspired, Emergent Curriculum to create explorations that are based on each group of children
- Relationships
- researching community resources
- Respect for cultural choices
- Roots and Wings by Stacy--maybe a lot of reiteration of common sense, pictures in your environment of lots of diversity so that they see themselves or vice-versa, see children from other cultures and groups.
- set up our own parent panel to ask/answer questions about India
- Several of our staff attended the Cultural Diversity

class and this was very helpful

- Share religious practices and backgrounds, traditions by having parents come in to talk about
- sharing cultural traditions with parents
- Should become part of culture as far as program is concerned – should be part of who you are; a little something for everyone attending
- Single parent/country vs. city/income different.
- speaking with parents when interviewed by them
- Specific opportunities- hands on opportunities that allow people to be engaged in the culture
- Specifically asking family traditions and celebrations on enrollment form or intake form
- Staff orientation – cultural responsiveness; Bridges out of Poverty training
- Staff training on anti-racism
- star of the week where children have the opportunity to talk about themselves and family
- Success Coaches
- TACSEI
- take notes and remember
- Taking English language classes
- Taking the time to learn about each child's family and unique beliefs
- talk about the world and then the continents each month and mention interesting facts about the children if relevant
- talking to parents about traditions and family
- Talking to the parents and grandparents to ensure we are respectful
- Talking with parents. Inviting parents to share culture
- Talking with the parents about their culture
- teachers who are native Spanish speakers
- teachers with cultural backgrounds similar to the children's
- Teaching children to respect others even if they do things differently
- Teaching Strategies Gold Child Assessment Portfolio is a very helpful tool
- The books from different culture and toys and posters.
- The center for Inclusive care has offered us new techniques
- the ECIPs trainings and books
- The group doesn't remember cultural responsiveness being a requirement for School based program or accredited program. Those going through full process do have to do cultural responsiveness classes so difficult to give feedback if you didn't have to do it.
- The Parent Aware coaching has been helpful. to learn best practices
- The trainings so far have been informative. It is hard

in a rural area of basically white privilege to organically incorporate other cultures into my program in a big "C" way. We are much more apt to look at the little "c" ...culture within a family. Farming families, grandparents, etc.

- The Wilder Foundation's Family and Community engagement assessment tools
- there is very little help for this in the PA indicators
- Though, they need to redesign their homepage to pull it out of the 1990's, CCEI has some online trainings that are super affordable, and can be signed for in a few minutes.
- Training about the whole child
- Training from people of the culture being taught
- training in cross-cultural communication
- Training is fine, but if you don't develop relationships it's worthless
- training on how to communicate with parents
- Training staff and parents on how to use the Family and Community assessment tools and the information it generates
- Trainings for how to incorporate diversity into the setting.
- trying to be informed and compassionate
- Trying to define various types of culture besides ethnicity and race
- Understanding books in different languages
- Understanding other cultures
- Understanding other cultures
- Understanding other cultures.
- Understanding their culture
- use high reach curriculum to meet children's needs
- Use of assessments whips overall training
- Use of orientation/interview questionnaire.
- Using interpreters to help with families and children.
- Using the dedicated grant money from the annual grant offered, (not through parent aware)
- Visiting kids homes
- Visual supports
- we post family pictures
- We are in a private setting that does not necessarily draw a very diverse population, though we are very receptive to diversity. Our programs are open to all.
- We are in an area that is surrounded by three Native American reservations. We focus on respect for each other, respect for property, nutrition and being prepared for kindergarten.
- We are respectful to all families and work with & gather info from parents to best meet the needs of children
- We continually acknowledge and include all cultures.

- we do not have a lot of different cultures in are area
- We don't want to categorize children by race – that doesn't define them, we don't look at them that way, it is based on their background, where they come from, etc.; trainings can become intense if done wrong
- We have a bilingual staff person
- We have a small percentage of cultural diversity and need to improve on this.
- we have many diverse toys for children to explore with be it something new, or something that one child can relate to, which is a difference for someone else to ensure they are familiar with all aspects.
- We talk about difference in things we do at home, things we like, food, holidays, etc.
- We took a training, but it was mostly just a discussion about being open to different cultures
- we try and look at the individual as well as the group
- we try to make sure each family is involved in something within the center
- We watch educational shows that may show different cultures
- We work closely with families who celebrate differences in religion or cultural.
- We work hard to get to know our families and feel that incorporating ideas from the families is essential to our total program. We are an empathetic staff & model this behavior with all cultures.
- we work with the native American tribe to bring their culture into the classroom
- WHAT IS CULTURE????? How is it defined? Could be beliefs, religion, even within one "culture" families do things differently or there is a range and spectrum of beliefs
- Working with families
- Works well @ YMCA: teacher self-reflections; anti-bias that starts with self-reflection process; children are also working on self-reflection
- Would like specific information about each culture we serve
- Would like to be able to get more professional training off-site and from relevant trainings.
- Yearly conferences with parents.

[Return to start of Compilation](#)

[Return to start of this section](#)

8. (Cultural Responsiveness) For the rating process, give some examples of how you could demonstrate what you are doing to respond to each child's unique cultural needs.

- 1. Do you have questions on your enrollment forms that ask about family's culture and values? 2. Do you have culturally relevant materials in your dramatic play, book, puzzles? 3. Have you received Anti-Bias training?
- a Hispanic family likes to keep their child up until 11pm. We are working together to bring it back to 10pm so he can get a 10 hour night sleep
- A lot of documentation is already in accreditation process: communication tools; for programs that haven't done accreditation: assumptions that we are all the same but recognizing that we're not, going beyond what you see on cover; training that address extra awareness and going beyond surface; there is the world of the center but a bigger world in the world around us;
- a picture page
- Accept a wider range of trainings to count towards completion.
- acceptance expressed & shown to children & families when we experience a language barrier; also have interpreter if want
- accessing interpreters for parent/teacher conferences, other parent meetings
- Accreditation scored low on diversity – what are you looking for?? Not just cultural (includes gender, age, disability, etc.)
- activities are based on the native culture
- Activity that relate to the child's culture, pictures of the children wearing cultural clothes, sending home project that relate to the child's culture
- Added questionnaire to parent packet about cultural needs
- Advocate for home visits; provide so much value and insight! Goes back to relationship building
- Amaze Curriculum
- As stated above, I do not have much diversity in my area.
- Ask parents what they want to share.
- Ask what they have on a Birthday, Holiday for a special meal and prepare it.
- Asking families about their culture vs. making assumptions. A parent survey
- Asking families to share phrases or words in their home languages
- Asking families what they have to offer that is unique to the center and they can bring into the program.
- Asking parents to share cultural aspects of their family life
- asking what they celebrate at home
- Assessing during play, and more, during classes.
- assessment
- at the time of enrollment I have parents fill out a getting to know form and it asks about their parenting preferences or family traditions
- At this time, we do not have any families that celebrate or have different families rituals. We have talked about foster families, children that are being raised by grandparents, or family members that are absent.
- Attend training in Cultural Competence
- Awareness, asking questions about food traditions, intake questions, nationality background.
- Background summary of children
- Be specific in purchasing materials, books, etc. that are up to date and not-stereotypical
- Being NAEYC accredited
- BELA results
- Better job of tracking staff trainings; level of training will directly correlate to services offered to children
- Better way to document than binders – it is so cumbersome
- Bi-lingual staff, parents as volunteers (Head Start)
- birthday celebrations that include the flags that represent the child's cultural heritage
- Book in the library
- Books and materials show children from many different backgrounds, socioeconomic statuses, etc. participating in daily activities
- books and photos that reflect the diversity of the children in care
- Books and stories from different cultures and traditions
- books you use to tell about the different cultures
- Bring in Elders
- Bring kids to Indian festivals to see their culture.
- Bringing more cultural and diverse items into my daycare
- Building relationships with families
- By adding it to the lesson plan.
- by being interested in their family
- By having a menu that has variety as well as variety with music and activities while the children are eating meals.
- By respecting parent's wishes.
- Celebrating each month one culture and requesting the

parents of those children to send us something that is especial in their culture to us so we can share with each other child.

- Celebration questionnaire to ask how they celebrate and what they celebrate
- Centers
- Centers would have to provide proof that they passed the NAEYC criteria for diversity and cultural needs.
- certificates from training
- Challenge just to make sure bases are covered with new staff, let alone continuous improvement
- children bring in their dance uniforms for other children to see and perform dances.
- Chopsticks into block play to switch things up
- classroom environment
- classroom environment, including decor, toys & materials available etc.
- classroom has materials and pictures that reflect the cultures of the students and more
- Communication between families & educators
- Communication with family.
- Community resources
- conferences
- Connecting with parents to seek out their preferences in working with their child
- continuing Ed culturally responsive care teaching kids about other cultures
- Continuing education – just because you are accredited doesn't mean you will continue doing an awesome job; it is a dynamic process; there are so many things to keep in mind – new staff & reaccreditation is only every 5 years
- Cultural activities
- cultural toys, dress up clothing, books in classroom
- Culturally, our families are basically the same
- Curriculum
- curriculum shared about cultural inclusiveness
- Curving discussions away from sensitive topics
- Daily communication between parents and staff via notes
- data analysis around children with special needs, cultural needs
- Demonstrate at a workshop on how to demonstrate different cultures.
- do not understand?
- Document how often you use different languages
- document what I have done to provide for each child's unique cultural experience. This is a very difficult concept for many providers and should only be required at 4 stars or higher.
- documentation of what we are doing in our program-

found in parent handbook or staff handbook

- Each family has a meeting with teachers before school starts and a 3 page form is completed to describe individual needs and strengths of each child, including cultural descriptors such as language, customs, methods for discipline and eating, food preferences, and routines.
- Elders as regular volunteers
- ELLCO
- encourage them to be adventurous
- Engage in conversation with parents and children about their outside of school activities
- Enrollment forms that ask about cultural needs.
- Enrollment forms that ask about cultural needs.
- Ensuring that each child's culture is represented in the class.
- environmental materials
- examples of specific ways that this has been done with stories and/or photos
- Excerpts from NAEYC Classroom Portfolio
- expand questionnaire with more in-depth questions based on experiences
- family and community engagement
- Family Communication-face-to-face conversation
- Family's input in the daycare celebrations
- Find out what kind of music the family listens to and listen to the different kinds
- Finding & using, sharing commonalities; foods, language, OK to eat with hands
- Fire department, police department.
- following special diet statements due to religious beliefs
- food
- For programs that aren't accredited, should they provide evidence in this area as accredited programs do?
- Forms for families to tell about what cultural traditions they practice.
- hard to show
- Have been invited to parent's home - parties.
- Have boy scouts cook and teach them things.
- Have children take part in activities that are culturally centered, (i.e.. make Native American fry bread)
- have children's family member come in to share
- have the family fill out questionnaire or ask them to come speak to the kids
- Having a Parent come in and share about traditions they have.
- Having families come in to share those traditions they have

- having materials in the environment related to different cultures
- Having other languages represented throughout the classroom
- Having puppet shows with different cultural puppets. Demonstration of different foods and dancing
- Having these resources available - dolls of color, toys/dolls with children and disabilities.
- Holidays, celebrations
- Holistic/No doctor/- No pork products, No vaccines, Organic food, diet restrictions---Mom prepares meals for one of her kids, I do the snacks, I get notarized vaccine forms, I work closely with food program
- home language questionnaire
- How many different cultural celebrations you hold
- how many of our staff are from other cultures
- How the environment is set up
- I also take them through where they are from and what is unique about them
- I also then make sure I have more diversity within my program as far as the toys, wall posters, traditions we celebrate and curriculum we cover.
- I always have a lot of communication with parents to know what is happening in their child's home
- I am not a teacher
- I ask parents about their cultural needs
- I bought the Rosetta stone Spanish for the kids to learn.
- I have books in Spanish, Vietnamese and Haitian to represent the cultural groups I serve
- I have guests come in and talk about culture, food etc.
- I have many cultural books we look at
- I have no idea as each child's culture is unique. I have no idea how you would break it down into generalize compartments. Culture can be so many things besides ethnicity.
- I honor and celebrate their traditions from their families i.e.. different food
- I offer materials, toys, books, etc. with a variety of nationalities
- I respect their culture, am respectful. Meet their needs. Feed them what their families eat. Learning from veteran providers. Currently all I have is African American families, but in the past my program has been very cultural
- I speak Spanish with him so he can maintain his language, and the other teacher and children speak English so he learns the new language
- I talk to the parents to find out about their customs and traditions
- I think cultural needs is misleading. I think it is offered assistance to unique needs regardless of culture.
- I try to recognize all religions when needed and holidays
- I use sign (am a trained interpreter) when we discuss food, animals, etc.
- If a parent indicates upon enrollment that they have specific cultural preferences impacting care, this could be part of the child's goals. Not all families have input on this question, however.
- if more time was devoted to the CLASS observation it may show
- Implementation of strategies learned at trainings.
- In a Montessori environment each child is allowed to choose what they are interested in. The children are allowed many choices in our day which allows them express themselves however they would like to
- In the past we offered discussion groups with parents and ways we could do more cultural activities in the program
- Include all children in our Festival of Nations Celebration as we raise awareness of cultural differences
- Include teaching and offering materials in the child's home language.
- Include tools that embrace the child's culture
- Including foods in the regular menu from the child's culture.
- Inclusion of all traditions
- Inclusiveness
- incorporate aspect of other culture into curriculum
- Incorporate their culture into our classrooms.
- incorporating children's needs/family values into programming
- incorporating home language into center in a variety of ways
- Incorporation of unique features of a culture
- Individualize
- individualized planning
- Intake packet asks parents how we can meet there needs
- Integrate all in everything
- interpreters
- Interview sheets to know what their needs are.
- Inviting families to share their cultures with the classroom
- Inviting families to share their stories
- Involving and embracing family in today's environments - books, resources to make all the children and families feel comfortable.
- It has been said that the true color of diversity in

America is green. Programs should demonstrate that they are serving children from diverse socio-economic levels.

- Jehovah's Witness- No celebrations, ask questions about what is ok and not ok, and how to work with family to be fair when I am not a Jehovah witness and other kids get birthdays, no tattoos
- Kara was a coach from heaven – would not have gotten through without her help
- Language
- Language line
- learning a few words in the language
- Learning about the child's cultural differences through the enrollment processes
- Learning more about cultural practices from parents and attending an appropriate workshop would be beneficial
- lesson plans are individualized
- lesson plans, information from families about their cultural needs
- Let the child tell us about their culture or have the
- letting them be themselves
- List of materials in the classroom that reflect cultural diversity.
- Literacy – changing up library, looking at quality of books; not just stereotypical books about holidays, but where main character is from another culture; hard to do!
- literature and celebrations that are relevant are included in the environment
- Lots of visuals and books.
- Lots of visuals like books.
- Lots of visuals, books, and studies that include various cultures.
- make note of special holidays or days of importance to each as indicated in All About Me pages filled out by parent
- Making an effort to serve child a food they can identify with from their culture.
- Making sure the children know about their cultures and informing the parent about this.
- Many of the materials are adaptable to the culture of the community including language and practical life materials.
- Mapping
- maps, flags, and books from cultures/countries the children are from
- Meet kids where they are at.
- Meeting with parents
- Montessori is practiced all over the world and works in variety of cultures, because the environment is designed to adapt to the culture of the community it serves.
- More connection between accreditation and Parent Aware, there should be more alignment with standards; you've already gathered evidence through accreditation
- more training
- multi gender and multi religion and multi ethnicity characters, toys, dramatic play and act..
- multi language books
- Multi-cultural dolls, puzzles, & books.
- Music
- Music and dancing from a great variety in the program
- my curriculum
- My orientation questions
- My questionnaire sheet.
- NAEYC materials we created for classrooms; created an environmental checklist (includes NAEYC, DHS, Head Start, licensing) to show parallels between all so it's not so overwhelming
- Need a Parent Aware liaison to help you prepare – too much for directors to do on own
- Need more focus on Family makeup (#1), developmentally appropriate practice; will PA accept that as cultural documentation?
- Needs to be authentic for the area
- Needs to include more than racial diversity (special needs)
- Newsletter
- None as of right now.
- Not serving meat during lent to those who choose not to eat meat
- not sure
- Observations - documented.
- Offering information to families in my newsletters with community resources
- opportunities for parent participation
- Our exposure to cultural diversity is limited in our center
- Our intake form which explains from the families view what they want us to know while working with their child
- Our theme for September is Family and Community. We have so many activities planned and have started our take-home projects that are tailored to each child's family situation
- PA GOOD AT: Make sure you are a resource for your families and do it in an intentional way; parents don't know where to go for information and resources to help their children grow
- Parent Aware could interview or survey parents from

our center.

- Parent engagement survey
- parent input
- parent provide information about their culture.
- parent survey
- Parent surveys
- Parent Volunteers
- Perhaps we need to explore what culture is?
- Phone calls
- photocopy of monthly lesson plan topics
- photos of the physical environment that show toys/accessories/posters
- Pictures
- pictures
- pictures
- pictures
- Pictures and labeling items.
- Pictures of our families taking part in teaching us about their culture
- pictures of the kids work
- Programs that have already gone through national accreditation have worked on cultural inclusiveness extensively
- proof of star of the week
- provide a brief narrative that describes how our program responded to a specific core competency related to the topic
- Provide documentation, signed by the parent, that shows that we have talked about the families cultural heritage.
- Provide interpreters
- Provide Parent Aware with a copy of the questionnaire I give the family and copies of lesson plan.
- Provide parent interview questions form to Parent Aware.
- Provide tools in home language and support cultural celebrations.
- Providing cultural based toys, music & food.
- PRS – Parent Aware Environmental Rating was very helpful! Not just a number of items you need, but safety of items, why they need
- Puzzles for different abilities, not just ages – handicapped-friendly
- questionnaire/orientation for parents entering the program that includes questions about their child rearing practices/ways they celebrate holidays/foods/hopes and dreams for their child etc.
- questionnaires
- Reading books in different languages

- Reading books on various traditions even if no one celebrates them.
- reading cultural books
- Recognize that co-sleeping is a belief in some cultures, but still provide parents with research and information. How do you put a child down for a nap alone when she is used to sleeping with her parents?
- Recommend some methods or be flexible with the methods that programs decide to implement.
- Requiring interpreters as needed
- Respecting customs in meal preparation
- Respecting their culture and showing the children how different we can be
- Room documentation
- School communication (emails, flyers, newsletters, etc.) is offered in various languages
- See accreditation standards
- sharing cultural meals
- Show lesson plans that include family dynamics
- Showing books in the room representing the diverse cultures.
- showing our family events
- Signage and handouts in appropriate languages
- Similarities & differences
- simply understanding how other cultures raise their kids helps tremendously!
- Singing and playing cultural music
- snack, group activities, books, dress up, having parents or other family members come in and talk or show us how they celebrate
- Spanish words, sign language
- Speaking different languages in the classroom
- speaking in secondary language
- speaking their native language-English
- Specific questions on intake form regarding child & family customs; food they eat at home, how they eat, what language is spoken, etc.
- Staff represent a wide variety of backgrounds
- Staff training/commitment includes attending cultural events connected to families served
- Starting it with infants so it moves with them as they move from room to room
- Student culture is represented in classroom
- Studies including various cultures
- Studies that include various cultures
- Submit conference prompts and assessments.
- Submit parental questionnaires.
- submit work samples of cultural studies
- Survey families if they are respected by staff.
- Taking the time to show I care

- Talk to families and find out information about the families before their child is enrolled.
- Teachers use information from the initial conference to plan curriculum in their classroom. Before this initial conference we do ask questions about culture on the enrollment form. We do find that Spanish speaking families enjoy being in our classroom with Spanish speaking teachers.
- The interview sheet helps connect and collaborate with guiding our awareness of needs, curriculum - assessment.
- The kinds of goods you prepare and stories you tell
- The parents let me know what their cultural traditions and beliefs are, we then research those differences and include their culture into our daily routines and curriculum
- This could focus more on parent involvement. We would encourage providers to get their families more involved and sharing their family traditions, etc. with the other children.
- Toys and materials; abstract toys; not always traditional dress up clothes or foods; children should take lead on creating things
- Treating them as unique special individuals.
- Try to learn some basic background information.
- understanding their cultural background to build further on relationship with the children
- Unsure
- using the individual assessment books that go along with Creative Curriculum
- Various books and posters of all cultures.
- Vegetarian food adjustments, not eating pork, adjusting and talking to parents about not putting sugar in baby milk.
- visuals
- Visuals, books
- vocabulary cards with cities around the world, including in countries of origin of the child's parents
- we are learning about spending money and what things cost
- We celebrate differences. Our Jewish children teach us about Hanukah, our Chinese children teach us about Chinese New Year, etc.
- We celebrate our children's different cultures through classroom materials, food, music, and conversation/stories
- We encourage family involvement in ECFE/SR throughout the year in numerous ways.
- we have cultural folders in the room of all people groups
- We have diverse staff.
- We have multiple languages embraced and spoken in our school community
- We have music, dolls, costumes etc.
- We insure that the play opportunities and items in our classrooms reflect diversity.
- We provide instruction in multiple languages, including sign language.
- we provide opportunity to learn new languages (have family members whom speak different languages come in and speak and teach children, or offer us a list of words to use with their children and the rest of the class)
- We respond to children's needs
- we send children on field trips to the buffalo farm
- we speak their language and incorporate different art
- We talk about different cultures and how we need to respect everyone. As I said above, I don't have any multi-cultural families
- we talk about how people are different
- We translate our documents
- we use a research based child assessment, review it 3 times /year, conference with families to set goals.
- We use curriculum that relates to our children s daily lives
- We use different cultural dolls and books. We talk about our families and traditions. We eat cultural food
- We would look at how we can document observation notes of what we see as needs and then note how we tried to address these needs and then what the response of the child was. This is already in practice as part of our observation systems, but could be called out specifically.
- within the child assessment and child portfolio
- within the curriculum
- with our curriculum, books,
- Working with families to meet needs of child.
- write sentences about what cultural activities are being done

[Return to start of Compilation](#)

[Return to start of this section](#)

9. (Cultural Responsiveness) How could the Parent Aware indicators, coaching, materials, or rating process be more culturally responsive and inclusive?

- Acknowledge that culture is not only about ethnic culture, but also may be related to socio-economic status, and/or geographics (i.e. Rural, suburban small town, urban, etc.)
- Allow and recognize child-care providers as part of the evaluation of children who might be having problems, special needs. Allow us to have a legitimized way to voice our observations and concerns about what we see, a more clear path to connect what we know to services, appropriate professionals.
- allow other ways to show rather than attending a training (and make training easier to find/count)
- Allow programs to provide pictures, and documentation of examples supporting their statement.
- Allow programs to write a short summary of how they are culturally responsive.
- Allow the MN credential to count for a GED.
- always offer free training in this area, there are SO many cultures we aren't understanding of.
- Anti-bias training for staff is core. Help kids relate to each other around culture.
- As again a small town I find this hard. For us small town people, maybe have the options of bringing someone into the home
- As long as you are offering classes on multi-cultural issues, providers can learn
- Ask the parents & kids what THEY want/need
- Assess the culture in your geographic region, then teaching based on the culture of the region
- Assessing the culture in your state, then teaching based on the culture of the state
- Available trainings
- Awareness around shopping for materials
- Be more aware of the cultures outside the metro areas.
- Be more responsive to local cultural needs as far as standards go.
- be more specific such as offering a class on native American culture that is a big part of the population in northern MN
- be open to the many ways that providers find to illustrate/demonstrate cultural responsiveness and inclusiveness
- Being more open to unique ways of teaching and philosophies. The Montessori philosophy is wonderful. It teachers self-respect, peace, friendship, discovery, etc.
- better trainings
- bi/multilingual endorsement
- By considering the culture of whoever they working with.
- By having more dollars to spend on in this area
- by having more materials available at no or low cost to the providers
- By using different cultures for the example before rating
- Can include the sites/schools ethnic group
- CCAs are currently required to offer 15% of all training on topics related to cultural responsiveness, but there are not enough trainers or training
- Challenge: understanding different cultures – where do you go to get that information and portray it accurately in your program?
- classes on cultural traditions
- Classes that teach classes about different cultures
- Coaching staff representative of the culture you are coaching,
- Community demographics that are current to prepare our classroom for the changes in demographics.
- Connecting and supporting providers was the most important part of Parent Aware (in building quality)
- Continued training regarding families and family systems
- Cultural responsiveness is DIFFERENT that promoting diversity!!
- Cultural values are not just about the color of people's skin, it is deeper, and is not necessarily being supported in early learning settings. Need for supports to help programs support children of all culturally backgrounds, such as coaches who are elders with specific cultural knowledge and ability.
- Define child rearing practices of main ethnic groups in area and educate about them
- DHS needs to curve the expectations of smaller community providers
- DK
- Do a survey and figure out how to use the results to know how we responded
- Does not apply to my child care
- During the pilot program we were told we couldn't teach our religious stories, though we are a religious school, because they were deemed scary by those training us. This was problematic for us.
- Early childhood coalition group in Hmong community – requirements are not actually culturally responsive

based on what families really do at home; need more of an open line to other cultures and how it is benefiting their children

- Educate staff regarding new cultures etc.
- ELL staff sometimes have a hard time meeting the language requirements
- Embed special needs and cultural diversity topics across all of the required trainings, then reduce the number of hours needed on training in those two specific topics to just 2 hours (understanding people will receive training on those topics in all of the other trainings too).
- Encourage the use of new customs
- Ensure coaches understand the importance of culture.
- Every family and every child is their own culture. How do you empower the family. Individual portfolios.
- Facilitating the conversation of what works for everyone and individuals.
- Follow NAEYC
- Give classes on ideas for art crafts or materials that could satisfy the rating for being culturally responsive
- going off above statement-each tribe may have different believes, etc. so finding what tribes are in that area and offering classes for those tribes in areas in beneficial
- Group meetings with providers - input meetings.
- Group mentoring meetings during building assessment process and continuing as levels are pursued and obtained.
- Have a community resource place for all to find these things.
- Have and offer more.
- Have lists of books or items that would help the children and the caregivers to learn more about different cultures.
- Have material written in other languages
- have MN professional development registry available in Spanish!
- Have more responses to culture survey
- Have more training
- Have people from cultures work with and provide understanding of food, manners, and thinking.
- have some sort of cultural piece; incorporating new language vocab, using multilingual labels around center, incorporating new toys, etc.
- Have someone officially who could come in and evaluate kids for special needs, etc.
- Have staff who reflect the community could help, but might not be feasible. Self-examination is better than training that can be remembered as reinforcing stereotypes. Include an indicator that makes self-examination happen.
- having area where we can show or express this area.
- Having more materials.
- having more providers of different cultures give ideas.
- Having providers educated on diversity and inclusion. Communication skills should be developed.
- Having Somali curriculum just like Spanish community.
- Helping parent answer culture question
- Hiring culturally diverse teachers may not have the qualifications.
- Honestly, for us as a community, physically there isn't a big difference. It is probably easier in the large cities to achieve this.
- How to teach cultural awareness is difficult, implementing is easy. It is in our everyday lessons but to "teach" and record this is difficult.
- How to work with transgender/LGBTQ families.
- I am not a teacher
- I believe English is very important
- I do not have any input on this, except to remember that not all children live in a metro setting and have natural daily experience with people from other cultures. How do we help them see the bigger world without making it all about the commercial view of those cultures.
- I don't believe this is necessary. I think it is the right of whomever owns the business to make decisions for their business.
- I don't know- we did the accelerated process
- I feel that the requirements are adequate for most communities. Communities with a wider variety of cultures may need to have higher standards
- I feel they are good the way they are
- I have no idea. This is an area that is specific to each child and family. I think requiring an inclusive program, as you do now, is enough.
- I like how we receive e-mails every Monday with training updates....that is very exciting to read about what's always coming next!
- I like the way it has been just not to be so strict on the levels.
- I think it has to recognize the common sense part of being culturally responsive. All of us should think about what is important to our families and children
- I think Parent Aware is doing a great job we have learned a lot through this process so I don't have anything to add at this time.
- I think that providers should be trained on how other religions or beliefs might impact the program. The

provider ultimately has the right to decide if catering to that is within their means though. Providers have a lot of work to do as it is and if you cater to one family more than another it will show. It takes balance to be a successful provider.

- I think the coaches help you out a lot to make sure you are well informed about having cultural diversity
- I think they are good now.
- I think they are pretty good as I did not have any cultural learning in my curriculum before Parent Aware
- I think they are very culturally responsive as is.
- I think this is focused on too much
- I think we do a good job once the children are in our classrooms.
- I would like to see more specific trainings on specific cultures
- I'm not sure.
- Individualize these trainings; needs to reflect the cultures of the program
- individualize with parents
- Intertwine it more into other indicators. Socio-emotional needs are related to culture.
- Invite guest speakers to a class with their culture and how to incorporate it into the class or centers
- It is a similar feeling of uneasiness to be in Parent Aware as it is to be in NAEYC. It is hard for people to be monitored by others, especially when they are people of color and the people they see working in the program are not. It just doesn't feel good to feel like they are being monitored by people who don't get them and the children and the families they serve. They feel like "we do these things, who are they to say we don't?" It makes a person feel like you are trying to say they aren't good enough, and that feeling can get tied up in the feelings around race, etc.
- It really couldn't be for the experience and diversity in our community.
- It would be nice to have Parent Aware trainers come in and see what we are doing and what we need to do better, more of, etc.
- It would probably help if DHS could develop its ability to recruit a more diverse work force in terms of experience in the field, education, ethnicity, and gender.
- Just recognize that there are multiple ways to see things and interpret them
- Knowledge of cultures
- Knowledge of the culture
- Look at national accreditation materials for how they address topics; they have relatively good standards

and wording; code of ethics; accreditation really helped address diversity; enhanced diversity but stayed true to program

- Making more trainings available on teaching us providers more about other cultures so we can in turn be more aware of what the children all could use to feel more at home, included and to help expose the other children to more diversity and make it more familiar to them.
- maybe develop videos of different cultures
- Monthly meetings with all providers under one coach.
- More classes available online – no other way to do it working 40 hours a week
- More cultural inclusive coaches in some counties that don't provide.
- More culturally diverse staff in the systems (coaches, trainers, program leaders, etc.)
- More culturally diverse trainers
- MORE FOCUS ON OTHER "DIVERSE" GROUPS; "we are all the same but we are all different" use different terminology, focus more on "diversity" than "cultural" responsiveness or at least define "cultural"
- More funding to have teachers meet NAEYC qualifications
- more learning about disabilities and behaviors as they are on the rise.
- More meetings.
- More Parent Education and coaching on listening.
- more training and how to talk about it
- Move or change TR3d so that more programs obtain training on working with culturally and socio-economically diverse families, and provide coaching with it.
- Must have representation of coaches of color in the field team
- My experience with the Parent Aware process was very
- My instructor Pat Genz was excellent!
- NA
- NAEYC Cultural responsiveness training
- Need more collaboration among national efforts, not just state-wide
- Need topics of inclusiveness and a framework for responsiveness
- New to program. Coaching more of color to reach the needs. More materials that are culturally relevant that needs the need. Rather if not currently should or could be from diverse cultures or communities
- No comment.
- Not necessary in our demographics
- Not personally relevant at this time (multiple

participants)

- not sure
- not sure
- not sure
- not sure
- not sure
- Not sure what materials are available
- Not sure what materials are available.
- Not sure what materials are available.
- Offer a cultural seminar on what to expect from specific cultures
- Offer a training on “how to recognize your own culture”
- Offer classes on specific cultures, language opportunities, curriculum
- Offer coaching to staff on how to encourage greater awareness of cultural differences
- Offer curriculum classes from each culture to give teachers ideas and resources.
- Offer training options and provide opportunities that relate to this.
- offering more education on cultures including the Native American culture
- Offering resources to gently introduce diversity. Having an doll of another culture is not the answer as the children generally play with toys/dolls they see every day in their own neighborhood.
- One idea to combat this would be to have discussions with providers, being real about what we have. Let them meet the assessors. Hear from them about what they want in order to prevent the “we-they” feeling. Help spread the message that “we are all here to support our families”.
- PA should pay attention to population and model cultural responsiveness that they expect from programs; include more groups because right now it’s just schools and Head Starts
- PACER Center for disability and diversity trainings; puppet shows
- Paperwork and binders are daunting! It’s a lot of work!
- Parent Aware and NAEYC are different than licensing because there are differences in in expectations, in time needed. People don’t feel offended in the same way when they are to be monitored by Licensing because it is baseline, and they aren’t trying to tell them “how” to do things or making them feel like they aren’t good enough.
- Parent Aware coaches must be there to help, not judge. Coaches can’t come in with a judgmental attitude, that is why lots of people don’t do the food

programs.

- Parent Aware coaching hours should count toward continuing education hours and training; document what they see in programs
- parent participation in development of policies
- Partner with a Head Start program to go for grants together; those families can move to university setting
- People don’t know how to use Develop, it is too confusing
- People need to be more realistic about what's really going on, not just "drums from Africa" as a culturally relevant curriculum.
- positive, with excellent coaches to help guide me through!
- Promoting awareness, asking questions about food traditions, intake questions, nationality background.
- Provide examples of good questionnaires for initial parent contact that are alterable for the providers use.
- Provide more diverse training on topics including working with families of differing socio-economic levels.
- provide resource materials to obtain if needed
- provide resource people to contact
- Provide translated tools, but be sure they are correct.
- Providers need more lists of resources, especially practical resources
- Put google translate on webpage/newsletter to reach more families
- Recognizing that culture is different from sexual orientation, and the differences between all the different groups of people who are born in the US, and then people who are born internationally, understanding that everyone has these different backgrounds, differences, but then certain similarities, it depends on the families, and how to be sensitive to that.
- Require providers and DHS policy makers to take annual cultural sensitivity training
- Resources are more limited in outer regions
- Respect the providers for each provider’s cultural diversity
- Right now they are good.
- see #8
- seems okay as is
- small town not a lot of culture needs
- Some providers don’t have access to the internet, so the funding/form, for the county, parent fees, etc. should be easier to access and complete.
- Specific material for traditions or cultures
- Staff need to understand paperwork; home care providers don’t have time to complete all paperwork

(ANYONE, mainstream, not just based on culture); they are in ratio

- surveys so parents could give ideas, so their needs can be met.
- Take into account the time/hours staff actually works with various cultures, not just PA classes
- teach the value of using high quality curriculums and assessments with children using very intentional methods of teaching
- The hard part is getting the right families who really need the Parent Aware dollars into the system. I have families that call me the last minute after we are full and have never heard of Parent Aware scholarships. Some families need a lot of support to actually get through the application process, although it is very simplified. Not sure what could be done to make it any simpler.
- The Parent Aware process seems to favor curriculum development that is rather limited. Sometimes the best practices are not as compartmentalized or neatly boxed as some others, and yet this is why they meet culturally specific needs well. The ability of a program to adapt into a variety of languages or to include culture as part of the curriculum during the time the child is adapting to her culture is essential and will require flexibility and less rigidity.
- The provider has the right to say just as much as the parents if the family is going to be a fit in the program.
- The questions we ask are only as good as our own self-knowledge; what is curriculum and what is the education gap? We have a model of what we believe “normal” “proper” behavior is – how can you link to social skills kids need to get into kindergarten; each culture has their own set of standards
- The Wilder Family and Community Engagement Assessment tools can be made part of the training for which programs can receiving credit
- There are too few quality trainers of color in the system and available to programs.
- There is an expectation but doesn't define and doesn't acknowledge when it's being done well; needs to be a more clear component; promoting diversity vs reaching needs of kids that are actually in program.
- They already are!
- This can be accomplished by having more materials and projects.
- This is hard for rural providers who have all white children and no children from other cultures, religion, or other factors
- This is pretty well covered by Parent Aware in our opinion.
- This is unique to each center and geographic area-hard to say what Parent Aware should require that we offer in this area
- This topic doesn't feel relevant to many providers in Greater Minnesota, they need an expanded definition of culture beyond race.
- Through Parent Aware coaching session in a group of providers (most important.
- Through wording in training documents
- Training in specific cultures, "Introduction to Jews traditions", "Mexican traditions and little history"
- Training on different cultures
- training on different local cultures
- Training on working with families of differing socio-economic levels is as important as culture, for example, need to offer training on Ruby Paine's “working with families in poverty”.
- Training related to specific cultures.
- Training related to specific cultures.
- Trainings being specific to early childhood (very limited out here
- Trainings cannot be a canned PowerPoint
- Trainings should focus on teaching meeting the needs of different cultures; setting up environments to be culturally responsive
- Trainings that specializes in culture awareness; differences in culture and their norms/beliefs/holidays/religions/physical appearances
- unknown N/A
- unsure
- unsure
- Unsure
- Using food/nutrition to show culture
- We could use a heads up on what cultural needs are. What language to use, how to anticipate the expectations of 1st generation immigrants.
- We need more information about new cultures in our communities.
- We need people of color to do the coaching and mentoring, but it is so limited, there are not enough people of color to do the work.
- What PA recognizes as good curriculum; not a simple process; not a good array of options; there are great diverse, culturally-responsive curriculums that aren't offered through PA
- When we were initially rated we felt we would have to leave too much of our Montessori Philosophy to be a part of Parent Aware
- Would have to individualize it to each area of the state – different cultures in different places.
- Would like to see resources available from coaches on

where to find these things.

[Return to start of Compilation](#)
[Return to start of this section](#)

Qualifications

Finding qualified staff with the necessary education and training isn't always easy, but is critical to maintain a high quality program.

10. What strategies have you used to maintain training levels for yourself, existing staff, or new staff as required for your Parent Aware rating?

- 16 hours of training is a minimum. I think I need more than that each year to benefit my program and the families I care for.
- 1st Aide, Car training for helpers that help me.
- A beautiful environment for staff to spend time in during their breaks or planning time.
- Access to high quality training, (paying for conferences and travel expenses)
- Added certified trainers to our team, but this must be very difficult for providers with less access to resources; again intent is great, but...
- Added trainers
- Adding it into the annual training needs
- adding it into the interview process
- advertising for staff at local colleges
- Ali ways looking for new interesting trainings that will be useful in program
- All staff are considered salary rather than hourly.
- Always asking staff what they feel they need for training
- Annual goal setting
- applying for grant money to help my staff pay for the required training
- applying what I've learned from my online classes to what I've experienced with children that have come for childcare
- Area trainings
- ask the family service worker questions and how to
- Asking potential staff candidates about specific 2 star trainings
- Assessing what new staff members need
- Assigning leads within the company to serve as coaches
- At great cost to my center, they paid for all the trainings.
- At our college we incorporate HDE approved curriculum or assessment into our coursework
- attend MNAFEE conference
- Attend MORE than 40 hrs of class / year
- Attend the training necessary
- attend training as able including the Northland Foundations Early Childhood summit and childcare appreciation & training
- Attend trainings and maintain an ECE license.
- Attend trainings and webinars.
- Attend trainings as a group
- Attend trainings offered thru child care aware and eager to learn
- Attend trainings that are offered.
- Attend well known conferences; NAEYC, ELEA, ECC
- Attend workshops and seminars put on by Montessori groups in area
- Attendance at Montessori training, when recognized (such as Refresher Courses).
- attending association workshop outside of Child Care Aware offerings so that the training is different and engaging otherwise it is repeating what I have already taken
- attending professional development days at my school
- attending required trainings
- Attending training sessions
- Attending trainings offered by our school district
- attending trainings that are provided through our agency
- Attending workshops geared towards PreK.
- being partnered with Head Start so standards are higher
- Belong to 2 local associations with great courses.
- Bring in trainers to MDE site and find trainings. Access the free trainings in the area.
- Brought in speakers
- But we do require our staff to complete 42 in-service hours each year. This hours must be in a child related topic but teacher are allowed to choose the learning style that works for them. Some use books, some use seminars, some use hands one learning
- by continuing to update myself on old training and by getting new training all the time
- calling trainers to set up trainings that we couldn't find
- CDA Training
- Center director became a trainer herself to meet training needs of her center
- Certifications
- check in's on trainings for staff
- Check training record
- Checking my learning record and ensuring that I have required training completed in a timely manner. Planning ahead to meet training needs as old trainings

expire

- Clear professional development plans.
- Close for workshop day so we can invite trainers to come to our location
- College education
- College representatives brought in to discuss credentials with staff on staff development days.
- Communicate ideas from others
- Community Education Classes
- Conferences
- Connect PA with IHE
- Consistent requirements for ongoing professional development
- constant communication with staff
- Constant grow of personal library
- Constantly re-evaluating our teachers professional development based on PA requirements. It has actually driven our PD time
- Continue education in areas of my interest
- Continued trainings
- continuing education locally
- Continuing education through college classes
- Create our own in-service
- Create pathways -- modules from credit courses
- Creating a professional development plan to analyze credentials and set goals for further training/education.
- Creative ways to deliver training requests
- Customized professional development offerings; choose your benefit.
- Cutting areas of our budget to open up money for training.
- Data review
- dedicated personnel to help staff find and register for relevant training
- director one on one trainings
- Directors notifying Child Care Aware training coordinators of need for training
- do training a monthly staff meetings
- Doing a needs assessment of staff
- eager to learn
- Eager to Learn classes
- eager to learn trainings
- Eager To Learn/Child Care Aware
- Email information asap.
- Encourage aides to become teachers by taking CDA classes and paying for them.
- Encourage staff to attain professional development that is credit-based vs. non-credit; whatever is needed to improve credentials individually.
- encouraging staff to get TEACH scholarships and

increase their education

- encouraging staff to use TEACH
- Enjoy training, encourages me to change things at home and make changes
- Enrolling in a Masters in Early Childhood Education program
- ETL
- Face-to-face training
- Financial aid and scholarships
- Financial support to attain credentials such as the CDA.
- Find staff who like to play, take risks, enjoy kids
- Finding licensed staff is not easy
- finding online coursework from Stout, etc. that provides cost effective, new, higher level training for experienced and highly educated teachers
- Finding things that are done locally
- First of all, I feel it is important for the director to set an example and take additional classes & workshops.
- Firstly that we have time especially those that enter the program.
- Flexible work schedules to accommodate those who are pursuing degrees.
- For myself, I love taking classes and always learning more.
- for P.A.
- For staff always been hard, that is why I now run a program without any staff.
- free class offerings
- Free training is GREAT!
- Free trainings
- Free trainings
- furthering my education online mnstreams.org
- Getting all Teachers up and running on the MN Center for Professional Development we love this process very helpful.
- Give staff every job; walks, play with kids, cook, yard work, field trips
- Goal Setting
- Going to trainings
- Good people are getting cherry-picked by the school system.
- Grant requirements
- Great pay and benefits within our district
- had staff do self-paced trainings online
- Hands on training at the center
- Have to maintain training for Rule3 and now P.A.
- Haven't had to use any yet.
- Having a facilitator/mentor/coach for our center has been the best way to train staff. By having the trainer

come to the center to observe staff and get to know the program, you really get information that is geared specifically for your program.

- having mandatory classes for staff
- Head Start – prefer 4 year EC degrees; 50% of staff; also promotes and supports CDA process and it is paid for internally. Occasional funding to support BA degree courses.
- head start trainings
- Hire trainers to come to the site to do trainings is the most effective way to get my staff of 25 to all take trainings.
- Hybrids: online, face-to-face, close to home, cheap/supported, accessible
- I like to search the internet to see what other areas of the state have for training such as the metro
- I actively look for new training to take so I remain current and move in a progressive manner forward to help the children in my care.
- I also use the develop
- I am currently taking college courses.
- I am fortunate to have a smaller staff and as such, it is easier to keep on top of the required trainings. We have a set amount in our budget to pay for trainings and we utilize free or reduced priced trainings that are available to us.
- I am in the process of acquiring the Minnesota Child Care Credential.
- I am in the TEACH program and very happy with how aware it keeps me of my job and the importance of it.
- I am not Parent Aware. Never implied I was.
- I am struggling to maintain training, classes are always full. All parent aware trainings are too full.
- I am trying to have everyone on the same schedule so that it is easy to know when the trainings are needed again.
- I am working on completing the MNCCC.
- I attend regional and state level conferences, encouraging support staff to come when appropriate.
- I constantly seek out trainings available through Parent Aware, CEED, our local THRIVE and the local universities.
- I continually attend professional development events.
- I continue college level courses to add to my license
- I don't know what is required for parent aware because we did the accelerated pathway
- I find the more trainings I have taken the more I enjoy, and am passionate, about my job. I try to keep up with conferences. It's hard though to find the time
- I found the indicators and scoring sheet to be helpful to keep track of my trainings. I wish there was space to check off or write in my training dates. Also include info that I need to do philosophy and education statements and the little extras. I like to have it all in one place.
- I give them as much flexibility as possible.
- I go to training to increase my professional development.
- I have a spread sheet that I keep track of the trainings on
- I have always stayed ahead in my training.
- I have become an MNCPD approved trainer.
- I have become an MNCPD approved trainer.
- I have been using a lot of online and traveling state wide for these trainings
- I have just started the parent aware process. I have taken ECIPS and also Authentic Observations
- I have made pertinent classes available to my staff
- I have pursued a master's degree.
- I have taken all of the ones currently available
- I help pay for trainings or received grants
- I just take many hours of training each year
- I like the paper catalog of quarterly classes available
- I like to sit down with my staff and help them plan their continuing education.
- I make sure we have much more training that is required for both licensing and PA.
- I pay for hour and trainings
- I plan on letting new staff know as soon as possible of any and all training available and to set and meet deadlines.
- I take classes at the University level.
- I take classes regularly
- I take numerous hours of training
- I take online classes through ETL
- I take online training occasionally.
- I TRY AND TAKE WHEN SCHEDULE ALLOWS.
- I utilize as many resources that are interesting for Professional Development. Allow staff to choose their own professional development opportunities at times. Try to create a culture within the school that this is a learning community and there is an expectation that staff will participate in professional development opportunities.
- I watch my Develop tool MN for expiring classes and plan ahead for those classes
- I will continue to take classes
- I'm new to parent aware, so none yet, but I love the develop tool and an eager to start my parent aware. I love most trainings!
- In house training

- in house training
- Include \$ in budget for these trainings.
- Increase in pay
- In-house training.
- Initial hiring of teachers is a complicated process.
Financial constraints of hiring staff with higher level degrees.
- Instructional Coaching
- Internal coaching to support staff in quality and sustainment
- Internal training
- invite speakers in
- Is teacher / educator competency measured in Parent Aware? By whom? What do we know?
- Is this system working to increase quality of programs / education?
- It has helped to have monthly goals that we get help on and assign specific homework and then we can find the classes we need to improve./
- It's difficult. We offer in-house professional development days where we close for children.
- It's required
- I've tried and tried to become a trainer - no such luck.
- Job dependent
- job shared positions to allow staff to continue education
- Just trying to keep a record of the classes needed to
- keep a log of what is needed by what date
- keep track of what I have taken
- Keeping a chart to know who need what trainings when
- Keeping a record of trainings attended
- keeping up on all training required and taking classes that interest me
- Laptops to use if needed for courses
- Local Child Care Training Centers (Midwest Child)
- Local Community Education
- local trainings
- Look at what my program could benefit from & finding the training.
- Look for funds through grants for continuing education to help pay for classes
- Love the self-paced trainings!!!!
- Maintain a list of suggested training beyond required training.
- Maintain a training record
- Maintain NAEYC accreditation status
- maintaining awareness of what types of training is required and keeping up with the changes of requirements from licensing
- Maintaining education levels – professional development as employment incentives to attend local, regional, & national conferences. Teachers who have BA or MA degrees get priority as a strategy for retention.
- Maintaining records of training needed & taken.
- Make sure that all staff are registered and keep it current for the develop site.
- Make use of community connections to make upper level trainings affordable.
- Making a professional profile and going to the county foster classes taught by professionals has been the most rewarding.
- Making sure all of my classes are met.
- Manipulate the calendar to ensure staff has time
- MCEA Leadership Days
- meet licensing requirements and then what is needed
- Minnesota Community Education State Conference
- MNCPD
- MNSTREAMS & Develop
- Monitor training records.
- monitoring notices from Parent Aware, MNAEYC and other sources about training opportunities
- monthly updates to go over things
- More relevant training
- My staff is always doing training
- My staffs are my children. All of my children are in universities so in this way I lucky to have a qualifies staff
- Nagging staff, signing them up....
- New staff find training hard to access
- None
- none
- None- we are dedicated to providing quality care and know to do that, we must attend the trainings
- None-only offered at Head Start in-service
- Northland Foundation trainings
- Northland Foundation trainings and informational meetings.
- Northland Foundation's help to make it available and affordable!
- Northland, Develop, MN Streams
- not applicable to me
- Not sure what is meant by strategies --- I have used a combination of in-person classes and online classes. I have attended conferences. I have taken trainings through our local association and our union.
- offer all staff required trainings
- offer training during staff meetings
- offer trainings here at our center

- offer trainings paid for by the center
- Offer/Attend trainings on curriculum and assessment.
- offered and paid for trainings for our staff
- offered reimbursement and internal coaching for CDA
- offered various trainings at our center on some weekends
- Offering in-services at school expense
- On line trainings
- on the job study time
- One keeps her trainings and knows when it's time for her license to renew, she calls Think Small coaches & Hmong Language Line Access
- One keeps her trainings in a binder; organizes it by year and knows when one is expiring
- One keeps of her trainings in binders but each binder is a different year
- On-going training
- on-going training
- On-going training
- Ongoing training offered twice a year onsite
- On-going trainings
- online classes
- Online College courses (SMSU)
- Online courses
- On-line courses from universities; paid continuing education as a benefit.
- Online stuff, is okay, but prefer in person training.
- Online training
- online training
- online training, series trainings, driving long distances to trainings
- online trainings
- online trainings
- on-line trainings
- On-line trainings
- Online trainings.
- Online Webinars thru Montessori or other training centers
- Online workshops by national groups
- On-site training opportunities for all staff.
- our center has a 40 hrs per year requirement for professional development
- Our program encourages and helps financially in attaining certification and degrees.
- overlapping with our Q Comp requirements
- Paid professional development – course credits are more expensive than ongoing professional development, so it is difficult to encourage that.
- Parent Aware classroom trainings
- participate in some school district trainings when appropriate
- Participating in as many trainings as possible
- Partner with IHE for coursework
- Passing on training from
- pay for staff to attend additional trainings
- Pay for staff to be as fully trained as possible-we put our money where our mouths are
- pay for staff training
- Pay for the training and offer it on site
- Pay for training and reserve time for professional development.
- Pay my staff to attend and for the training itself
- pay raises linked to career lattice and vs just years of experience
- pay reasonable registration fees for some workshops/conferences
- Pay staff for attending trainings
- Pay the fee for the training for staff members
- paying for staff to attend training
- Paying for staff to be trained (or subsidized training)
- PD advisor is a great resource
- PD plans required by Head Start
- peer trainings
- Personal goals.
- Plan ahead
- planned for five staff development days per year where there are no children present and have training
- Planning and implementing professional development plans with staff to address their goals and in addition, meet Parent Aware requirements.
- PLC meetings
- PLC meetings with other staff
- post trainings and when the classes expire
- Professional Development Day
- professional development plan
- Publish in paper when staff go to trainings
- Putting lessons plans into action
- Qualified trainers and Child Care Aware.
- R.E.T.A.I.N.
- Read about new topics-theories
- Reading kids books in Spanish.
- Reading new materials
- Real issue is salary – hired into a salaried position; ability to offer MA level education as a benefit to staff.
- Receiving the MNCCC training and certification
- Record keeping about staff development and training
- Recruiter
- Registering for classes early
- Regular check ins for staff regarding training needs

- and hours needed
- Regular review of salary scales to align with educational qualifications.
- reimbursement for trainings
- Relied on the MNCCC course through grants by Northland Foundation and Parent Aware.
- reminders to take a variety of classes
- Required all lead teachers to take the trainings and to keep within the timeline.
- Researched and found classes needed
- Scholarships provided at the site funded through grant-writing. Tuition discount at area colleges.
- searched for discounted trainings
- Searching and finding the trainings
- seek out & arrange for &/or attend presentations by high-quality, age-appropriate speakers such as the Ooey Goey Lady -- Lisa Murphy
- send lead teachers to free NAEYC training for curriculum and assessment
- Send them to trainings
- Setting aside pre-arranged, scheduled training days.
- Setting reminders for teachers renewal dates
- sharing information on training events that are local to the teachers in the center
- Signing up & checking on state & federal changes to training requirements.
- site partnership with Head Start and School readiness programs
- Sleepless nights and long days ;-)
- Staff Development
- Staff development
- Staff development opportunities
- Staff in-services
- staff meetings
- Staff meetings were we share information
- Started doing more observations
- Started taking more classes
- Status
- stay abreast of training offered in the area
- staying connected to the Montessori educator community
- Still new - working on next level (3 or 4 star)
- Submit in-house training to Develop for approval and credits. Applies to CDA credential.
- Survey to find out when, where
- Take advantage of free classes
- take as many free training classes as possible and pay for the ones that interest me or will help in a situation I am presently dealing with.
- Take classes as required.
- take classes from child care aware
- Take classes that are at a high level. Be involved in community and association events
- Take classes through are daycare association
- Take trainings all year long
- taken advantage of scholarships offered
- Taking advantage of free training.
- taking many more training hours in various venues than what is required
- Taking more training than required
- taking the required classes as a team rather than individually
- teachers involved in PreK - 3 PLC
- The best strategy for keeping qualified people is to grow them yourselves.
- The internet
- The online trainings aren't perfect but they're improving. Without them, we wouldn't seriously consider taking most the Parent Aware trainings. We'd take a lower rating instead and do our training elsewhere.
- The strategies have been to join Parent Aware
- The Union.
- There are not enough infant and toddler teachers, and the job is not easy. The best way to fill these jobs is to recruit fun, energetic staff and grow and train the leaders yourself. And you can't burn them out.
- there are training requirements within the school district that are higher than those for PA.
- There is turnover happening, more than usual, at least this is what people are saying.
- They are paid for their time while at training. I work with adults who understand that there are requirements that must be met and we just do it.
- Those that are listed as teacher status for our parent aware ratings are required to take the trainings necessary to meet the goals desired for the center to obtain a high rating.
- Tracking my trainings
- tracking them on MnCPD is helpful
- Tracking/documenting staff's training
- Train 'em as they come in!
- Train self - then train staff off of her training.
- Train together, practice together
- Trainers on site, although it is very difficult to get them lined up.
- Training
- Training for myself is easy, I love to take classes and they are a business expense/write off so as long as not too expensive I always go to way more then what is required.

- Training records
 - Try to give monetary rewards for more education.
 - try to take a course when it is offered in my area
 - trying to stay focus
 - Tuition reimbursement; pay for the training; develop a training map or base for staff and then pay for it
 - Two or three workshops each year to meet rating levels I am going for.
 - Two professional development days where we focus on curriculum and assessment and best practice
 - University campus program requires BA degree or MA level.
 - use MN Core Competencies in job descriptions, PD Plans and performance reviews
 - use of a variety of trainers
 - use of grants to afford training and higher education costs
 - Use the PD plan as a guide to schedule staff trainings.
 - Used Parent Aware trainers -- super expertise
 - using classes to fulfill their in-service hours
 - Using continuing education dollars (when available) to get specific training for certain staff
 - Using Free training opportunities
 - using grant money to meet requirements
 - Using pro-active approach with financial help.
 - Utilize develop
 - varying delivery methods
 - Waiting and using subs until properly trained teachers are available
 - Waiting until we could hire the right staff, and using subs in the meantime
 - Want trainings to be within the "grant" -- time, more options
 - We are all required to have ongoing training working for Head Start and being a licensed educator.
 - We are geographically remote. We create training opportunities in-house when needed.
 - We are not currently rated by Parent Aware
 - We are required to provide ongoing training to our staff from federal funding source
 - we are trying to find out about trainings earlier
 - We are very careful in our hiring
 - We budget for continuing education for the staff and make sure
 - We exceed the mandated hours required by the State of MN for licensing and Parent Aware.
 - We follow the 52 hours of training required by the
- Parent Aware System to give each of us a base line to move forward from. Great system.
- We have a community group, Plymouth Kids & Care.
 - we have done all the trainings required and I pay for staff to attend and overtime for hours spent at trainings
 - We have it in our staff handbook and job descriptions as a condition of hire that a certain number of training hours are required yearly.
 - we have paid for all trainings and time spent taking them
 - We keep a training log where all staff can review their needs and completions throughout the year.
 - We like to send all staff to all trainings. I think it is important we are a team.
 - We meet as all-staff once a month (mandatory) to review policies and conduct training.
 - we pay attention of what is due and stay on top of that
 - We require the trainings to be complete within the first 90 days and they need to be renewed every 5 years
 - we send all FT staff to AMI refresher course (Montessori-specific)
 - We set up a training plan for all of our lead teachers to ensure they have the necessary training completed in a timely manner
 - We train both our lead teachers and at least one more staff person for each room in order to ensure we have trained staff if the lead person leaves our employment.
 - We use our trained teachers to share what they learnt with other teachers and discuss among themselves to ensure everybody understood the training.
 - Webinars
 - When a child shows a need, then pulls in a trainer to train them.
 - Why aren't ECE college grads already on the registry - - should get on through their college/university
 - Working sessions on implementing curriculum or using assessment data
 - Working towards online trainings so that our staff can work together at our own speed and develop strategies together as we go.
 - working with great coaches has helped
 - Workshops? Trainings?
 - Yearly reviews
 - Yearly training plans

[Return to start of Compilation](#)
[Return to start of this section](#)

11. (Qualifications) What suggestions do you have to improve the current system or process?

- A better way to monitor background checks, background checks can take years.
- A notification system via email that says what courses need to be renewed in the next 6 months
- A system on develop that lists what you have and has a separate list of courses that need to be renewed soon in red
- Accept attendance at workshops that may have the component within it but not necessarily the main focus
- Accept more online trainings
- accept proven methods (Montessori) and these training institutes
- accept unofficial transcripts
- Accessible and local training
- accredited programs could be required to do less training in curriculum and assessment
- Add more courses that are easy for working people to attend.
- Affordable or subsidized training that is easy to get to
- Again, we need to have Montessori training and workshops recognized for the extensiveness of the training. These workshops and trainings are the foundation for all professional development in our schools.
- Align teaching credentials with accreditation programs rather than requiring programs to prove their credentials again.
- ALIGN TRAINING CERTIFICATIONS.
- all us to us Montessori workshops and refreshers courses to count toward training
- Allow 2 star to continue offering scholarships to our families
- Allow for a 'training period' so we can adequately cover our numbers and still safely take care of them
- allow other options for trainings that count.
- Allow people who are not qualified "teachers" to be eligible for training and get credit for the "rating" of the center or home
- Allow professionals to be qualified trainers. For example, if I take a class from a speech therapist on language development or sign language use with hearing children or a class on the autism spectrum from a doctor in the field it is more engaging and educational than taking a class from a trainer who has learned the material and script. I miss the ability to seek out these classes because they are not certified trainers.
- Another place where they could the background checks for staff and then a place for providers to find, call, and request qualified staff with credentials already, a network or hub with interns or trainers who are certified to be in the day cares right when they are employed and not just putting that burden on the child care provider small business owners.
- any discounts on classes
- ask programs for a list of training classes they need, and provide trained teachers to give the requested trainings
- assistance with staff recruitment
- At this time, Parent Aware is unnecessary in my area. Demand for care is high. Reputation and word of mouth keep my daycare full as is the case with most providers in my city.
- Attach expectations of salary to help increase wages across the state
- Be able to submit the curriculum and have them approve it quickly.
- Be more realistic and follow NAEYC
- being able to use unofficial transcripts
- Better and more classes, taught by professional people with degrees in their field.
- Better pay
- Border state trainings need to be approved especially if they are given through the Child Care Aware system.
- Bridging the gap between accountability measures and standards between programs
- Build up community partnerships for financial support to maintain quality. Foundation funds to support high quality in the programs. Families are tapped out; cost of quality cannot be a burden to families.
- by offering more training at a reasonable price
- CDA Credentials expire whereas college degrees do not; more incentives to pursue higher education through scholarships or loan forgiveness if you stay in the field.
- centers where there is only one to two adults present
- Child Care Aware training is pretty much the same classes each quarter, they need latitude to offer a variety of other classes than the standard core classes of Parent Aware
- CLASS: Inter-rater reliability and short turnaround reduce quality assurance
- Clearing house of information – where can I find the credentials/courses I need to fulfill the requirements?
- Close the loopholes. One colleague in an MDE/ECE/ECFE program had a coworker sign off on

- 8-hour training in curriculum requirement
- Coaches or someone should be in contact with PA providers every few months to remind them what trainings they need. As a trainer, I've been many providers waiting until the last minute to get into classes.
- Collaboration with community, human resources, other day care-providers as a network so that we can support each other.
- comment box
- Commitment to long term development
- common sense, child care is hard and long hours
- Connect the PA system with IHE; build this into local grade 3 efforts; worthy wages connected to the lattice
- Consider Montessori training at a higher level of competency.
- Consistency between expectations; inter-rater reliability
- Continued funding
- Coordinate with higher education to earn credit
- Could more training be available online?
- Courses are not hard to teach, any TOT can be given by any intelligent provider
- Credit-based courses is the preferred pathway to create early childhood educators
- Degree-based ECE credentials should be recognized and incentives put in place to increase the levels of education of staff.
- Develop connections through college teachers programs
- DHS Licensing/Accreditation/Parent Aware – all of the requirements for teacher qualifications need to align and “talk to each other.”
- Different system of licensing for home providers.
- Difficult to pay staff at a salary that is equitable to their degree; losing teachers to school districts. If TA's in schools are required to have AA degrees, it will become very difficult to maintain/retain staff in EC who have AA degrees because of salary discrepancy.
- Disconnect/confusion between what public education will pay/hire and private entities. Level the playing field. ECE is held to a higher expectation than many public school teachers but paid at a lower salary.
- Don't require transcripts to be sealed – just more costly.
- Don't repeat requirements - advance training. Bring in NEW training.
- Early Childhood professionals have to be paid better than minimum wage
- easier process to recognize AMI Montessori training, certificates (guide and assistant), and professional development
- ECE as a profession is “losing ground” despite higher expectations at a lower rate of pay. Reallocation of funds from public school education to offer teaching scholarships to ECE.
- Ensure that all Parent Aware staff recognize credit coursework that meets Parent Aware requirements
- Ensure there are available trainings at different levels (beginning, intermediate, advanced)
- Evenings.
- Every director/leader should have to take the eager to learn director credential, especially the course about supervising staff, Don't be Scared and also Ethics
- Ex: Offer Basic Sign Language, Basic Spanish, or Basic French...each 2 hr sessions.
- Exciting new presenters, not repetitive
- Experience and higher education should be taken into account more
- Experience should count.
- Family child care providers who might have lesser education and may be doing good things and can't afford to buy curriculum aren't going to participate for a 1 star rating. What are we going to do to help them?
- Family connections.
- Family providers who are full or have a wait list don't think they need to do P.A.
- Feels like Parent Aware wants to make my home daycare look and act like a school. Need something that isn't so rigid. Sounds like it has been improving. i.e.: used to only allow 3 curriculums, original cohort was asking provider to have desks and chairs to fit each child perfectly, etc.
- Financial incentives for teachers
- Find money to help them get training and pay enough to make them want to continue in EC education.
- Find trainings that cover the needs of state, federal & Parent Aware & CDA requirements.
- Find ways for ALL trainings to comply with CEUs & Core Competencies
- Find ways to support the stability and attractiveness of the workforce; sliding scale for cost of professional development/ education.
- Finding and keeping high quality staff is going to be this industry's biggest challenge.
- Fix professional development to approve school trainings for the rating system.
- Free college courses (Community college) in exchange for a commitment to teach a certain number of years in low income communities
- Funding

- Funding program that pays teachers directly, for example, \$1500-2000 every 6 months that a teacher maintains continuing ed credits – we need more financial incentives
- Funding to provide for substitute staff when our lead teachers attend daytime training.
- Get licensing on board with recognition of varying levels of credentials; this would then pass on to Parent Aware ratings.
- Get together (align) with Hennepin County.
- Give an extra reward for number of hours of training
- Give consideration to teacher experience and not just classes they are missing.
- Give us the next level of trainings something to have to look forward to instead of not knowing or having to take the same class over again just because.
- Greater pay rewards for more Learning
- Have a good appeals process in place or a way to get questions answered that the coach can't help with
- Have a way so that people/staff KNOW what kind of salary to expect before they take a job, or to understand what this career means.
- Have administrators submit annual reports
- Have all of the required classes be available on Anytime Learning
- Have consideration about the experience, time and education of each program.
- Have grants for centers to get the required trainings
- have links to training on the Parent Aware website
- Have more classes accepted that fulfill your requirements
- Have more information at meetings.
- have other training options be parent aware approved
- have re-rating be longer than every 2 years
- Have separate training for in home providers vs.
- Have the definitions, requirements, and processes for Parent Aware, Think Small, Develop, and MN DHS all match up.
- Have the state mandated trainings reduced
- have the training offered more often
- Having classes more accessible by bus for staff members
- Having it not be so tied to Think Small. There is a mix of quality there, and some great quality trainings from elsewhere.
- Having some college level training sessions
- Help all programs get to the same standard -- i.e., school districts (many assumptions around "quality")
- Help get pay in line with training requirements
- helping develop be user friendly to tell when classes are aging out or a flag next when classes are about to expire
- Higher ed loan forgiveness for teachers in ECE
- Higher ed opportunities for people to go into early childhood needs to be expanded.
- Higher ed's mission is to educate adults. Let's intentionally utilize the expertise within higher ed system instead of creating, developing, or recreating a separate (lower quality) training system
- Higher pay in our field --> such a huge turnover due to being highly qualified educators as required for ratings but then find better paying jobs since they are more qualified.
- How can we support individuals who come with strong experiences, but no ECE credentials?
- How do we attract diversity of teachers into the field – men, teachers of color, diverse backgrounds?
- How to let kids play freely. NOT micro-manage all the time.
- I don't know
- I don't think centers should be penalized when they are in the rating process for staff who leave the program. This is something that is most of the time completely out of our control. Centers should not be dropped from applying if they have too much staff turnover. There should be a longer grace period and maybe funds available to train in the new staff with all of the required trainings.
- I love that we can now do on-line trainings. Love them!
- I think having to take through the MN system isn't right, there are many trainings out there that are just as high of quality but the training might be offered in ND, you should be able to take from wherever it is offered and works best for you
- I think the online submit version needs more clarification on the instructions and the steps
- I think we need more trainings. I think they should be spread out over the year. Maybe so many each quarter. Otherwise we squeeze the necessary trainings in and are done
- I wish there were more reminders for when it does get busy in our lives about the necessary trainings. They might be there and I am just missing them.
- I would like to see a wider range of trainings available as well. Like it would be fun to have a Creative Curriculum book study. Meet once every month to discuss "block area". share ideas, etc.. It could even be a live chat. We are all busy, busy, busy!
- I would like to see higher standards for teacher qualifications.
- If NAEYC accredited, I think the work and paper

- work on credentials should transfer
- if you try for 3 or 4 star rating and fail allow us to offer the scholarships to our families
- Improve in classes that are given, also materials that we can take home and use
- Improve ways to incentivize choosing higher quality
- improvement to MN Center for Profession Development
- Increase the pay of all childcare providers including Head Start and other district early childhood programs
- Involve higher ed, review lattice, pay worth wages
- it is a lot of extra work to continuously add staff to Develop. The dependence between Parent Aware and Develop is time consuming for programs.
- it is a lot of extra work to continuously add staff to Develop. The dependence between Parent Aware and Develop is time consuming for programs.
- It is difficult to always meet such specific requirements. Travel was required for me. I also found myself taking classes that were somewhat repetitive of others I had already taken simply because the other ones were not through child care aware. Is there a way to use classes outside of child care aware/the MN registry.
- It is hard to improve the overall process until child care is culturally recognized as more than babysitting.
- It is really hard to keep up with all the training when we are having new staff who think it is just babysitting, you have to teach them all the details, because we have high staff turn-over and people need to be certified and do the training and go through the background checks.
- It is very confusing and disappointing to take MNCPD approved classes and not have them qualify in the same areas for parent aware
- It is very difficult to need a new staff member to meet numbers, but not be able to train them quickly enough
- Its cost prohibitive with programs having to pay staff at reasonable rates and keep parents rates reasonable
- keep offering free training in my area.
- keep offering needed classes
- Keep offering rural options
- Keep offering trainings in Duluth-we love not having to go to the Cities for trainings!
- Keep team coach available to us.
- Keep the current system in place with the lattice score. It is very time consuming for the staff to switch the sights and verify.
- Keep the money as an incentive when you get your star rating
- Keep the online trainings coming! Love them!
- New ideas different trainings not the same ones
- Layer the process so there isn't a repeat of the same classes.
- less paper work
- Less paperwork.
- limit duplicating materials sent in.
- Limited pool of candidates in ECE; institutions of higher education pulling ECE from the program offerings because the rate of return on the student's investment does not provide a living wage. Work with institutions of higher education to market their ECE programs and recruit students into the field.
- Link Parent Aware to Develop to verify trainings for employees – save resources for Parent Aware by not duplicating effort.
- Look at the trainings for those having taken nothing versus centers which continually are taking courses.
- make and takes, it's hard to find the time and resourced and we have limited resources so new ideas and the time is always great
- Make free trainings online.
- make it easier to have trainings to get MNCPD approval - i.e. a training delivered by a licensed speech and language pathologist on recognizing speech and language concerns, etc.
- Make it more accessible for trainers to be on the registry
- make it more user friendly
- Make it very clear what trainings qualify for which areas of parent aware requirements
- Make level 2 trainings for accessible and frequent.
- Make some of the classes available to take in class in your county.
- make the mandatory training more affordable
- Make topics new and more interesting
- make training more affordable
- mandated rate of pay for teachers and other staff
- Map out the whole process for people before they enter into a cohort so they have a good timeline of tasks and expectations.
- Maybe offer a PA conference only for PA providers
- Media campaign highlighting the teachers and their work; high level of competence needed in this “public service” role.
- Minnesota EC Credential/Director Credential – make these opportunities more visible and available.
- Models in North Carolina to look at.
- More alignment so staff does not have to repeat so many trainings
- More Any Time Learning courses please.
- More available and free training.

- More challenging stuff for long term staff
- More classes in Isanti County
- more classes offered in northern MN not just in metro area
- More community education; we are not babysitters...we are EDUCATORS!!!
- more discounts
- More dollars for training
- More financial incentives for staff
- More information about system & process
- More information about system & process
- More information about system & process.
- More information about the system.
- More labor hours for teachers to learn
- More local, less expensive offerings
- MORE of what is needed for the maintaining.
- more on demand ETL classes
- more online classes
- more online training options
- More online/web based training
- More opportunities for classes and courses
- more opportunity for reasonable on-site trainings by registered trainers
- More options, more locations
- More professional training
- More qualified coaches.
- more scholarship availability
- More self-paced trainings.
- More topic options for classes
- MORE TRAINERS available.
- more training options and varieties of topics
- More trainings (hands on trainings)
- more trainings/on site trainings for highly rated programs
- Most providers in the Somali community got their CDA training from a trainer whose training is not approved (--) please work with -- to get her CDA training approved and give credit to those who already took the class and passed the CDA exam and have the CDA credential.
- Mostly, I would like to see the PA system recognize those staff that work in childcare settings that are already highly qualified, instead on making them jump through training specific hoops that honestly add very little to their level of expertise.
- Much more emphasis on Authentic Risk.
- Multi-center offerings (With other local centers)
- My staff was part of the pilot program for Parent Aware. As a result, many of our classes were taken over 5 years ago. Instead of repeating classes, there should be refresher courses and requirements that are not the same as the initial process.
- N/A
- Na
- National and State conference trainings need to be approved.
- need more coverage on specific special needs such as fetal alcohol syndrome
- Need more trainings on weekends
- Need new topics -- I have taken all the ones currently available
- NO SUGGESTIONS AT THIS TIME
- none
- none
- None
- None
- none
- None I like it
- Not so much redundancy in trainings
- offer a wider variety of trainings rather than the same ones over and over again
- offer all classes in each county at least once a year that is required for licensing
- offer free online classes
- Offer learning evaluations for providers considering participation in PA, so they have a quick way of seeing how much training they would need to complete to reach the star goals.
- Offer more cost friendly classes
- Offer more face to face training opportunities in all regions, especially the underserved areas. Providers need that face to face training, networking, and professional development opportunity.
- offer more free training
- Offer more just in time training session that students can take as needed
- offer more trainings in our area
- offer online or videos for people to watch or do on their own time.
- Offer relevant training
- Offer the ECIPS, Assessment and Curriculum overview as Just in Time training in some fashion
- Offer/create more new interesting trainings
- Offering more flexible CDA programs or pathways; CDA track for people who have BA degree in another field. Accelerated credential pathway.
- offering more online trainings to non-metro/outstate areas
- On line training options
- Onsite training options

- Once professionals reach a certain level of education/experience they tend to leave direct service for other agencies.
- Online training with comprehension checks
- our family service workers are trained
- PA be aligned with licensing (career lattice); like Head Start is with EHS
- Paid for substitutes so child care can remain open.
- Paid to attend trainings.
- Panels of real providers, not so-called experts
- Phone calls reminders from Think Small Staff- Technology is complicated for them
- Program investment in education after one year of employment.
- Props, hands-on not remote root talking lecture. Teaching styles meet all learning styles
- Provide money for college course work or pay off college loans for staff who work in a 4 star program.
- Provide more series based training that builds on previous information
- provide training for highly qualified licensed teachers & not just paraprofessional level training.
- Providers are working with very limited amounts of time to obtain training. Training needs to be accessible and high quality. Volume doesn't necessarily equal quality.
- Public health nurse with background in higher ed was replaced by day care provider with fewer / lower credentials
- Qualify more professional therapists, doctors, etc. to give the classes, instead of someone who "reads over" the requirements and gives a class. No degree on the topic. They really don't know how to answer important questions.
- question / idea note book
- Raise the pay
- Raise wages in the system especially for child care
- Recognition for years of experience.
- Recognize specialized training from other states/countries or organizations, such as AMI Credential.
- Recognize specialty certifications to align with program specialties – infant/toddler; Montessori
- reduce the price of the trainings
- Release days for training
- Renewal should be a training update & a commitment pledge
- Renewal should not be a complete redo for DHS
- Renewing ratings should not mean retaking the same trainings.
- Require more stringent education for teacher qualified people.
- Requiring official transcripts is hard for staff; some don't understand why they need to pay for them for the registry
- Re-rating frequency is problematic because of staff turnover and the need to have specific trainings happen sometimes in short time-frames.
- Respect adventure, alone time, privacy, arguments, courage.
- Revise career lattice
- Scholarships for yearly training
- Screening of higher education courses to align with what is expected in the field as well as screening of potential teacher candidates.
- See above
- self-studies
- Send tracking emails to centers for maintenance of records
- Set up an apprenticeship program to help staff develop competencies
- Some of the most quality classes have been presented by professionals in their fields. i.e. speech therapists and language development.
- Some teachers can't get their transcripts because of students loans, accept the unofficial version in such cases
- Speakers
- State of Florida has Gold Standard and all teachers get paid at school district rates to keep qualified staff
- State reimbursement to programs for salaries to keep tuition affordable and wages that are fair and equitable for staff
- Stop developing classes that are self-explanatory and a waste of time
- Subsidized salaries for ECE teachers so the full cost of quality is not placed on parents paying for early childhood.
- Subsidy for programs that are star rated to pay staff better wages
- Take a staff survey
- Take advantage of 2 and 4 year institutions; collaborate for professional development
- Take trainings on how to learn technology/email/texts/computers with translator with a grant
- Tell programs how to ask their specialized trainer (of a foreign language) to be a registered Develop trainer. Offer the training of trainers for free.
- the alignment of school district training expectations and those for PA do not align well.
- The challenge is people in the industry who “fell” into

ECE without specialized training in the field. Strong competencies and longevity/commitment is not recognized.

- The current system seems good!
 - The develop website is very confusing and not user friendly.
 - The focus of training in PA to get stars is limited.
 - The registry is not user-friendly! Improvements are needed
 - there are SO MANY requirements--good but so many to keep track of
 - There is too much repetition of material. A 20 year early childhood veteran does not need to take the same training every 2 or 5 years. They live and breathe child development every day.
 - There may be a system out there to read the lattice scores for staff to provide their qualification, I have not found one and it made it difficult to understand the lattice system when the staff started to get the certificates back.
 - There needs to be more money in early education so people want to make it a career, not a stepping stone
 - These professionals can answer questions and give examples that as caregivers we need for children in our care.
 - This is huge please give us the next level of trainings for round two and beyond.
 - This training system has been developed outside systems of higher education -- and the perception is that is is pretty low quality
 - Those with teaching or child development degrees should have a different path for training requirement.
 - Tiered levels of training content to support teachers with higher qualifications.
 - To get more information on the program.
 - Too many class about same thing with just a different name
- training for more approved curricula
 - Training system is in direct competition with professional development service provided by I.H.E.
 - Trainings
 - trainings closer to our location
 - Unsure
 - Value the diversity of other professionals to the curriculum within an early childhood program and the services that could be provided to families. Create a consistent avenue for attaining the EC competencies/knowledge.
 - We need a better system to find trainers in certain topic areas. When we go onto MNCPD to find a trainer we should be able to put in a topic and a region and find out who is available.
 - We need meaningful, time worthy classes that will scaffold the staff's learning to the next level and help them feel important and vested in their positions of working with children and their families.
 - What constitutes a teacher; what constitutes a TA or para
 - What is the incentive for programs to pursue Parent Aware paperwork for validating teacher credentials? How can the process for validating credentials be streamlined?
 - When adding a new staff, give time to complete training. I feel like catch up time for those just hired to get to a 4 star is not enough during the rating time.
 - when going to different levels, there should be a way we should not need to redo the previous level.
 - Why is school transcript required?
 - with 10 to 14 children of mixed age groups.
 - wording should be simple to understand.
 - Work &/or schooling equivalency
 - Worth wages connected to lattice

[Return to start of Compilation](#)

[Return to start of this section](#)

Family Connections

When you help parents/families become involved in a child's education and development, children do better.

12. What new information, guidance, or training would help you do better in this area?

- "How to" do deal with families
- A class for providers on how to organize assessment materials so the schools will accept and respect the work they do for school readiness.
- A class that helps structure family activates into the curriculum
- a directory of professionals willing to give presentations to families!
- a newsletter ready to offer to families on child development
- a training on how to do a parent/teacher conference
- A training with hands on material that shows what PA expects
- Access to therapists, to help us help them
- All good training and guidance, any information I need I go to the internet
- All this is covered for programs on accelerated pathway
- Babies rule, too much info about babies.
- Behavior guide nice to the families
- being able to find sources for incentives for parents
- Best way to communicate with families? (email, remind, daily connect etc.)
- Better Understanding of abnormal development of kids
- Bring together and let us know what they actually do.
- brochures, hand outs
- can take on the tasks of training parents.
- Classes on the Reggio Emilia inspired philosophy, which believes parents are critical to the child's development
- Coaches having a list of resources in their community- not all providers are familiar with all the resources. Since the coaches are a common connection in the community- them having some of the resource information to share with providers "as an example" would be nice.
- communicating every day is necessary to provide success.
- Communication training; Parent Communication & Sensitivity
- communication with the parents has always been my goal.
- community resources
- Connect with community members who offer classes and ask them to do a mini session for parents.
- connections with ECFE - maybe ECFE coming to programs to meet with parents once in a while
- Connections with schools, social services, AEOA
- continue meeting with educational providers to learn new techniques for our school district on what they need kindergartners to know
- Continue open communication lines between the school and myself to stay educated on what's happening in the school systems even when I don't have a child of my own in school
- creating goals
- Cultural diversity training
- database of family programs in the area for referral
- Develop newsletters or parent reports
- Early literacy activities that can be done in a home child care setting
- Educate our teachers on the different cultures that we serve
- educational opportunities we can share with parents
- examples of what families could do
- Family Communications-how to talk with parents when you are better working with young children
- Family engagement training
- Feeding families to parent ed
- FEEL THIS AREA IS GOOD
- finding appropriate, cost effective assessment tools that include a high degree of parent involvement and input
- Focus on Attachment with parents through Circle of Security parent Ed.
- free background checks for parents and other family members who want to help out during the program hours
- Funding for home visits
- Funding for trainers to come in and train parents
- Further parental involvement
- Getting up to date resources and information about child development and related vital information that might help me let the parents to get involved
- Handouts including - resources in area, parent interview questionnaire that can be tweaked.
- Have info posted & printable on line/site
- Have the medical community (doctors/physicians) understand the importance of what early childhood programs do
- Have the resources come to us, information about how

to navigate the bus system, preschool options, school district lines for families. Help us know how to make that more clear so that we can help our families, who come from all over the place.

- Have trainings that help parents with child development.
- having qualified subs that can come in so providers can have time to prepare for and do parent conferences
- Head Start involves the family members whenever possible
- Healthy eating
- How are other programs implementing this
- how can I include parents in the program that doesn't take them away from work or added hours to the child's day.
- How to attract Hmong families in childcare to come to their daycares-Trainings & having Parent Aware promote them
- How to better use technology Social media to engage families
- How to deal with difficult parents
- How to do transitions and engage families in communication when children move rooms as they age
- How to engage parents in the learning process
- How to get already busy parents the information they need; electronic links etc.
- How to get some parents educated about the importance of helping their child learn just through everyday activities. Shapes of road signs as an example. Easy and not time consuming but will they do it?
- How to get staff to understand the importance of engagement
- How to invite them to participate them in the center
- How to reach hard to reach parents
- How to talk to parents about what is developmentally appropriate
- I am fine, my parents could use some pointers
- I am send home all the newsletter and info I want the parents need to read it .
- I feel comfortable in this area so far.
- I like to give handouts. I would love to get some from you guys to give out. Short and sweet but to the point. All sorts of topics. Behavioral, developmental, etc... Parents believe what they read when it comes from a trusted source. I do my best but I'm still looked at as 'the daycare lady' so really, what do I know? If the school hands something out, then it's solid information. It could be things like Why the process of art is so much more important than the product. Or why setting boundaries (and sticking to them!!!) benefits children in ways that carry through their lifetime.
- I really enjoyed the Creative Curriculum training for Infants, Toddlers, and Two's that Head Start provided for our staff.
- I take the Parent Aware classes that pertain to this area.
- I think offering a training on communication with parents and how to get them more involved with the center would be beneficial, too many parents are too busy these days and on the go. some don't stop and get involved
- I took the ECIPS Training and really enjoyed it. I also took the Authentic Observation training and loved it.
- I will take the Assessment training when I decide to go for that star rating
- I would like to be able to have the Teaching Strategies Gold software to help me rate the child's progress and share with parents
- I would like to see new ideas for parent involvement.
- I would love a sight that daycare providers can just chat and give ideas to each other.
- I would love if this area had a booklet available for all families that outlines area resources. We provide a single type-written sheet and that certainly does the job, but it feels somewhat limited in what we can list.
- ideas and ways to make better family connections
- ideas on how to get families involved
- If not a Strong Beginnings site, then how do we get parents involved
- If this were balanced with more awareness and training on confidentiality and privacy I think it would add credibility to those making the demand.
- immigration or new to country in a rural area
- Info about the importance of play in child development
- Info packets or simple "tick lists" of why certain topics, methods, etc. are important
- Information about Transgender children and supporting their parents
- Information for teacher to develop classroom newsletters, etc..
- information for teaching staff provided during work days to reduce the number of hours of training evenings and weekends which adds cost to center for overtime pay
- Information or forms that encourage parents to provide information about their child and family.
- Information sheets to hand out to parents. Or P.A.

- It seems that this is a social service component that may be difficult for private early childhood programs to manage with many other things they are expected to do.
- It would be helpful to hear ways that other programs have been able to increase parent and family involvement.
- It would be nice to have a place to reach out to other directors about questions
- Just figuring out how to reach parents. Using Social Media seems to be a good tool but we cannot always access it at school.
- Knowing the most appropriate referral source
- Language classes offered for educators
- learning how to cook and clean while still taking care of children
- Learn about the American culture.
- Learn more about how to structure parent meetings.
- Learning about texting and connecting with the parent through technology
- Learning how to take care of the child from pre-birth to adult
- Local resource guides
- May be helpful to have a social service person available within parent Aware system where questions or families could be referred..
- Maybe how to market parent education evenings better so that parents will want to attend.
- Message from state needs to be that parents are the most influential person
- Moodle training; would like to make parent education more convenient for parents
- More \$\$\$ into the programs/teachers/coordinators
- More classes on conflict resolution and parent communication. More classes that address staff supervision and ways to improve as a director.
- More classes that help providers believe parents are the first teachers, we are their support
- more flexibility in how this is met. Paper is outdated; websites and resources shared with families should be accepted.
- More info on public and private expectations in school for children
- More parenting classes
- More resources on how to help with children who need special help
- More seminars on how to deal with and communicate with hard to handle parents
- More time
- More time to help families
- more training in helping parents find the help that they need
- More translation of languages
- My current families have been in my childcare for 3 or more years, they have been given information and they have multiple children so find anything I give them repetitive.
- native American culture
- New behavior approaches
- New family service form to cover what is needed
- none
- none
- none at this time
- None. In a small town I feel we connect well with most families.
- Nothing I feel I have mastered this
- offer classes/ workshops for directors and teachers on this topic
- Offer on site, free classes to parents (ECFE style?)
- Offer training for parents
- Offering handout to share with parents on topics about development.
- One class to gather all the resources. Ex. eye check-up, teeth cleaning, dentist.
- Opportunities to learn more about conferencing with families.
- parent educator mandated meetings
- Parent Empowerment Support
- Parent engagement strategies
- Parent information sheet with research or starter sentences to get the conversation started
- parent trainer- like ECFE
- Parent-family send home info sheets that help tie what happens at child care with what happens at the child's home.
- parenting material or resource library where providers can print out articles about safe sleep or healthy eating etc.
- Parenting Skills training offered to parents
- Parents as partners; access to Head Start models would be helpful.
- Parents don't know what they don't know...education, education, education
- Partnerships with Parents (in Hmong)
- Positive partnerships with parents and how to get parents more connected.
- Positive partnerships with parents.
- posters encouraging attendance at conferences
- Practice in approaching parents with concerns
- Printable handout on resources and not have to send my valuable time searching the web.

- Prior to PA: communicate to them. Been doing this already. Food, housing all at the door as parents come share the resources. Cubbies for families where they sign in and out
- professional development training in business management
- provide folders with info for families with young children
- Provide parents with information about schools in my area and places such as health clinics and hospital.
- Provide the information for care providers (*We have 11 hours of care each day).
- Provide training for schools so they understand the benefit of a Parent Aware Provider, the training they've had, so they accept assessment information gathered on the children in their care.
- Providers need specific ideas that they can really do. Many are intimidated by things like conferences. They need more training to understand specifically how to conduct them so it doesn't seem so scary to them.
- Receive more info from the school districts about what they want.
- Recognition of our training
- recommended websites, apps, etc.
- regional workshops on dealing with parent issues
- Requirements are getting harder for parents to get scholarships/grants
- research on best practices
- research on fathers
- research on grandparents
- Seeing your job as a professional and profession
- Simple handouts (with bullet points and easy to read) for the families on a variety of topics.
- Social work/psychology credits
- someone from our local area give program on services available
- Start with training for parents in the hospital or prenatally on parent aware, importance of reading etc.
- strategies for motivating parents to become involved in school
- Suggestions on increasing parent involvement.
- Suggestions on increasing parent involvement.
- suggestions on making an intake/ interview sheets?
- The importance of communication with children and families
- The observation class was helpful with this.
- There are many resources available to families in need and this is not my area of expertise.
- there should be some kind of interest sparked for parent/guardians to get more involved cause referring them places or handing out literature isn't getting done or helping for the children
- This is the area where Parent Aware doesn't recognize the difference between larger Center child care providers and home, family providers. We have a close, personal relationship with parents as the family/home care provider. We are friends with the parents, and become like a big family.
- This is tough since families are so busy and tired!
- Time to do this.
- To get more training on how to communication with parents so you can build a good relationship with them. Moreover, it is important to understand the culture, tradition and values of the family.
- Too much about positive guidance without enough support on how to work with families that do use shame. We need a clearer way to help providers have conversations with parents about not using shame, ways to facilitate that conversation without losing them or offending them, teaching by example, etc.
- Training class.
- Training for parents who get the grants; making a training mandatory for parents in order for them to get the grant/scholarship
- Training for providers to share with parents on ECIPs understanding and application of intentional teaching simply to daily activities.
- training for teachers about effectively working with parents to support child education and development
- Training on how to get parents more committed to the child's learning
- training on how to let parents know when there may be a concern
- Training on the Teaching Strategies Gold
- trainings about ideas on how to involve parents
- trainings about what to expect when orienting new families to child care experience
- Using technology to keep open lines of communication
- Ways to communicate the importance of child development with parents
- Ways to get more families involve in school and their child's education
- ways to involve parents in the classroom
- we are very strong in this area, but more resources/connections for guest speakers for parents would be great (experts in brain development, mental health, nutrition etc.)
- We have that in place already
- we need classes for parents to slow down there life styles and see their children. teach them to put down the phone , and help teach their child the simple things

such as put on their shoes, put on their coat. don't be in such a hurry

- We need to continue getting to know our parents.
- we talk to parents every day and we get children help if needed.
- Website inclusion.
- What can Think Small do to have a Parent/Provider

partnership?

- what is out there if my family member becomes sick and I don't want to tie up the ambulances
- Would love more trainings on working with parents. They are the hardest part of our jobs! Getting them to follow through at being on the same page and carrying things over into their homes is really hard.

[Return to start of Compilation](#)

[Return to start of this section](#)

13. (Family Connections) For the rating process, give some examples of how you could demonstrate what you are doing to:

a. Provide parents/families with information or resources about food, housing, or transportation

- A parent resource book, a website
- A parent resource file
- a picture of the bulletin board containing the info
- a resource library would be great!
- Add different things to newsletters
- again I can provide it but parents need to read it . I have a bulletin board with info on it, newsletters go home and a Dry erase board that I write on what we did today.
- As a result of Pt aware I now have info more readily accessible for families
- Bridge to benefits MN
- bulletin board listing where they are able to get assistance in many different areas
- Bulletin boards with information on them.
- Bulletin boards
- By providing a family service worker
- Community Board current items posted
- Community resource booklet available
- Community resource listing for all resources in the community given to all families in orientation
- Conferences
- Connect them directly to the resource
- connect them with online resources that we would use at the center
- Connection to community resources - public health, WIC, family connections, etc.
- Continue to have information available.
- copies of a parent newsletter or family handouts
- copy of relevant NAEYC program portfolio pages
- Discussion with families when they ask questions or we notice items
- Display fliers for families
- Document parent meetings and attendance
- Documentation of work
- Documents submitted at Parent Aware Rating application.
- During our Early Childhood Screening we talk with families about the different local services that our area offers.
- Each provider should have a booklet them give to all families that gives them current information on these types of resources. There should be a website where they can get this information for their specific location so it's always accurate.
- emergency transportation included in my emergency plan
- Encourage drinking water without juices
- Enrollment documents that list resources.
- Enrollment documents that list resources.
- Facebook Pages providing links: ISD 381 Community Education, Preschool pages for Two Harbors and Silver Bay
- families the resources they need.
- Family newsletter
- Family Resource Book providing these items in brochure format
- family resource guides are handed out.
- Flyers
- flyers
- flyers about local resources
- For example, a new immigrant family who does not know much about the services that are available in their community such as low income housing ,dental clinic, or food programs such as food bank. I would provide them a resource about where to go and get help such services.
- Give parents a heads up about deadlines, send info way ahead of time and give them a reasonable expectation in terms of response time.
- Give parents a resource list.
- give samples of what we share with families
- Giving a guide about the internet/ websites.
- Giving home cooked balance meal
- Great connections via our church community for needed resources.
- hand out the family resource guide to families
- hand outs
- hand outs
- Handbook
- Handouts when I can find them.
- handouts, flyers, brochures
- Have a brochure with phone # or emails that they could access easily
- Have a information book and have handouts on hand to give to parents
- Have a resource notebook with info about foodshelf, homeless shelter, transportation, child abuse

- resources, addiction, domestic violence
- Have an informational binder put together with relevant information on all these things and more.
- Have attendees complete an online survey. Provide a journal.
- Have pamphlets, handouts in info center available & send info home
- Head Start collects info on all families and print a report to connect them to appropriate resources
- Head Start does a wonderful job providing these services for families
- Home based sometimes don't need this.
- HOUSING - CITY
- Housing authority. AFDC. Food stamps and transportation
- I also give info about local resources that are free and educational. Such as library story times or puppet wagon visits.
- I bring options up during our interviews
- I created a flyer of resources to give to new families coming to my daycare
- I do give out information about food that I receive from my food program
- I give them information about the different programs available if they wish information
- I have a list of the resources that are available in our area
- I have handouts
- I have handouts for all of the above for my families.
- I have resource posters on bulletin boards that I can also give and refer families
- I have the Washington County resource guide. I have given out screening info, ECSE info, etc...
- I keep a list of services posted and I put a list in each enrollment packet
- I like the resource guide idea.
- I listen and find what I can in the community and do my best to even reach out to others
- I point this list out
- I post information, pass information in cubbies, I add
- I provide it for them in the begging but if something comes up in conversation a major family stress
- I provide my parents with a monthly newsletter. It includes information and resources on a monthly basis.
- I provide the resources to the families.
- I struggle with this part because I don't always know where to send parents for resources. I live in Brooklyn Center so I connect them with the Community Corner
- I tell my interpretation of nutrition training which is way, way beyond the paper resources available.

- I think what you have asked for works; a community brochure
- I usually give parents about food and nutrition, I also tell them where to go and get child immunization, child screening.
- I verbally communicate with parent
- I will be adding some of these resources to my Parent Handbook
- I work with other families for transportation needs and also take car seat training so we are able to transport children
- I would like to sit down and have parent teacher conferences about each child's progress
- If a child is not bringing a healthy lunch, we supplement and then talk with family to educate or find resources to help
- If a provider has a clientele that does not need these services, don't require it. I can honestly say that if a currently client needed these services, they would be able to afford my program even with a scholarship or CCA.
- If I see a need after they have started I guide them toward help
- If parents ask we help by giving them information for each agency
- If the family have children with disability I would provide them information about organizations that help such children like, Fraser, or pacer center.
- I'm not sure how to prove providers are doing this as info should be shared as needed.
- In the entryway closet we have resources, pamphlets about not affording childcare, ask if they need help with a computer, ask if they know where and what to do if they can't pay for food.
- Information on Bridging
- Let out nurse be a resource for our families
- Let them know what is available as far as food or shelter help
- List of local resources to offer to families seeking guidance
- Make sure all new families that move into the area are told about how the transportation system works
- Monthly newsletters; Sending information home
- Monthly tip!
- My Plate Resources
- my resource booklet
- Neighborhood Housing Resources
- NEW RECIPES WE TRY SEND HOME WITH PARENT
- newsletter
- newsletters with food, housing and transportation info

- newsletters, parent workshops, etc.
- nutrition assessments by registered dietician
- Offer flyers or post them in the facility
- Offer to assist the family in filling out the forms.
- Offering a class as to what providers can do to introduce resources and information. Perhaps a computer class on how to step up their current newsletter.
- orientation with new parents before attending
- other info is posted on the information board
- page in manual/brochure in book
- Pamphlets
- parent events
- Parent Information board
- parent meetings
- parent postings
- Parent resource sheet
- parent survey as used in NAEYC
- Parent survey or interviews.
- Parents need me to winnow out the most basic advice, to reinforce them in sticking to their guns.
- partnership with Community Action Agencies
- Personal information of the parent aware process
- phone numbers
- photocopy of table of contents for parent resource binder - highlight county resource list
- Photos or copies of information that is available to parents
- Photos with writing about how this is being done
- picture county resource list for families with young children
- Pictures, newsletters, parent handbook
- Placing things up on information bulletin board periodically.
- Post signs, posters, etc.
- Posting information on Parent Board
- Posting on door. Pamphlets, hand it to them, important papers. Walk them through paperwork
- Printed handouts and special events flyers
- Produce brochures or other information provided to families
- Programs in the community need to all be on the same page on what is needed for kids/families (i.e. doctors thinking 3 year old doesn't need services when other programs are referring them)
- Provide a checklist of community services with contact info and application requirements
- Provide pamphlets/information
- provide proof through NAEYC criteria having been met for accredited centers
- Provide sample of what was given to parents, include pictures of things posted.
- providing articles
- providing the county resource information
- public transit availability
- Putting it in the Parents Orientation Packet, Give again at conference time
- Putting this expectation on providers is a lot when you also have to take care of kids too; Head Start has social workers etc. to help with this but not all programs do
- Rather than each provider finding the community resources for the families that we work with it would be beneficial to have a regional list available that could be distributed to parents as needed or at the initial contact. Browsing the internet or the phone book is time consuming and must happen during precious off hours or in place of direct contact hours with children. Multiplied by the number of providers doing this same thing it is an absurd waste of potential.
- Recognition of social media postings that meet the criteria.
- Recognition of social media postings that meet the criteria.
- Referrals
- Referring to food, housing, and transportation feels like too much for anyone to expect providers to do. Teachers can't drop everything to refer someone to housing. You need staff who are very tuned into the local resources to do this work.
- Regular parent education events and discussions with trained staff
- Resource area
- Resource binder in entry always available to parents
- Resource book with info and flyers
- Resource brochures from Health Fairs
- resource directory online/posted and available in print
- resource guide is on my parent info board
- Resource libraries with designated specific community supports are prominently displayed
- Screen shot of provider's web-site that includes links these items
- send examples of flyers and newsletters
- send home weekly, daily, monthly newsletters
- Sharing new information with families as I receive it
- Show literature that is passed on to parents
- show print out of the information that I provide to families
- show them where to go...give handouts
- Showing sample of communication that we give to

- parents (parent info board)
- Sometimes if parents are new to the country I provide them information where to apply for low income housing as well as how to get special supplemental nutrition program for women, infant and children (WIC).
 - Survey of parents
 - Talk to parents; ask & share
 - Telephone numbers
 - The families at our center don't typically need these resources
 - these are not areas of concern for most of the population we serve, so it would be basically irrelevant
 - this is hard to measure since it involves daily communication with families
 - to sign in book. do whatever to communicate with family.
 - TRANSPORTATION- BUS
 - United Way
 - upon interviewing I make them aware of my training & experience.
 - Use program websites as a demonstration.
 - Use resource folder or talk to licenser to help find
 - Using phone media with photos.
 - verbally and written referrals to helpmegrow.org but the parents won't go through with it
 - Very important points , the most important being material to use.
 - We are constantly communicating with our families. Parent aware money has eliminated the number one reason parents avoided me, late tuition. Now that I don't need to tackle tuition issues, parents are happy to talk with us about the needs of their child.
 - we build up a level of trust so parents feel comfortable in asking for help
 - We can be a resource for ECFE, telephone #s to other services.
 - We can connect families directly to the City staff for resources
 - We could connect them to information about the school district, when to register.
 - we demonstrate this for NAEYC, see their criteria: evidence of fliers, parent meetings, et
 - We do know local food shelters and methods of transportation if someone needs these things. Housing would be more difficult. May utilize the local public school across the street if more knowledge were needed in these areas for a family.
 - We have a 3 ring binder with this information + more that is available to parents. For accreditation, I took a

- photo of this binder where it is located, told about it and where it is, and attached copies of resources that were included
- We have a child development specialist who meets with families if interested to help them with resources
 - we have a family worker on staff who assists families with these issues
 - We have a handbook with parent resources (center)
 - We have a list of resources for families in many areas. It goes out with the new family packet.
 - we have a list of resources in our parent handbook
 - We have a strong outreach component that we share with all of our families.
 - We have community resources boards in each center that connect families with the community resources they need
 - We have info in the office available to families
 - We have offered first aid classes at our site for parents.
 - We have offered parenting classes for parents.
 - We have this in the parent handbook and in some of our newsletters to parents
 - We pass flyers with resources on them
 - We post all the information on our message board, have forms available in the office.
 - we post this information on the parent board, as well as emails and handouts. This is also included in the parent handbook
 - We provide copies of the forms we had out to the parents (and resources with our Parent Aware renewal forms.
 - We send a menu home, note about what they did, provide a menu from the food program, postcards.
 - we track the percentage of families that access these resources
 - Web page resources guide
 - Web site, monthly newsletters, mini-news reports
 - website resource page
 - websites, resources links, contact information in my area for support services
 - We've recently become a part of Early Head Start and they are training on us on ways to help in this area
 - what information is available to parents on site
 - What is available after they receive housing. What can programs do to help them
 - what person is available to help with resources (director, social worker, etc.)
 - What we do already is fine with the resource sheet required.
 - Why are ECE staff responsible for find these resources??? Feeling that "it's not a good center" if

we don't give info/resources.
• Working with NAZ

• You could ask for referral numbers and numbers of children receiving transportation services.

[Return to start of Compilation](#)

[Return to start of this section](#)

13. (Family Connections, #13 continued) For the rating process, give some examples of how you could demonstrate what you are doing to:

b. Build community within your setting, build family involvement into your program activities, and so on.

- Again, provide proof through NAEYC criteria having been met
- allow field trips with more children than on the license if accompanied by a parent
- Allow video sample of a conversation with parents when they pick up their child
- Allowing parents and grandparents to come and share their experiences with the children
- already do this through the NAEYC accreditation process
- Also, should not be a requirement of more than 1 event. Parents are busy in the evenings and weekends so after hour events are challenging, plus providers want to spend time with their own families after 55+ hours of direct care each week. Also parents are working and it is challenging for them to take time during their work day to come to mini events in their child's care day.
- Annual plan for building community
- are children are friends all through school. They are excited when they have a friend in their class from the center
- Ask for parent help throughout the year - parties, fire prevention week, dental month, etc.
- ask for volunteers
- Ask parents/family questions: for info, how to say things. Post info!
- Asking if programs/providers are offering quarterly family nights
- At time of enrollment discuss cultural needs, requests
- at-home activities to encourage parent-child interactions
- Be open and inviting to have families be involved in what is going on.
- Best approaches to family engagement are providing lots of options for families to pick from. Bring them together for meals. Bring in a speaker to tell them about things they say they want to her about. Discipline for example. Give gifts at holiday time. Offer a night at the children's museum. Game night, then let families check out games. Bring in a local resource families may want or need, like a family psychologist, who families can ask questions and talk through things to relieve stress. Home visits can infringe on people's personal space. Give families a variety of opportunities, let them tell you what they want. It doesn't matter where the interaction is happening, but what people are getting out of it.
- Better streamline the training processes to reduce costs and allow more dollars to do things in this section
- Birthday parties all daycare friends are invited and try to attend.
- Build a Culture of Engagement
- busy schedules with my own family, and I have families that have strong opposing opinions.
- By connecting with all resources we provide
- By looking for information about this topic.
- Celebrate children with their holiday and let the other children understand the important of those holidays in those cultures
- center events
- Center events that invite the whole families (Christmas program, costume parade)
- Communicating with parents in various ways
- Communication
- community postings
- connect with community programming
- Constant information about community programs and events
- Continue to encourage families to attend volunteer events
- copies of invitations to family events
- copies of parent newsletters
- copy of parent invitation for the event in a newsletter
- copy of relevant NAEYC program portfolio pages
- describing special activities/events we held to include moms, dads, grandparents, etc.
- Early Head Start is helping us put together monthly parent involvement meetings/activities
- Encourage families to share their culture.
- Encourage families to share their trips, activities or experiences with the other children in car
- encourage parent involvement in activities
- Encourage parents to share clothing.
- encourage parents to volunteer
- Events
- Every time we start a new theme, I try and involve parents by offering to let any come in and talk or add

things to our areas to learn from and work with.

- Families and Children Together (FACT) events monthly
- Families as community members
- Family
- family BBQ or holiday party
- family BBQ, get together so families know each other
- Family Bios
- family conferences twice per year
- Family events, volunteer opportunities, etc.
- family field trips and volunteer opportunities
- family get-togethers
- Family nights
- family nights monthly
- Family Nights PreK-3
- Family style meals with children
- Father Engagement
- Father's Day (Making a Father's Day craft with Daddy)
- Field trips
- For me I have a Facebook page and share pictures with the families. They get to know each other better that way. I have a small group though so that helps
- Frequent family engagement events are offered
- Get permissions to share names or photos with children and families within the program (privacy laws can prevent a sense of community)
- Give them updates on how their child is doing
- hand out the family resource guide to families
- Have a cooking class and contest
- Have a dad as a fire fighter come to program.
- Have a parent day once a month i.e.. parent comes to read to the kids
- Have an open house night to kick off the year - set out expectations
- Have families come over for a BBQ each year to get to know one another
- Have family nights & cultural food nights/gatherings
- Have gatherings that the whole family is invited to so we can all get to know each other better.
- have parents come in and demonstrate their cultural and traditions
- Having families provide family pictures from home
- Having parent/grandparent volunteer to come in.
- having parents involvement and support what you do.
- Having parents share their special talents at school
- Head Start does community collaborative programing
- Help them know about the curriculum we use.
- Help with outings
- Hold a culture night where families can display and

talk about different activities they do.

- Hold many parent/child activities throughout the year.
- home visits
- Host 3 family pot luck events/shows per year
- host a night or weekend for families to come over and play games for more involvement
- Host special events and invite parents, grandparents, etc.
- I do however involve family with activities in the program
- I do parties for the families,
- I don't build a lot of community in the setting because I have flex care
- I have a hard time w/ this. Parents just wanna get home after work, and I'm too tired to make my day any longer for anything.
- I include the entire family in my setting,, and the extended family
- I provide families with information and web sites.
- I think some form of parent survey as is used in NAEYC could be helpful.
- I think this is hard to measure. I don't envy your task.
- I utilize the park because of Park and Recreation activities and classes
- I would help them find the resources and information that they need and at the same time, help them understand it in their own language so they know where to go and help their families..
- I would need background studies on anyone over age
- If they are going to WIC every month have another program sit with WIC and give presentations on their program and offers they provide
- if they will be interacting with my day care kids -
- Include families customs/traditions in my curriculum
- include opportunities in newsletter, conferences, etc.
- incorporate and encourage ECFE attendance
- Intergenerational opportunities within programs
- Invite a parent to attend lunch at daycare.
- Invite parents to center events
- Invite parents to come and share during an interest unit
- Invite parents to come in to show talents/skills in relevant theme month
- Invite parents to join in community outreach and in care activities. Parent evaluation open ended questions could document the connection, but really the connection itself is the important component.
- Invite parents to participate by reading stories
- Invite parents to participate in classroom activities
- invite them in to read/participate

- Invite to class/involve in class projects & activities, fieldtrips
- inviting to classroom events
- Inviting to participate in daily routine or join us on field trips
- involve companies and people throughout the community to be involved with volunteer work or donations within the center.
- involve parents with volunteer activities
- involvement and collaboration with local community education and early childhood programs
- It is very important to me that my kids are close
- Listing of parent involvement opportunities we have offered during the year.
- Listing of parent involvement opportunities we have offered during the year.
- Long interviews, allowing real conversation.
- Lunch once a month for families. Dinners at rest. All families are invited to birthday parties. Filter has to happen as bonding to close. Teacher, mother, pastor play the role of many in the lives of our children
- Meet and make cards for the neighbors i.e. "Thank you for letting us pet your dog"
- Monthly Parent Child Interaction nights for all preschool families
- Mother's Day breakfast (Breakfast with Mom)
- Movie night, breakfast with Santa, and carnival.
- My parents are too busy to become involved
- newsletters and links to info
- Offer family nights.
- Offering all families the opportunity to be on the Preschool Committee
- Open door policy
- opportunities for parent involvement and volunteers
- Opportunities for parents to volunteer in the classroom
- opportunities we provide to parents to be involved at school through volunteering
- Our program offer several different parent child fun nights to get families into the center. These events are often free of little money and give parents a chance
- Parent Advisory Board
- Parent Advisory Board
- Parent education events
- parent events
- parent meetings
- Parent orientation night! I make sure to let all families know that we are helping them prepare their kids. We are here for advice, listen, and to care.
- parent party, community volunteers, field day with preschoolers, formal annual review with parents, end of summer picnics, parents night out,
- Parent survey or interviews.
- parent workshops and events
- Parent/Teacher Committee
- Parents are very busy with sporting events/scouts/etc., although I invite my families to get more involved with sharing in our activities, they find it as another unwanted task and the attitude is they pay me to take care of this for them.
- Parents are welcomed into programs
- Parents come in and talk about their jobs to older preschool children
- Parents have outings with daycare friends.
- photos with documentation from family events
- Picture Calendars w/ important dates for daycare.
- picture of parent, child, and teacher participation on the day of the event
- pictures from events, written descriptions, copies of parent newsletters, copies of lesson plans with notes on parent involvement
- Pictures/anecdotes/etc. of family events
- planned family engagement activities
- Pot luck suppers every couple of months.
- programs
- programs open to the community
- Provide copies of printed info sheets sent home
- quarterly parent nights as well as family nights/socials
- Reading program, pajama day, homework help, journaling, we involve parents in what we do, have a color of the day.
- resource guide is on my parent info board
- set up a "showcase" night to have families come in and see what their child has done.
- Share directory of families
- share lesson plans/activities
- Sharing menu ideas
- Short description or bullet point list of family involvement events
- Since we essentially have 4 classrooms in our program, we are encouraging each set of classroom teachers to plan after school activities for their students and their families.
- special days for parents to come into classroom
- Summer party for families
- Survey existing school community to see what us working or not in regards to communication
- take home activities
- take part in local community events
- Talent to demonstrate career
- Teach all families that are getting help from the tribe

take CPR/AED/First Aid training

- That is a two-edged sword. IT could be done but some parents do not have time; some are too disruptive.
- They could list specifically what they do in these areas and include examples of pictures and other information to prove they actually do it.
- **THINGS THEY CAN FINISH AT HOME**
- This is included in our parent groups & family events
- This is SO hard because our licensing requirements aren't conducive to allowing people to just come in and work with the kids without training and a background check. I want to do more, but licensors say anyone who has direct contact with my kids need all of those things. I use a checklist and information sheet to ask families to share information but that's all I can do right now.
- this is very hard in my setting since it is like pulling teeth to get these parents to spend extra time with their children
- trainings
- two community/family celebrations a year
- We also have parent meetings at the beginning of the year and information nights, too. These are described in the newsletters to parents.
- We also offer several all school events during the year which bring families back to the facility for fun and activity. One is our Harvest Fest another is breakfast with Santa in December.
- we are a small community so everyone knows each other , my daycare kids play with each other on the weekends, their dads are on the fire department together,
- We are always interacting with the parents when they drop children off, we talk and connect for a minute, this is time to tell them things, share things, hear from them.
- We ask parents to come read to the class
- We ask parents to come tell the kids about their profession.
- We build community by being interested in our parents and their lives.
- We do a Christmas program which includes all the classes
- We do food drives, Halloween parades, coat drives, etc.
- We encourage families to come have lunch with their child.
- we give out flyers of what is happening in the neighborhoods
- We have a family potluck,
- we have a list of resources which are specific to their culture
- we have a we love you BBQ, end of summer
- we have built in family events during the year. These are explained in newsletters and the handbook.
- We have coffees, committees, governing bodies, we have curriculum nights and parent education nights.
- We have family days on weekends
- we have family picnics we have winter and spring programs
- We have holiday get-togethers/activities/meetings
- We have many opportunities for family involvement. They are able to share in many different ways in their child's classroom, from visiting and going on a hike to bringing in a cultural activity.
- We have parent night, graduations etc.
- we have two parent education events each month
- We need licensing to create an opening for us to allow family/parent involvement without having to do the background checks and training just to share a cooking day or read books because of the direct contact with the children in our care.
- We provide copies of the forms we had out to the parents (and resources) with our Parent Aware renewal forms.
- We try to do yearly actives for everyone for example: family picnics, parent nights, yearly plays, ice cream socials, etc.
- We want families involved in our programs in various ways
- what events families are involved in?
- which can lead to many other issues - i.e.. disqualifications.
- Wishing Tree list of supply needs (mostly recycled items)
- written explanation of how you build community
- Yearly meal w/ families to show what they have learned.

[Return to start of Compilation](#)

[Return to start of this section](#)

14. (Family Connections) Some programs serve children who have experienced abuse, violence, or historical trauma:

a. For the rating process, give some examples of how programs could demonstrate how they supported these children's unique needs.

- 10 Hugs a day!!
- A provider does not need to be Parent Aware to offer support
- A short paragraph on what the program does for kids who need help
- accessibility, on-staff social workers or child psychologists,
- Added special needs training
- Always being in contact with the parents with regards to the emotional development of the children.
- Anecdotes that demonstrate understanding and empathy
- Attentive & intentional care
- Availability of trained professional willing to work with these kids.
- be there to help the child
- Because before they can learn - they need to know they are loved and they can trust you!
- Being patient, accepting, compassionate, with student & family
- Bring in community professionals to teach parents/staff as Head Start does.
- building relationships with all children
- by having the resources available to help the families
- By helping with physicals, any medical needs/support.
- By listening and trying to understand the problems of the children.
- By submitting forms used in conference with parents.
- Child development specialist has a master's in Marriage and Family Therapy and a BA in Psychology
- Communicating with parents so we are updated on issues from home.
- communication throughout the day if necessary with families
- Completion of a class in this topic to demonstrate competence.
- Conferences between families and care givers before introduction into program
- Confidential parent survey or interviews.
- Connect with social service agencies
- Connecting local child protection to early childhood program on what they can offer to help with this- reverse the current process
- Contact licensor to discuss concerns and call Child
- Contacting the social worker so information is shared.
- Continuous talk with family about child, how they are doing
- copies of information shared with parents
- copy of relevant NAEYC program portfolio pages
- copy of training certificates related to training classes for teachers
- Define risk activities as appropriate - climbing, jumping, all are OK
- DHS documentation
- Directed in home activities
- Discussing practical things and maintaining confidentiality.
- Don't take sides during divorce.
- education about resources available in community for families experiencing abuse
- Education and training for general traumatic situations. "Children who are grieving", "what is neglect and how to help"
- education in specific special needs for better understanding of that child's development and understanding
- Education or experience documentation
- establish procedure to identify, make referrals & deal with
- Evidence of work with agencies that help these children.
- Find out more about what the child is experiencing so you can be more supportive and adjust your setting as needed
- first there is the obstacle of identifying - how to respectfully ask the right questions of parents to get this information in the first place
- Following care plan
- Giving parents the resources available.
- Had a parent who had a child with issues, kicked out of 3 day cares, so I re-directed this child by giving him to express his feelings, time to scream. Then gave him eye contact, on his level, physical support and comfort, and listened to him until he felt that it was alright to tell me why he was hurting.
- handouts, training
- Have a section of referrals for emotional support- a list of mental health providers in the area
- Have a support person within the company for the

teachers

- Have a trained staff member who has expertise in this area
- Have curriculum set for this specific child's needs.
- Have each school list their community resources
- Have extra training with specialists such as Tina Feigal at the Center for Challenging Children
- Have literature resources available for care givers and family members
- Have programs go into the dove program and explain how they can help
- Have training related to traumatic events in children's lives and what providers can do to support
- Having language in your enrollment packets that explain resources available and how parents can ask for help from the provider.
- having therapists available for play therapy
- helped the families overcome the hurdle by providing feedback to the families
- how we individualize our daily schedule and activities for each child
- Hugs
- I do not believe that we have had children who have experienced abuse or violence.
- I don't have an idea for historical trauma but am very interested in what some of the ideas could be!
- I have a no judgment approach, but we need to address the issue.
- I have a teacher on staff who has this experience. She does workshops for my staff and we do case studies at staff meetings to discuss these challenges and how to work with them. We utilize Center for Inclusive Child Care when needed in these situations.
- I have in my binder names and numbers of places one could call for help on these issues.
- I have not experienced that outside of what I would call neglect. It has been reported but no response
- I ordered a CD set on behavior management
- I personally do not work children experience abuse, violence or trauma, however if I ever come across I would be very careful not ignore or look for help.
- I post programs on my board
- I use books about all of the above, have discussions, make children comfortable
- IEP or ICCP
- If "some centers" report having this experience with enrolled children why would it be a rating process for probably the majority of centers that don't.
- If I notice that the child is in a abusive situation then I would immediately report to the child service agency so he or she can get the help they need.
- Include something of a check list on a conference sheet, but not sure how to do that and respect their wishes of confidentiality.
- Include this is your training of staff
- interventions or adaptations used in the classroom
- Is this necessary to include in the rating process? Each case is unique and confidential. We are inclusive, work to meet the needs of ALL children in our care, and I think that is sufficient.
- let parents know we are working together.
- Let the children have a voice
- Library that includes books about these issues or ability to access books for loan and to have available to parents
- Lots of love and support,
- LOTS of TLC!!!
- Love them and give them the support that they are in a safe place.
- making sure staff are aware of signs of these things and how to report it
- Mandated reporters
- Mandated Reporting training
- Many more options besides mandated reporter
- mental health consultants
- Mental health consultation for children, families and staff
- More people in the tribal programs need to know how each program works
- Mostly by offering resources to the parent but offering a listening ear and sharing ideas has been the most helpful.
- None
- not always applicable. should not mark against a program if haven't had to support
- Observations
- Observations/unique situations/extra training/hard to demonstrate certain situations.
- Observing them understanding them & frequent communication with the parents.
- Offer classes (free) about these subjects
- offer families info on programs that would help them in that area
- offering services to children who need the help
- partner with local programming
- partner with school districts
- Perhaps requiring programs to have 2 hours of training on abuse/trauma as an expectation.
- Perhaps this would be a good area to offer training to teachers.
- photocopy of parent policy excerpt

- professional development around these areas
- program plans and enrollment procedures
- Programs could record meetings with these families and/or social workers to discuss ways to help these particular children.
- Protection.
- Provide books and information to get support
- Provide families with community resources provided by Parent Aware for provider distribution (as discussed in 13a)
- provide handouts information
- Provide list of articles or fact sheets read regarding these topics.
- Provide list of children's books offered that address these unique needs
- Provide providers with training and resources to give to families
- Provider training in PTSD in children as needed.
- Providers could demonstrate how they helped a child overcome a hurdle and how the provider
- Providers could demonstrate the trainings that they took
- providing a safe environment
- providing opportunities for children to express themselves and their feelings
- Receive training from organizations such as Inclusive Child Care
- Re-define safety as culturally specific - perfection not possible.
- Referrals
- Referrals, TACSEI training
- Resources brought into the program to support these children.
- Resources brought into the program to support these children.
- RESOURCES PARENTS COULD USE
- security systems that add a layer of safety for all, and access
- Seek out community resources for help
- Sense that something happen if I do a body check on all my children. Shows too tight. Be aware of children when they come in. Hearing our children when they are talking because they share the truth of what's going on. Negligence, eating child, not being fed and start asking questions. Parent at times doesn't want to stop, talking to them
- sensitivity training for staff
- Show that we've had training in supporting children who are abuse survivors? I don't even know if something like that is offered for training for us.
- Showing them love and support
- Showing we offer the county resource sheet.
- SMART training
- Social stories
- Social worker/School psychologist
- Some programs may also have not, served these children.
- Specific training on abuse or violence.
- stable environment
- Staff has had training in several of these areas
- Survey of parents
- Take training so you have some knowledge of what to expect and what to do
- Taking trainings about abuse, stress, etc.
- Teachers connect families with options via county and state programs
- Telling you how they do it
- That is confidential information and shouldn't be a part of P.A.
- The Pyramid Model
- this is hard as well because we would be documenting our interactions everyday
- this would be a good place for training on adverse childhood experience and trauma informed care
- This would be hard to rate. Each child's experience is completely different.
- Through trainings on children and their behaviors. Children with tumultuous homes tend to have behavior issues. We need to be sympathetic to that but yet still set boundaries. It's a delicate dance.
- to programs for special events within the context of family needs
- Tracking referrals made to support programs
- Train staff on sensitivity and confidentiality
- trained about the effects of trauma on a child
- training for teachers in how to care for and tailor teaching to children with these experiences
- training from providers who have actually served these children, not someone who is a trainer who never did, but is training the topic anyway
- Training in specific approach to each situation
- training staff on being able to recognize these issues and how to help children work through the issues
- Trainings attended that are relevant to the child's history
- Trainings for care givers on how to handle situations regarding after effects of abuse when they arise
- use a violence prevention curricula such as Second Step
- use community professionals or non-profit organizations that serve these families as training

resources

- Very important point but one that is difficult to discuss with the parents.
- visiting with families before children are enrolled
- Ways to acknowledge child care providers recognizing, teaching, and supporting children to have personal safety and personal awareness values. A way to show how we teach kids to learn that they are important, recognize that when they misbehave it is because there is something in their environment that is hurting them, a way to help us help kids learn to tell their feelings.
- We did have a child several years ago who's mom and dad were both deployed. We worked with the grandma of the child to help him through the deployment.
- we focus on feelings and identifying them
- we get them the help they need from professional services
- We have the Dove program and suicide prevention team
- We just are sure to create a trusting relationship from the start.
- We make referrals to a mental health counselor who keeps office hours in the school. Again, referral numbers is all you can do without breaking confidentiality.
- We provide copies of the forms we had out to the parents (and resources) with our Parent Aware renewal forms.
- We work closely with the family to ensure we are meeting their child's needs on a daily basis and we change these needs as often as we need to. Daily communication is huge in this process between staff and parents
- We would work with the appropriate people to ensure that we knew how to work with a child.
- When a family lost their mom, we hosted a fundraiser, fun night to support family
- work through play and aligning with ECIPs
- working with mental health providers
- Working with other programs to collaborate to assist us.
- written description? hard to do and still remain anonymous in a small community -- need to respect confidentiality
- written documentation of what they do

[Return to start of Compilation](#)

[Return to start of this section](#)

14. (Family Connections, #14 continued) Some programs serve children who have experienced abuse, violence, or historical trauma:

b. What additional information or resources would help programs do that better?

- 6 hours of training on culture and diversity is good
- A lending library? The program I got cost me \$367.00.
- A specialized website for providers only.
- A workshop that would offer training in this area along with 'vendors' or programs that help with resources.
- Access to materials and information
- Access to special education, rehabilitation or mental health professional
- ACES trainings
- Actual statistics on risk and injury
- Add requirement that providers offer a newsletter – it is part of the credential and part of college level coursework
- Additional training.
- Adequate funding levels
- Again, more training and coaching in this area. It can't just be one training. It must be a series of trainings and conversations where providers can build on what they have learned before.
- An actual class supported by Parent Aware that teaches the Mandated Reporting Process with examples for staff to work through and discuss
- answered above
- Assign coaches to consistent counties, so that they gain familiarity with the local resources
- Basic information in a quick read format that educates the child care provider and also could be used by the parents/ families.
- Center for Inclusive Childcare is a great resource. They have consultants that work directly with the teachers and parents..
- Coach with specific experience
- Complete clear list of resources.
- Connections with agencies and people who have more experience with these situations to come and meet
- Connections with mental health services for the child
- connections with social workers who work with these families
- Continue with trainings
- CPC has a “home support for learning” checklist they can share with us.
- database of family programs in the area for referral
- Development of a one stop shop for families to call or text for help
- Direct link to area social workers
- Dr Terrie Rose training
- ECE programs don't want to give parents information on food, housing and transportation
- Ecological training
- Families do not seem to need resources on food, housing and transportation right now.
- Financial assistance to allow this to happen.
- Find professionals who would service children pro-bono
- Forest/Nature training
- FREE but required trainings
- Free on line programs we could access at anytime
- funding to provide regional high-quality trainers/speakers
- getting the kids involved in what they want to learn
- getting the programs to the people
- getting them to the programs that need the most help
- grants that would help install security/video systems
- Have a "go to" contact person for families to contact and not just a general number
- Have a mentorship-provider or sponsorship program between higher rated programs and the lower stars. Have a way for higher rated or more financially stable programs assist struggling or start programs get through the training and licensing requirements, or even just to know all of this important stuff without having to pay for the whole certification process.
- Have a menu of family engagement options, such as inviting parent in to read a story, or holiday programs that can be posted to Facebook. Document with photos or narrative.
- Have a social worker at the service of the provider.
- Have classes on line or Just in time training to address this subject
- Have providers/teachers show parents what they are working on with the children, and have the parents tell them how they are doing it at home. Potentially add a parent sign-off step.
- Have those type of organizations send out information to the childcare centers
- Having access to programs already in place that deal with children and families going through such issues.
- Having experts come in to talk with the teachers and help them learn about ways to help the families and children.

- having resource file
- Having someone to make a list of resources for each area - updated yearly for providers use and to present to parents. Each of us spending time on this is silly.
- Home visits
- How do providers get parents to share sensitive information?
- how to communicate with parents about difficult issues
- I believe that parents could utilize some of the information that CICC has to offer
- I have many special needs
- I never heard of Center for Inclusive Childcare and what they have to offer.
- I want handicapped access!!!!!!!!!!
- I would love to have contact from kindergarten teachers or elementary schools to know what they are expecting.
- It would be good to have a class on this topic required of all providers.
- Just helping us be aware of possible situations that students find themselves in would be helpful.
- knowing again what and where resources and referrals to use/go to for that specific area
- listening and being professional and privacy
- Lower ratios
- maybe an online or face to face professional learning community
- Mental health practitioners for EC
- Money
- More family involvement could be built into the current indicators (in the PH category). They could be more generally about: at one star: gathering information, at 2 star: sharing information, and 3 star: interacting with families.
- More information and formal training, more money, more diverse toys for children
- more information/focus on infant and toddlers
- more professional development in this area, specifically on interventions and adaptations
- More thorough training on how to identify abuse,
- More training on mental health. It's a growing issue. We should be learning more about it and how to deal with the children.
- More training, resources and workshops from Parent aware would always improve the standard of quality services that the providers offer.
- More training: on site, videos, pamphlets/materials
- More trainings in these areas available to use providers
- More trainings in this area.
- More trainings on recognizing signs or abuse, mental health issues, etc.
- Need more classes about emotional development of children
- neglect and what to expect when I contact C.P.
- none
- NOTHING AT THIS TIME- FEEL IT IS COVERED
- Nothing in Beltrami County
- Offer community resource events and give providers an extra point for attending it and learning about resources in the community. Evidence could be a written narrative.
- Offer dollars for creating special, "safe spaces", training & for specialized staff if needed
- Offer training for teachers that talk about these topics
- Offer training on working with children that have experiences stress from poverty
- Offer training so it is accessible (face to face) in each region or county, even in rural areas.
- offering special needs classes that are covering one targeted special need such as autism, Asperger's, down syndrome, etc. the class needs to be on just that one subject being children are being diagnosed with so many special needs
- Optional question on Parent Survey
- Parent Aware
- parent aware website - offer ideas for adding this into programs
- Parents need more information on what ECFE is, and the CCA system needs help connecting them with ECFE
- Phycology and what happens to their brains when something traumatic happens in their life
- Play Therapy for the parents
- Programs learning about special needs services available to help them.
- Programs offer sponsored events for families. These events can be documented in a log.
- provide a phone number or email to one person that can point us in the right direction
- Provide coaches with ACEs training
- Provide information for the programs
- Provide points for trainings on addressing trauma.
- Provide the mother more resources of where to go and get help, such as shelters, save homes so they can get the help they need.
- provide yearly training / folders with these resources
- Providers need help with mental health resources related to children in trauma – they don't know what to do when they are concerned, and don't know how to connect with mental health providers

- Providers need training or guidance to help them communicate observations with parents.
- Providing resources for this kind of training that is FREE as opposed to now centers have to shovel out more money.
- Recognize the trainings that are already required
- School district special ed would service in the center or home day care vs enrolling child at the public school or ECFE
- Second Step program
- See above 14a
- Some data to support higher educational outcomes for children receiving such services wouldn't hurt.
- Sustainability training
- TAECSI
- Talk about it more!
- Teaching strategies software
- The CCDF requirements to share information with families will help with this.
- The indicators related to sharing contact information about local resources are very important and need to stay in the rating process, but maybe could be measured differently, with a role for the coaches
- The Mandated Reporting class could also talk about IEPs and ICCP's so all staff become aware of these tools?
- There needs to be a connection with Human Services for this area and that isn't going to happen I don't think. If they could provide us with information we can get to benefit the child, but that would involve a breach of confidentiality in their eyes. They offer services to the family. The family needs to approach us with their needs.
- Training
 - training for best practices when dealing w/these children
 - training on non-punitive behavior guidance that supports children's social/emotional development
 - Training on recognizing abuse, where to find resources within the county that the program serves.
 - Training on recognizing abuse, where to find resources within the county that the program serves.
 - training on these topics by folks with experience/expertise
 - training to identify issues
 - trainings
 - Trainings
 - Trainings for providers about getting 4 year olds ready for kindergarten, knowing what kids will be expected to know.
 - Understand and have training in Assessment goals-stacking blocks, writing names, etc. because it is also fun to track and see the progress.
 - Unsure
 - unsure
 - Use grant money to have someone from Parent Aware or the county make lists and resources and provide us with this information regularly.
 - We would need information on where to go to get additional resources when faced with emergencies that arise
 - websites or apps
 - what resources can we be educated on so we can help families access help when needed
 - where can programs get training about working with children with these needs?
 - Workshops for staff from social worker
 - Written Resources

[Return to start of Compilation](#)

[Return to start of this section](#)

Healthy Outcomes

Good health serves as a foundation for learning readiness and success in school and life. Examples of best practices for healthy outcomes include active outdoor and indoor play and exercise, nutritious and culturally preferred foods, appropriate amounts of screen time, and information for parents about healthy food choices.

15. What new information, guidance, or training would help you do better in this area?

- a list of resources offering "brain breaks" or minute of movement type activities- some fun lists of resources that are free to use!
- a new training on physical activity or ideas for small spaces when indoors and how to implement things with staff in their " old ways"
- A training on tips/ideas for preparing lunch with mixed ages w/o the use of a TV.
- actual examples of nutritious and culturally preferred foods
- Add a section to the ESA about cleanliness, hand-washing, sanitizing, air quality
- Availability of specialists to engage in program
- Basic nutrition training is important. For parents and yearly 1 hr training for staffs.
- Be on the food program
- Better options for this-there are no caterers who offer healthy/culturally aware foods
- CACFP – took training; can't find available anymore so modified it.
- Change CACFP rules for food service
- Choose food from different countries
- Classes offered to the parents!!!!!!!!
- Cleanliness is important, but not currently part of the rating tool. We should at least provide resources on this. Or we could expand the availability of health consultants.
- Consultation to improve family space
- continue taking classes to improve.
- continue to provide us with training on new and fun ideas for all of the above
- Cooking classes
- **COOKING HEALTHY CLASSES**
- do more trainings on GMO free, pesticide free, plastic limit, sugar, eat organic, cook in stainless, dangers of non-stick pans.
- Do webinars for families on cooking.
- Edible schoolyard and cooking program to go with it
- Educate/train our teachers on any new practices
- educating parents
- Exercises to do as a group
- Extra funding for programs
- Families no longer know how to cook. Traditions haven't carried over, and when they have, they are sometimes outdated and have too much fried foods and sugars. We need new ways to cook and eat.
- Family engagement needs to happen in a way that keeps children at the center.
- Financial resources to bring Nature Explore trainers to our school and community
- folders to hand out
- Follow the food groups.
- free materials to share with parents
- free open gym through ECFE or Y programs with transportation provided
- Free, Onsite training for parents & kids!
- funds for indoor recess equipment (winter is cold and long!)
- Give families menu ideas
- Got interviewed and viewed cooks, food, took pictures etc., by folks from MDE; expected to see online training; never happened
- grant focus on large motor
- Handouts to parents on healthy food choices
- Handouts and information sheets
- Has found that increasing the amount of time as a provider you talk about this to parents and help staff via observations and discussions, lowers the stress level about this topic (highly sensitive).
- Have the CACFP staff come down and teach a Parent Aware overview class on health and nutrition along with the benefits to children and their families supported by Parent Aware
- Have them help plant a garden
- Having extra outdoor time in the schedule
- Head lice
- Head Start is good in this area
- Healthy/non-healthy foods chart activity that I send home with the kids and we make and try other healthy meals
- **HELP FOR CERTAIN DIETS- GLUTEN FREE- DIABETIC**
- Help in buying healthy snacks
- Help non-rated programs understand how detrimental poor practices are
- help with lesson planning and scheduling
- help with purchase of active or outdoor play materials and equipment

- Hire some writers and designers to work on some of your content regarding this and then develop digital and print pieces with good information that we can distribute and post for families.
- How to create quality food on a budget
- How to do daily tooth brushing in program or home
- how to help parents at home w/ appropriate portions
- How to implement tooth brushing
- How to provide healthy meals and snacks
- how to provide more indoor active play
- I already am doing an excellent job in this area.
- I am always in search of information for healthy living for children so eat healthy and pass it on to y children.
- I am practicing many of the healthy choices
- I am somewhat crazy when it comes to this so for me I don't need information. But I think others do. It makes me sad to hear the terrible foods that are served and the how much television is watched. And I think parents don't realize. Yes, maybe they want to slack at home but at daycare-we shouldn't be allowed to. We are paid to be concerned and to implement best practices. It should be required.
- I don't feel a strong need.
- I don't view this as a necessary training. Our center practices already support this.
- I feel the food program does a good job of providing this information
- I think there are plenty of resources for this type of thing
- I think we already are getting this.
- I would like to see something provided to us to help parents understand that all of the screen time the children get at home is not healthy.
- Ideas for active indoor/outdoor play
- Ideas for indoor exercise in winter with limited space options.
- Ideas for outdoor play space
- in class snack choices
- In my experience, it's not staff that needs this information but many parents do.
- Incorporating center play and active learning during outdoor play
- indoor large motor
- Indoor Play Space
- Indoor play/exercise
- Information for a Preschool setting where we just do snack and not a full meal
- information for parents on appropriate amount of screen time
- Information for parents on healthy food
- Information on the use of a microwave and the standards of quality with regards to health.
- Information on redirecting in any activity with a positive and good attitude./
- information we could give parents all of the above information
- It is hard to find quality, healthy snacks for children. They want to do more fruit and veggies than pre-packaged stuff.
- larger play areas indoors
- Link to national movements such as Let's Move
- Link to reliable sources on the web
- Literature on the topic.
- Look at foundational quality in ESA and build in more health.
- Lots of road blocks to get trainings out to providers with limited trainings, topics, etc.
- Make tooth brushing an indicator
- making eating healthy more fun than a trying task
- Many providers could use training in limiting screen time. I think this would have to be a requirement. Otherwise, those who use things like the TV too much would likely not attend the training anyway.
- Mental health
- Modeling is an important strategy for nutrition education.
- Money for large motor toys/equipment
- Monthly/weekly emails of best practices that could be included in parent communications that would be quick, yet strong.
- More autism.
- More funds to provide parent trainings.
- more handouts for parents
- more ideas on healthy nutritious foods
- more incentives to spark children's interests in trying new foods
- More information about screen time. I don't have a tv in my program but I would like to educate myself and parents about it.
- More kid approved healthy recipes/snack ideas
- more resources to aid in parent information
- More space for additional programming
- new training topics
- New updated consistent training.
- none
- none
- None - we have a curriculum that we use that does this.
- none- center has grants to support this, there are grants and foundations that focus on this and outcomes are documented through that process.

- None, we handle this area very well
- Nutrition is an important part of Head Start along with well child/dental/vision and hearing services provided
- Nutritional classes like Twist and Sprout
- Outdoor play ideas.
- Pamphlets to send home
- Pediatric health sites.
- Posters
- Provided by food program and the USDA website/CDC
- Providing a way to get the community involved in building a nearby community garden for children
- Ready-made information about healthy foods that we could hand over to parents without having to prepare them ourselves.
- realistic training on how to provide outdoor activity when in a multiage environment and when infants typically are sleeping 9-11am, and be in compliance with DHS safe sleep and supervision. How quality and regulation can be maintained and achieved.
- references for consultation for natural outdoor play equipment ideas, or tips for planting a safe garden for children
- Remove requirement to submit menus. Licensing requires programs submit menus to them.
- Require training on childhood illnesses (information on diabetes, asthma, fevers)
- research on best health practices that we can pass on to parents
- resources about active outdoor and articles about importance of healthy exercise
- right now my biggest need is hygiene and especially brushing teeth
- safe large motor toys
- Screen time amounts
- Share food ideas with families, like snack sheets. Suggest they use the new system of dividing the plate with the different food groups.
- sharing ideas with parents
- simple child friendly recipes with step by step pics like seen in mailbox magazine
- Small brochure which could offer educational tips to parents
- Some different trainings topics would be helpful
- some information on what is expected of me
- staff development on nutrition and menu preparation
- take a training on good health
- Take training in Child Development
- Taking my food program training
- The CACFP program is doing a great job by posting their trainings on line we really like these.
- There are many resources for this, one just has to sort all the possibilities out and chose training materials.
- There are no trainings available for cooks to help them understand things like child likes / preferences, nutrition, developmentally appropriate portions, the economics of cooking for a center, etc.. Would like to see trainings for the cooks that centers could send staff to.
- there has been a lot of good information in Young Children, the NAEYC professional journal .
- They are consistently changing the regulations on this so keep up the consistent updated trainings.
- to find the right balance between all of the above for our families and staff
- To get more training in these areas so as provider I can assist the children and their families
- trainer on staff and available to visit different schools about each topic on a quarterly basis
- Trainers for parent meeting
- Training
- training on best practices for hours of outdoor time, ideas for outdoor play.
- Training on the importance of outdoor play
- Training talking about Obesity
- Training with ideas for active games
- Training.....culturally foods,
- trainings that focus on obesity and exercise
- Up to date information about studies and research that is being done on these topics.
- We are feeding fresher food but not getting reimbursed for the higher cost
- we are working with ship on this process
- We feel good about how we address healthy outcomes at our school but always look at new information
- We offer classes for parents around screen time, healthy food, etc. but more resources to give parents would be great
- websites, handouts information
- Why doesn't CACFP reimburse for healthier food?
- Would like training to include not only content but ideas re approaches to parents and staff, such as those successful approaches above (e.g., multiple touchpoints).

[Return to start of Compilation](#)

[Return to start of this section](#)

16. (Healthy Outcomes) For the rating process, give some examples of how you could demonstrate what you are doing to improve children's health.

- (overall comment) on the profile you should be able to highlight other things that you do such as serving organic fruits & veggies, being faith based, Reggio, etc.
- “Certified Outdoor Classrooms” through Nature Explorers. Kids spend a lot of time outside.
- 30 physical requirements
- 90 day dental requirements
- a family recipe book with ideas or shopping lists
- A policy that mandates a certain amount of outdoor time each day.
- Active play every day; inside & out!
- activity schedules
- Adapted prior curriculum to make more relevant
- adding additional protein to breakfast (not required by CACFP)
- Allowing children to explore and experience veggies and fruits in the garden
- Also work with Lancer on options (not another hamburger dish). Have asked for unassembled sandwiches– involve kids in making the meal, serving family style
- Am. Tooth Fairy.
- and getting kids outside to play each day.
- Available water
- Being Active
- being active ourselves so children can observe and copy! :-)
- Being in a food program and going on website to get information to print out and hand out
- Breads from bread machine
- classroom lessons on healthy eating
- Concentrating on serving better meals and snacks
- Cook does lots of things, but needs new ideas
- copies of menus
- copies of menus with nutrition information and serving sizes
- copies of menus, lesson plans including physical activities planned
- copy of schedule showing outdoor vs indoor time
- Could include the physical activities we did and time spent playing outside
- Curriculum used in the classrooms with the children
- Daily Schedule
- Daily schedule and activities
- Demonstrate how we give nutritious foods, conduct physical activities and how we teach them about health and nutrition.
- Dental health workshops
- Describe the menu and at least two procedures w about conversations about nutritious value of vegetables. We have a small garden where the kids harvest food and learn about plants. We do physical education daily.
- Do you have a school garden or container garden?
- Do you spend a healthy amount of time outdoors in active play?
- Documentation
- Documentation of screenings provided
- Documentation.
- eat healthier meals
- Eliminate screen time entirely for young children
- encourage exercise
- equipment for more large motor
- evidence of daily outdoor activity weather permitting
- examples of activities that encourage healthy living
- excerpt from NAEYC classroom portfolios
- EXERCISE
- family events centered around physical activity
- Family style dining
- Family style meals
- family-style sit down meals
- Focus on healthy activities and being active
- Folder comes with activities, pictures of kids doing the activity.
- Food program compliance
- Fresh fruits
- fresher foods less sugar better variety of food groups
- gardening with children to learn about & eat fresh vegetables
- Getting outside everyday
- give parents information on healthy activities and so forth
- Give the mothers more information about health nutritious foods, exercise and outdoor exercises.
- Growing a kids garden
- hand washing
- handouts
- Have cooking days and try new foods
- have lesson plans that show what active play is offered
- Have lots of equipment to meet this need
- Having at least 1 hour of outside time per day in spring and fall, and all day outdoor in summer
- having lots of large motor times

- Having outdoor play for the proper amount of time each day
- Head Start reviews menus as a part of the nutrition evaluation.
- Healthy food activities
- healthy food in program
- Healthy foods
- Healthy snacks & meals
- Healthy snacks- low sugar, fresh foods
- Help families get insurance
- Homemade
- I do not allow television. We are outside as much as possible and twice a day every day. Even in winter.
- I offer a yoga class twice a month
- I serve all homemade food, whole grains and fresh fruits and veggies. I do not serve juice, cereal, or sweetened treats.
- I share what we eat daily on the white board
- include menus
- include photos and written descriptions of how the specific program is doing these things
- include policies about this that are found in the parent handbook, staff handbook, and/or health and safety handbook
- included in curriculum design
- incorporating children's assistance in cooking/baking
- Increase funding for food reimbursements to 3 and 4 star rated programs
- Indicating on the menu what fruits and veggies are new
- Indicating to families a new recipe to try at home
- Indoor/outdoor time definitely every day for students ...builds so much, such as cognition, language, too.
- involve children in meal time prep
- Large motor movement daily, outside time 2 hrs daily weather permitting
- less screen time
- less sugar cereal, no juice, more vegetables
- lesson plans showing activity time
- lesson plans with gross motor activities included
- Limited tv, healthy meals, and yoga.
- Limiting screen time to 1 learning video
- Little screen time
- Looked at K readiness standards (e.g., sustained 3-5 minutes); have kids do it (run laps on paths, skipping, etc.) Intentionally helping them be active. Gym games.
- Lots of outside time
- make health choices that we serve
- make home cooked meals and introduce new foods
- medical records, including oral health
- member of USDA food program
- MENU
- Menu changes, illness policies that we adhere to
- Menu Providing healthy food choices, chart showing good hygiene, chores chart that the children use for cleanup.
- menus
- menus
- Modified mission statement to include this area.
- Monthly nutrition packs sent home to families
- more active play time
- more healthy snack options of fresh fruits and veggies
- More large motor and outside active play
- New ways to serve certain foods
- No screen time at all. Kids get it at home.
- nutrition screening
- Nutritious meals and snacks
- offering adequate amount of time for physical activities throughout the day
- Offering fitness activities through outside entities could be counted: i.e. TNT fitness; kids' yoga, swimming lessons, etc...
- offering healthier meals
- Offering healthy meals; produce, protein, water!
- Offering healthy snack options
- ongoing services and offering community area for specialty services such as dental.
- Our bimonthly parent ed nights address these issues with parents
- outdoor and indoor physical activity
- Outdoor or gym play every day.
- outdoor time daily, outdoor activities, indoor large motor activities
- Outside time each day
- Parent Aware should highlight those things and weigh more (not necessarily higher rating), but maybe endorsements or “we serve local fruits & veggies”
- Parent committee intentionally including parents of children with allergies and other special circumstances
- parent communication - newsletters, lesson plans
- Parent survey or interviews.
- Parent University.
- parent workshops
- parent workshops, parent-teacher conferences, newsletters with health information
- Participation in ChildCare Alive
- Participation in FreshConnect Food Hub for veggies and fruit.
- Partnered with a local CSA – fresh veggies and fruits

- We do exercise, yoga, large muscle activities
- We do not have screen time at Noah's Ark.
- We do not use screens at our center and we send newsletters to our parents that remind them of ways to keep their children healthy.
- We go outside every day, hike and do playground time. Plant, care for and harvest from children's gardens on our playground. Plan snacks that are nutritious, follow guidelines from licensing regarding food groups. Ask children and families for favorite family foods. Prepare foods from garden and farmers' market.
- We have a large outdoor space for running and playing in addition to playgrounds on site. We give the children ample opportunities for large motor activities every day.
- We have a relationship with a local gymnastics company who have been coming to our center for the last few years and providing guided exercise with the children.
- We have about 45 minutes of outdoor exercise every day.
- We have large motor EVERY single day.
- we have offered dental trainings from various clinics in our area to teach children and parents about dental hygiene
- We have recently become a CACFP program. Our goal is to provide healthy and nutritious meals and snacks for our students and staff.
- We make sure that if the weather does not allow us outside activity, we have indoor large muscle time.
- We often go on walks and sometimes take pictures of the children enjoying the nature around them. We have outdoor time built into the daily schedule as well.
- We only provide snack and we have always provided healthy options so not really beneficial to us
- We post our snack schedules every month.
- We serve the best food from caterers we can find (however, when getting reimbursed by MDE, the standards are pretty low)
- We start our day with 30 minutes of group exercise every day.
- We try to serve fruit and veggies on a regular basis.
- We usually have a daily outdoor as well as indoor activities
- Weekly gym class
- weekly yoga with children
- Working with local programs to offer cooking training with children, working with local Y to offer physical activities with kids
- Write down menus, lesson plan
- written description

[Return to start of Compilation](#)

[Return to start of this section](#)

Child Adult Interactions

Effective child-adult interactions are linked to positive child development outcomes and later achievement. Best practices include a warm, motivating, well-organized, and challenging setting; and being a sensitive, engaged learning partner.

17. What new information, guidance, or training would help you do better in this area?

- a consultant
- A training on how different way to interact and communicate with children.
- ability to tape and evaluate our own interactions
- access to training
- Again, training probably on an annual basis because this area is so important we don't want to get stuck in a rut and forget the great things we have learned.
- An online provider group to get advice: this was my favorite part about Eager to Learn classes online...getting great ideas from fellow providers.
- Any current research, new information, guidance and/or training would help me all the time!
- behavior management
- Books on the topic.
- bring the importance of this to the forefront of the rating process, highlight it with more intention
- But continual trainings and our involvement as a TACSEI implementation site helps us to continually strive towards this.
- Certification for child/adult interactions....give recognition for training.
- child care for a long time, but how do you tell teachers to think about it differently? Need to have an
- Child interaction is near and dear to many teachers. Teachers think they are doing it well have been in
- children and allow them to do age appropriate activities.
- Circle of Security training. Providers need to reflect on the attachment between themselves and the child they care for as well as understand healthy attachment between parent and child.
- Class coaching
- class for administrators on best practices on topics to cover a successful transition, suggestions to give parents to try at home, suggestions for teachers to help at drop off
- CLASS training for additional staff members
- CLASS training.
- Classes on social emotional
- Classes on social/emotional skills
- Conscious Discipline Training. Techniques and strategies for working with children. Circle of Security
- Continued training on positive behavior guidance.
- coping skills for kids
- Creative Curriculum and the Training
- Cultural sensitivity training.
- curriculum classes
- Effective ways to deal with a multitude of feelings displayed by the children
- Employers allowing parents paid time off to volunteer in program
- encourage training or coaching about CLASS to all programs, not just some
- Environment set-up: MANY providers need help with this! They tend to think they don't need to do it since they work in their homes.
- Family and Child Therapy in Dakota County, licensed therapist comes into program once a week.
- Get on the floor and play with the kids. Hold them Be Kind
- Getting a resources, guidance or training on how to build a good relationship with the children.
- good communication skills
- Helping our staff focus in the instructional support of classes helped us look at relationships in a new way
- Higher Order Thinking examples
- How to be a sensitive teacher - am I doing everything I can
- How to interrelate with different generations? Need training for this. One Voice for Children training.
- I believe getting more guidance on child -adult relationship.
- I don't think there is a need for more. This is an area most of us agree on.
- I feel that this is a strong point for our program.
- I think Parent Aware could help support providers in this area by lobbying for more Any Time Learning trainings.
- I think the Parent Aware classes are great but maybe splitting the classes up over the 5 years so there are a few the 1st year, then the next couple the 2nd year and so one would be a better mix for most people and keep everyone on track and keep the continuum of learning going
- I thought the book on CLASS was helpful
- informal gathering for brainstorming with experts for

help on difficult children

- Instructional Format training.
- Interacting more in creativity with the kids
- Interactions are the most important! Education and curriculum is secondary.
- It would be helpful to know the Social-emotional development with practical techniques for each stage of development.
- It would be nice to have a CLASS coach that would come and work with the toddler and infant teachers not just the preschool teachers.
- Know the families and tailor programming to each family.
- Knowing the medical history and physical history would help a lot.
- Long standing relationship with families.
- Love and Logic classes
- Lower group sizes in care
- Many examples of conversations
- Mental health for staff on self-care
- Mental health training for programs. We've worked with Washburn and NCICC and others to make sure
- Money for extra staff. We have as many as 18 kids for 2 teachers. Very difficult to get a lot of effective interactions when we have that many kids and have to make note of so many things for GOLD.
- Money to hire seasoned, gifted staff to do such nurturing & engaging
- Money to purchase organizational tools
- More child development trainings for teachers
- more CLASS coaching
- more on integrating learning into play
- more teaching tools
- more time evaluating each program and offering tips to improve
- More training on child/brain development
- More training on what to do with difficult behaviors
- more training topics -- difficult to find in rural MN
- more trainings offered on positive environments
- Need to communicate with families. How do we do this well?
- New approaches for positive reinforcement
- New ideas to refresh the daily routines
- none
- none
- none at this time
- Not a teacher
- On site evaluation of classrooms & tips!
- One on one to child/parent, expanding the conversation, find the letter, color coding, patterns

- Open classes or discussion sessions with other schools to learn about how others are doing these kinds of things.
- Organizational skills
- Organizational skills
- outside observer come in and help to have these conversations.
- parent meetings with staff (twice a year)
- parenting skills for parents
- Present Moment Parenting classes
- refreshing new ideas
- Relaxation
- reminders of how important our profession is for community
- see previous remark on last question
- so that I can be available to interact with all the
- Staff training on appropriate, nurturing teacher-child interactions
- Support for families
- Support for kids on social emotional
- TACSEI training – more dollars to offer additional trainings
- TCIT training
- Teaching social, emotional, relaxation skills
- That is a run on sentence with a lot of individual topics rolled into one. Break it down individually in a physical environment class and it might be an asset.
- The ECIPS Class was very beneficial
- This is a two-edged sword. Personal relationships? Business relationships?
- training for parents. Comes at a high cost, would be good to have resources to help sustain.
- training on CLASS for FCC
- Training on classroom organization.
- training on ECERS/ITERS
- Training on effects of adverse childhood experiences
- training on positive discipline/behavior guidance
- training on reflective practice
- Training on the importance of teacher-child interactions and actively engaging with children during play
- Training specifically on how to best arrange my home
- Training staff as much as possible
- Training such as - Circle of Security training made it very evident that children see things differently.
- trainings on transitioning students to their first childcare environment
- Understand the important of child-adult interaction and how can it is important for the child's physical, emotional and social development.

- Videos or online discussions or classes to remind us how to interact with children and give us new ideas to do what we are already doing better.
- We need to improve on our CLASS scores
- we're sensitive to children experiencing trauma.
- When we see something in a child that causes us concern (example: behavior, possible autism) and we

talk with parents about what we are seeing, but they do not agree or just want to push our comments aside, we do not know where to go next and how to help the child. Some sort of training on this topic would be helpful.

- Workshops and classes

[Return to start of Compilation](#)

[Return to start of this section](#)

18. (Child-Adult Interactions) For the rating process, give some examples of how you could demonstrate what you are doing to improve child-adult interactions?

- Add interactions higher level thinking and instructional support at 3 and 4
- Add training requirement related to powerful interactions. Could be an introductory level training at 1 star, and “implementing powerful interactions” at 2 stars.
- addition to meeting the many needs of children of
- All programs should have authentic observation as part of rating. But don’t require the programs to pay for it.
- Allowing enough time for extended interactions, language and play in our classroom, whether it be in a parent-child class time, or just simply a child-only time.
- Asking children many questions and having conversations together
- ASQ SE
- Assessments on Children
- Attending trainings - specific questions in a parent evaluation.
- Authentic observations.
- behavior management plans that are followed
- being involved with child adult interactions being sensitive to their feelings and get down to their level and listening to them
- Better and more frequent CLASS coaching on specifics
- Caught in an act of respect or kindness chart. Name of child/teacher on a chart and anyone can color a letter when they notice goodness.
- center interaction/free play
- Certify the trainings.
- Circle of Security training, CLASS observations
- Circle Time
- CLASS observations, coaching or training for staff
- CLASS ratings and scores.
- CLASS scores
- Coaches observations
- Coaches should use the CLASS in family child care settings, even though the program will not be observed on the CLASS tool, and make the coaching very hands-on and practical
- coaching/mentoring plan
- Demonstrating group or individual games
- descriptions of specific things we've done to promote child/adult relationships
- director is observing teachers working with children and providing the feedback to the teachers
- Encouraging children to ask and try things by themselves under the supervision of the provider. Encouraging them to express their feelings by talking about it instead of hitting or biting other kids.
- Environment
- evidence of training with an improvement plan
- Extended in-kind
- Extended in-kind
- Family child care programs need a tool that combines the CLASS and the ESA. Allow programs to obtain extra points if they work with a coach to develop a plan using this tool.
- family conferences
- Family conferences
- Family pot luck
- Get to know them! Ask questions, follow up on events kids share
- Getting down on the floor and playing with the kids in
- getting on the child's eye level when speaking and listening
- Give parents a daily update on child's improvement and overall observation of behavior
- greetings, departures
- Have evidence of putting the tactics learned, to practice.
- Have no idea as each child, adult, and family are unique. Think about it, how would you measure and demonstrate what you are doing to improve child/adult interactions even in your own home? It would be like documenting how to put a round peg in a square hole effectively.
- have someone on site be CLASS reliable
- Head Start Monitoring Reviews
- I ask questions of what there day was like I
- I do one on one conversation with my kids
- I greet my children and parents every day, talk to them about their evening or day
- I think that the providers participating in the parent aware rating are already high quality programs who would have good child/adult interactions. Having to provide paperwork to show this would be a turn off for me!
- I'm not sure. I feel most observation tools are subjective and have even seen them used punitively by administrators in the past. I don't think the tools are the answer.
- Implementing TACSEI throughout the whole program
- Individual learning goals

- In-service classes completed by the staff on the topic
- Interacting with children in a personal way
- invite parents to come into the classroom/ field trips which in turn have them sign in-kinds for donated spent time with their child as well as in-kinds monthly done in the home using the child's goals and goals worked on in the classroom
- Invite students & family to home
- Involving the parents more
- It is very unfair that a centers rating can come down to just observation in just one preschool room, and sometimes just one teacher
- Keep a list of the trainings attended
- knowing likes and dislikes about each child
- learning/teaching interactions
- lesson planning
- lesson plans which include activities that help build positive relationships
- Look at Hovers---for home visitors.
- mixed age groups.
- more communication, improving communication in ways that busy on the go parents can get information without having to sit and talk (if they can't - email and such)
- More staff hours
- NAEYC teacher and parent survey result summary
- newsletters
- Observation & feedback sessions for teachers
- Observations
- Observations by trained professionals
- Observations from a supervisor that the staff members are demonstrating positive child interaction.
- Observe during play times is difficult sometimes, because interactions change depending on what is happening in classroom.
- Observe the children for a determined time and using the previous observations as a guide.
- One on one interactions
- Open communications with families as well as an open-door policy that allows family members to visit any time
- Our staff is required to take available trainings that are applicable.
- Parent Groups
- Parent groups/committees
- parent letters on how they feel
- Parent Survey
- Parent survey or interviews.
- parent survey result summary
- Peer review of best practices
- photos
- photos + descriptions of this happening in the program
- picture scrapbooks, portfolios of interactions
- pictures of our environment showing it is warm and inviting, that child's artwork is displayed, that we have a spot where each child can put a clip next to their current feelings
- pictures of the environment
- Policy Council
- Practice breathing and calming techniques for tough moments
- print offs of articles and other resources when they are available
- Programs should take 2 hours of training on CLASS before they begin to receive CLASS coaching
- proof of training
- Provide a point for working with a coach through the Science Museum, Head Start, ECFE, Reading Corp, Grow Mobile, etc.
- Provide CLASS or some sort of observation in FCC from an outside source
- questionnaire
- rating sheets
- Reading books one on one and a group
- repeating back to the child what they said so they know I am listening and caring
- Role-playing/practice in training
- School districts should do CLASS too.
- Screening and referrals
- See last response on last question
- Service clubs reading
- short video clips on the web
- Sit with them, on the floor, in their play space, at meal times, snuggle em, play & laugh & share
- small class sizes 8:1 ratio with max of 16 kids in large play area
- Something needs to be added to FCC in place of the CLASS observation. If observation cannot be done in these settings, then something needs to be added to capture it because otherwise there is a large gap between centers and FCCs.
- Speak to the children and make sure they are making progress in the area of social-emotional development
- staff evaluations include child-adult interactions using an evidence based tool
- Staff meeting discussions
- staff to child ratios
- Staff workshops and professional development
- Taking trainings
- Talking, laughing and interacting with children in a

loving positive way.

- teacher survey result summary
- Teacher/child interaction log (many grantors require this).
- The Environment Rating Scales were too rigid. Don't bring them back.
- The materials we use with the children are appropriate and engaging.
- Training records
- trainings when they are available
- trying to be more aware of responding with additions not just yes/no
- use a rating scale
- Use class
- Use positive reinforcements "use walking feet" instead of "no running"
- using "When you I feel because" statements for encouraging positive behaviors
- Using a kind, warm voice
- using the CLASS tool in family child care
- validating the child's feelings and speaking about their feelings
- Videos of interactions
- Volunteer opportunities
- We also offer volunteer opportunity to the parents to participate in the program,
- we do conferences twice a year to help parents know what needs work
- we do lessons for children and their age level
- we have a grandma come to interact with the kids during the week
- we have a CLASS coach coming every week to work with the preschool teachers.
- We have a monthly meeting where we talk to parents on their child's progress.
- We have daily communication with the parents on their children's activities.
- we have goals for each age level
- We have pictures of children and adults working together.
- We have small group discussions with the children and the adults daily as well as large group activities.
- We have someone coming from the CICC to help with behavior issues.
- we role play different situations to learn different skills
- we use our puppet theater and create plays together
- When centers have more than one preschool classroom, there should be more than one observation to improve equity and fairness.
- Working with the parents. It is hard to parents to take our suggestions seriously.

[Return to start of Compilation](#)

[Return to start of this section](#)

19. (Child-Adult Interactions) *For programs that have used the CLASS observation tool: In what ways do you use the CLASS observation tool results to improve your program?*

- Advanced knowledge for some teachers who are CDA or 2 year educated
- Allow and encourage participants to form their own learning communities
- Allow PA only centers to have CLASS coaching
- Are there “lighter” versions of CLASS that could be built into the process? (Observations by directors, master teachers, etc.)
- Awareness and to scaffold our learning and objectives to the next level
- Child assessment needs to be part of the way programs create their plans for continuous quality improvement. Could schools help inform how kids are doing?
- CLASS awareness training is currently written at too high a level, needs to be written at a lower level (Head Start has a beginner level training on CLASS)
- CLASS coaches need more training on implementing CLASS
- CLASS training required before the CLASS observation (a training about CLASS)
- Coaching
- Conferences
- Encourage programs to post ideas for conversations, such as on the changing table, then take photos and submit them to the rating process. Interactions could also be documented in the lesson plans.
- Encourage programs to use reflection, including reflections on the goals they set
- Fairness, everyone should have access to CLASS coaching. If we cannot afford this, can we begin by using an observation tool in coaching so that we can link goals to quality? (CEED suggestion, lots of “likes” for this one.)
- Get people familiar with the CLASS. Let people meet the assessors, get to know them and feel comfortable with them. Have programs get their own staff reliable so they can coach each other.
- Give all coaches training on CLASS, not just the coaches who need to be CLASS reliable, because all should be using it.
- Goals setting
- Goes well with conscious discipline
- Going through them and setting goals
- Guides professional development
- Have a pre-observation (CLASS) for those PA-only centers before their actual CLASS observation
- Have non-affiliated people come in and do final observation for all programs (even FCCs)
- Helps me reevaluate/improve on interaction with children
- Helps teachers improve
- I tell the parents my observation, and I explain to them the steps that I will be taking to address the issue.
- I do a lot of observing
- I do the observation and monthly redo it see what changed
- I have not had the time to use my tool, very hard to do this when it is just one person and 10 kids
- I integrate these to reorganize the curriculum.
- I think it is difficult in a family child care/ it is better in a center.
- I use it to correct and address the issues or behaviors that I observe and needs to solved.
- I use it to improve the quality of the program and offer more opportunity to the children
- internal team reflection learning groups
- It really is too short of a time to see the real effect of our program on the children we help
- Keep observations on each child. Overall education and behavior patterns
- Learning communities are needed to help everyone improve on the CLASS. Could they be done in a way that engages the school districts?
- LOVE the CLASS coaching.
- my staff now know what is quality and they utilize it a lot
- NA
- Need a TOT for CLASS coaches so they can teach CLASS awareness training
- Need more training for CLASS coaches. The HS mentors were helpful, but Parent Aware does CLASS coaching differently, in just 30 hours.
- Need to extend it to infant and toddler classrooms, with all age groups.
- Need to use for funding (Head Start)
- No one was familiar with this
- Not using it at this time, but since I have been trained on it I am constantly using it with myself.
- Observations periodically with videotaping staff interactions
- Our program scored very well with CLASS. I think it is a good tool to reinforce the things you are already doing well and it also gives you feedback of things that you can improve on.

- Parent/ Child Interaction
- peer to peer learning
- Pick it, do it, and stick with it. Don't do what happened with Creative Curriculum training, where you support it and later it just stops. Programs get the wind knocked out of them. Don't get programs used to doing something and start to make progress on it, then take it away because there's some "new thing" everyone is now interested in.
- Plan goals
- Preschool observation
- Professional Development
- Professional development and teacher goal setting
- Programs going through the APR should be required to have observation (except Head Start)
- Programs moving to a higher star level or a re-rating do not receive CLASS coaching, but need it. Remember, there may have been turnover or even a new director since their first rating.
- Programs need a lot of CLASS coaching to improve.
- Programs need broadband access to the Internet (some have it, some do not)
- Provide a cash incentive to programs that receive 2.5 or higher on the CLASS as an incentive to improve their interactions. Vary the level of funding based on the size of the program (number of slots) to make it fair.
- Provide a consistent, standardized manual for CLASS coaching
- Provide a list of videos and other resources to help programs involve on the CLASS
- Provide learning communities around interactions
- Provide real life examples during coaching sessions
- read, follow, guide, interact
- Review and make goals to improve areas that are low.
- Score CLASS in infant/toddler rooms as well
- setting goals for improvement
- Support around interactions needs to be made a part of the process for programs at all rating levels
- Support providers in taking a deeper dive into Instructional Support on the CLASS
- Sustaining quality supports are needed.
- Teacher evaluation on performance
- Teacher evaluation on performance.
- Teaching strategies gold. I love it! I would like it if I could get more teaching strategies supplies - example - the preschool supplies for teaching lessons.
- Teaching/student outcomes match to CLASS
- The classroom staff meet with the CLASS observer after the tool was used to go over and set goals to obtain throughout the year.
- This is the area most likely to move the needle.
- Use charts and checklists into the forms for use during the documentation process
- Use CLASS as an educational tool with FCC or ERS? Or develop a tool for FCC for observing
- Use of video to send in and get feedback.
- use other
- Use to improve interaction
- We create goals and work on achieving those goals
- We do not
- We do not use the CLASS tool as it often doesn't recognize the strengths of the Montessori program.
- We focus o teacher interactions with the children and the instructional support in our classrooms
- we have not used it.
- We have used the tool to focus on the different areas and reflect
- we look at the results and see how we can improve in each area
- We use CLASS observations to assist staff in developing professional development plans and improve classroom interactions
- We user our CLASS scores to drive training. PA class rating was very different than ratings done by the federal review team, an external monitor, and our own internal staff who are "reliable"
- You can assess your setting and your daycare as a whole. To see where there needs to be changes etc.
- You can see where a child needs help and can work with them more one on one or make it a little more difficult or make it easier depending on the child

[Return to start of Compilation](#)

[Return to start of this section](#)

20. (Child-Adult Interactions) For programs that have used the CLASS observation tool: What would make the results more relevant or valuable for you?

- a more detailed report from the score person
- already are
- Any educational program that is designated is interesting, the only issue is choosing the one that is most appropriate.
- assisting those who really need help. Finding what is not working and making it more workable
- better training prior to observation
- by setting them by your needs as well as the teaching staff you are teaching alongside.
- CONTEXT! More information provided about typical scores in each area, how/why the tool was developed
- Continue to work with the NAEYC accreditation system to correlate them
- Having a coach reflect with me on the results and make an improvement plan specific goals.
- I think most programs probably do very well in the emotional support and classroom organization. These are the easiest areas to train on. I think that having more in depth training on the instructional support category would be beneficial to everyone. That category is more heavily weighted than the others and it is an area that doesn't come naturally to everyone. Some teachers excel at it, others have different strengths that they bring to the classroom. Having someone in one day to observe, doesn't give the most accurate picture of your program. Kids have bad days and you can't fault a program for that. I think that the weight of that category should be adjusted. If the highest you can get is a 7 and the state average is only 2.57, there is something wrong with that. Our program did very well in that category, but still only got a 3.83 which is mid-level. I think that there should be more trainings available statewide to address what it is that is being looked at for that category and how our teachers can get better at doing that in the classroom setting. I understand using self-talk, however, that does not come easily or naturally for most people.
- If all programs (including schools and head start) had to achieve the same rating scores
- If the Class observation tool could give us pointers specifically on our observation as to what we should do better. The tool gave us our scores and areas and we took that back and worked through what we thought should be worked on but if we had specifics for our center that would be more beneficial.
- if the person doing the observation was the person who has been out here every week coaching.. they can get a better feel of what a day is actually like not just someone who is there for a day
- If this tool has so much weight in the scoring, why do home providers not have to do the observation or a modified one. They are able to get a 4 star rating without that piece. That doesn't support the rationale for having it included in the indicators.
- Include an explanation of what led to the score that is given
- Include learning times happening in large motor activities and interactions.
- It needs to be able to be adapted and perhaps look more at developmental interactions that aren't as prescribed.
- maybe a computer program with all information on it so less written material I can print it
- More foundational information/training up front; explain the WHY behind it so staff can buy into it
- More time spent with coach; Rural MN hard to get coaches to us for any amount of time.
- none
- not sure
- Pointing out positives as well as opportunities and getting credit for it.
- Referral of kids for support services
- Simpler and easier to understand.
- Sometimes observation is done to record the child's progress. In that case I would share the child's progress with the parent to show them if their child is in the right developmental stages.
- the class coach helped a lot we are trying to implement self-talk everyday
- Track kids progress
- Trainings or ideas in large groups to teach new skills we need to improve in.
- Trainings, ideas to teach new skills
- We are a large center. It would be very beneficial if it was the average score between our classrooms being observed
- Write down the events as they occur.

[Return to start of Compilation](#)

[Return to start of this section](#)

21. (Child-Adult Interactions) For programs that have used the CLASS observation tool: Optional: If your program has used the CLASS observation tool but is not fully rated, what are the pros and cons of incorporating the CLASS results into the rating system for your program?

- All programs should be held to the same standards and be required to have the same minimum scores (child care, preschool, schools & head start)
- Coaching was helpful, but not enough.
- Difficult with staff turnover. A class that is observed may have new staff that has just been hired.
- for total effectiveness, CLASS needs to have coaching along with the scores on the tool...that's expensive but where the greatest change will take place
- For us, CLASS and NAEYC standards are very comparable; that is part of a strong reasoning for why being accredited lends itself to an appropriate accredited pathway
- Hard to continue monitoring appropriate interactions
- Head Start uses it and gives the staff a better look at how to work together as a team
- I think its very valuable info, so it's only a pro
- It has been positive
- It is heavily weighted in scoring and drags good programs down.
- n/a
- Need to incorporate our CLASS coaches feedback. We had good feedback from her, and our ratings were very low.
- none
- not all staff are trained in CLASS due to cost of initial training and subsequent trainings
- please provide more information/clarity around what you mean by "fully rated". This seems like a jargon term not inherently clear to the public.
- reliability of assessor
- staff shortages/subs on specific day

[Return to start of Compilation](#)
[Return to start of this section](#)

Transitions to Kindergarten

Transition activities can reduce stress for children and increase continuity for children and families. Best practices to help children prepare for transitions include sharing child assessment results with schools, providing individualized learning plans, having agreements between child care programs and schools, and doing transition activities.

22. What other successful kindergarten transition activities have you seen?

- 3 week group for new kindergartener and families
- ability to send educational information of presented Montessori activities to next Montessori school
- after school care at the same child care
- All aboard for kindergarten (like an open house)
- All Aboard for Kindergarten Station
- Also could apply for kindergartens transitioning to first grade (package up assessment scores for school districts if they ask for it)
- An annual meeting between kindergarten teachers and the FCC providers in our county to discuss what is being seen and what Kindergarten needs to make the transition better.
- At an Owatonna Summit, they used the ECIPs to build a bridge between FCC, CCC and SDs.
- Attending K-round up meetings with parents to assist in transitions
- Being sure they have been exposed to all the basic academics like shapes, colors, abc's and sounds, numbers, etc.
- Building a relationship with the local school district and receiving training jointly
- child care/early education programs intentionally preparing the PARENTS. Often they are shocked by the transition; going from warm daily communication to infrequent and inconsistent communication.
- Collaborating curriculum between PreK and Kindergarten
- Communicating with the upcoming teacher, like a transition conference.
- communication between all parties
- Community involvement including weekly swim lessons and library visits and occasional fire station, zoo, children's museum and corn maze visits
- Day of K - kids spend a 1/2 day in a K setting
- Difficulty getting parents to turn in paperwork; so many children 500-700 kids coming in
- districts offering bus transportation from childcare to school visits the year before kindergarten
- Document of "What you need to know about K"
- doing some of the things like kindergarten such lining up, sitting and following directions
- early childhood coming out to my house to work with child
- early letter recognition,
- EC teachers attending kindergarten round ups.
- encourage independence and critical thinking by using open ended sentences and guiding/coaching them to be able to take care of their own needs
- Field trip to primary school
- Field trips to area elementary schools toward end of year
- get info out there for what is needed for going to K
- Get to know you nights with teachers before school starts
- Giving children a tour, bus ride, meet the teacher day.
- Giving families tips about transition to K
- Go to the kindergarten teachers and build a rapport with them and get ideas of what they expect
- goal setting conferences in fall, spring evaluation
- Going into schools to see rooms, cafeteria, meet teachers
- Gold
- Have the Pre-K and Kindergartners become "buddies"
- Having a one on one conference with families about where their child is at with their Kindergarten readiness skills and goals they can work on.
- Having a pre-k program in the school building
- Having a specific pre-k or kindergarten curriculum to use in preparation
- having kindergarten teachers visit our program to meet children
- Having principals attend a parent child event to talk and answer questions about their specific school.
- Having the last year "grads" come and talk to their old friends about what to expect in kindergarten.
- head start requires transition plans and assessment sharing with schools
- Head Start visiting the Kindergarten classrooms
- Helping the child in areas where he or she needs help.
- Helping the children be calm at circle time
- Hi, I am a child care provider, what are the expectations of what children need to learn before coming here or while they are here
- I encourage everyone to have their child attend kindergarten screening, preschool, and give them

information about the local school in my neighborhood.

- I have seen a Kindergarten Transition time with preschool-age students visiting during a regular Kindergarten time very successful.
- I have seen how the choices and style I use when teaching the children from birth to kindergarten enables them to be extremely prepared for kindergarten.
- I have seen our Kindergarten Round Up Night very, very well attended throughout the years.
- I haven't really. I haven't been doing in home daycare long
- I hire a ECFE/Preschool teacher to come and interact weekly with the children of all ages in my care.
- I know some of the teachers in my area so I have asked
- I sit down with the kindergarten teacher and school administration to discuss the level of need of the incoming class to help them plan for staffing solutions.
- I think sending the kids to a 1/2 day ECFE class during the day is HUGE , the kids feel like they're going to school , they can learn how to interact with a structured class of kids all the same age
- I used the individualized learning plan.
- I would like to see ECFE offer classes for Licensed Home Daycare groups to attend. I brought kids from my daycare to ECFE classes but the classes were often separating and geared toward parents.
- if daycares have concerns make them feel comfortable about it
- IGDIs testing in center to align with district
- In reality, most school districts aren't reaching out to providers to get information on children. There needs to be more of a partnership. This should start with the districts sending providers information on kindergarten, encouraging providers to visit with their groups, even having school busses visit all types of child care programs so the children can get exposed to them.
- Including the parents in transition activities
- Individual and group goals and lesson plans for children in my care.
- Individual schools' kindergarten teachers should reach out to area providers and share information with them (maybe through an optional meeting in the evening) on what they're looking for in children entering kindergarten.
- Individualized learning plans for all kids with special needs are shared in center so all staff working with child are on the same page
- Information packets for families
- Input to families about schools
- Intentional work to connect low income parents with k12
- Introducing the kindergarten staff
- Invite preschool and daycare providers.
- Kg. Information night for families
- Kinder Kamp
- Kinder Camp - Summer
- Kindergarten Center for school district does assessment with center teachers and also offer center staff help with children with needs
- Kindergarten roundup
- Kindergarten screening is sometimes done with 3 year olds...why?
- Kindergarten teachers and preschool teachers observing in each other's classroom
- Kindergarten Transition Day
- Kindergarten visits with students
- knowing what the kindergarten teacher wants
- language, knowing their body, giving the skills
- Let them come visit for at the end of Pre-K
- local school district (Princeton) hosted a night that Kindergarten teachers spoke about the issues they face and how we can get kids ready for K I found this very helpful
- Love the school ECE programs that help children in child care settings prior to their kindergarten years; some districts have better support than others
- Lunch buddies to practice best lunch room behavior and expectations
- maintain friendships with same group of children
- meeting with kindergarten teachers throughout the year on what to work on with my preschoolers
- Most Montessori programs keep the children enrolled in their programs through the Kindergarten year and thus don't have transitions as often at this level.
- Move Up day
- N/A
- Networking with other programs
- Newsletters/Facebook pages/website
- None
- none
- None yet.
- North Branch Reading Corps training
- offer parent opportunity to sign waiver to allow preschool teacher to talk about child's education or behavior with next teacher
- One of our staff members recently 'retired' from her

Kindergarten classroom teaching.

- Open communication btw schools and we encourage parents to take time to observe the school their child will move on to
- open house at kindergarten center for upcoming kindergarteners
- Other schools and some parents have asked for information to be passed on to the next school
- Our observations or suggestions are not taken seriously.
- Our program works with a liaison from the local school district. They give us information specific to the district, talk to parents about kindergarten (registration, what it is like, etc.), and work with us on preschool screening and other things important to the families we serve. We also take the kids who will be going to kindergarten on a field trip to the local kindergarten.
- parent education on school expectations
- Parent partnership and involvement – work as team to get child ready, not just teacher
- parents night
- Partner more with school districts
- playground
- Practice and talk about what a Kindergarten day looks like.
- Preparing them with activities and projects
- preparing children in asking for help, self confidence
- preschool in a larger setting than my home
- Preschoolers invited into specific kindergarten class times; math meeting, free choice, lunch
- Provide a smooth transition and if the children are ready for kindergarten then enroll them in centers.
- Providers meet with kindergarten teachers (no kids)
- Reading buddies from elementary schools
- School district has asked us for placement referrals
- School district offers courses
- School district programs in the child care center every day
- school district requirements
- School districts scare families – you're not going to get in; this is your deadline; rushed for parents as well as early and they don't have time to explore options for best fit for their child; lottery for schools; families in limbo, not knowing until week before school starts where they will be going – anxiety and stress for children as well as parents
- School tours
- school visits
- Sending assessments and notes to K teachers
- Sending kindergarten homework sheets home with
prek & returning next day
- Shared family nights/special activities for prek & kindergarten
- sharing student portfolios with school
- So far I only used one of the strategies that is mentioned up.
- sometimes child care providers are included in the plan for students with special needs
- Summer kick off classes or transition classes before kindergarten for kids who have not attended a preK program
- Summer preschool to give children extra boost of confidence before starting school
- Talking and reading about what Kindergarten will be like or have a Pre-K alum come visit
- Talking to kindergarten teachers about what they want the children to be ready to do when they arrive
- talking with parents, informing them on the process
- Talking with the children about the transition to school
- Teacher come in and visit w/kids
- teaching them letters, numbers, shapes, colors, sequencing and
- the countdown to kindergarten week that our public school district offered this summer was a great idea, especially since the kindergarten is in its second year of being all day every day
- The lesson plans are great
- There needs to be more respect for child care providers on behalf of the school districts.
- To actually go on a field trip to the kindergarten classroom
- Touring the schools with children as a class
- Training on social emotional so providers can understand and get kids ready with this too
- Visiting classrooms
- Visiting Kg. classrooms with children
- visiting the classroom
- Visiting the kindergarten room and eating lunch/breakfast there to expose the kids to more than one area of the school
- visits to the new kindergarten children will attend
- we are partnered with he school district ECFE - grade 3 teachers to provide a good transition with each program and grade
- we do not have direct contact with the school district so we are unable to help with the transition-we talk a lot about it
- we filled out a question sheet about each child for the school
- We have worked with local kindergarten teachers to

try and incorporate what they are looking for.

- We need help in this area. Our school does not recognize assessment documentation from FCC as accurate or beneficial. So this is an area of growth for our area. FCC providers are not included in IEPs. Getting the word out to school districts about parent aware rated providers and how they can benefit children would be helpful.
- We offer and encourage the kindergarten year at our school. We have a special ceremony saying goodbye to the kindergarteners that helps the children end their time in our school and gives closure to this time.
- We offer Kindergarten within our program eliminating the transition entirely.
- We read stories to and tell the children about the emotions that can be felt when going to a new school.
- we send our children to boot camp in the summer
- We take a day to visit the kindergarten and meet the

teacher.

- We talk a lot about kindergarten with the children. Reading books with them about what will happen at kindergarten and answering questions that they have. We also help parents in finding the right place to go for information etc.
- we tour the school in the spring
- We work closely with our district's ECFE and with Kindergarten teachers so that we know what their expectations are of the children entering Kindergarten.
- Well Child visit forms with doctors
- what they want me to work on with the kids.
- When we do have transitions, it has been helpful to partner with home school districts and support families with Early Childhood Screening and Kindergarten Open Houses.
- work closely with ECFE and K-teachers
- work with the state PreK team

[Return to start of Compilation](#)

[Return to start of this section](#)

23. (Transitions to Kindergarten) What new information, guidance, or training would help you do better in this area?

- \$ for info, guidance and training
- A simple training on key transitional techniques
- A template to help support the development of individualized family kindergarten transition plans
- A training devoted to the Pre-K to K transition
- A training included on what is involved in an IEP, who should be involved, and how it is used
- Aligning what school district expect of children entering Kindergarten with child care programs in the community
- Alignment district to district
- all training on transitions is helpful
- Anything to do it better!!
- Area schools providing a detailed list of what kindergarten expectations are
- Assessment training I took was helpful
- Better k-12 parent engagement
- Better updates from the school districts for screenings, meetings and orientations so we can help make sure that families are registered and ready for Kindergarten. If the centers are supposed to be helping families through this process and we are not sure of dates and important time lines than how are we supposed to help the families.
- Building community relationships with districts, pediatricians, parochial schools, helping families feel more supported
- changes in licensing requirements
- class on anxiety in kids
- classes to encourage providers to allow children to learn independence skills
- Coaches work with the program to set up their plan in collaboration with the kindergarten teachers
- colors, shapes, numbers, found on street sigs and other
- communication with kindergarten teachers
- Communication with schools
- Continue to drive the conversation about e-12 systems and
- CPC programs create plans for the transitions from pre-k to three. They have a form for this, and will share it with us. They have to have a transition process. For example, they sponsor trips to see a kindergarten classroom, have kindergarten teachers come into the classroom, etc. Reynolds is willing to help us shape a new indicator on K transition.
- discussions of options for evaluation tools
- Districts offering training on what they want preschoolers
- eager to learn training would help
- EC staff have attended trainings on Pre-K to 3 but Elem staff don't seem interested
- ECFE already does this with parents and could possibly be added to Parent Aware to help gain experiences (hands-on)
- ECFE classes for home daycare providers and children
- ECIPS training has been very helpful. I would look for more diverse and practical applications for a multi-age group.
- Encourage ECE teachers to exchange information with the kindergarten teachers, like portfolios.
- expectations for a child entering kindergarten
- FCC and Center providers included in PreK alignment planning
- Get someone from the behavioral health field to help us think about how to really help kids become ready for the transition.
- Getting information from schools as to what skills children attending our program were low in so that teaching strategies in the classroom could improve in those areas
- Getting pre-k information for kindergarten programs
- Getting statistical data from schools as to how children continue to improve through 3rd grade
- Growth/Developmental stages for Pre-K to Kindergarten
- Have our local school share what is expected in Kindergarten
- Have teachers meet with providers.
- Having a professional teacher come into the program and demonstrate what a multi-age learning activity looks like.
- Having better communication to better bridge the gap between the teaching styles and philosophies of Preschool and Kindergarten.
- help with students showing learning differences or issues
- Home connections for helping continue learning through intentional use of everyday experiences. Shen parents understand how easily learning can be incorporated, children benefit.
- how other (non-Montessori schools) do this...like a meeting for teachers to discuss what works
- How to connect with local schools
- How to help first time Mom's
- How to talk to school staff and administrators so they

- recognize FCC as a partner in school preparation and transition.
- how we work together is important to families as well as our program
- I help with lesson plans
- I think it would be helpful for all programs to have a contact within the local district to have options like we have had.
- I will look online for assessment tools
- I would appreciate more guidance, up to date information about to help and deal when children in such stage come to my care
- IEPs & what special ed. classes work on so I can reinforce these activities in my day care home.
- If this was available it would affect large numbers of children for many years to come.
- Information from the schools on what would be important for the children and families
- It is not addressed in the Parent Aware Rating Tool now. Perhaps we could address it through coaching or add it to the indicators.
- KEA used statewide
- kindergarten readiness skills
- Know and learn about other ones/strategies.
- knowledge of assessment tools and curriculum used in school based PreK
- Learn about the educational system of the U.S.
- learning about what other schools may want from us. Many schools do not even ask for information.
- list of learner outcomes-for beginning, middle and end school year end
- Make sure that Kindergarten understands the Preschool environment that they have been in the last few years.
- Maybe a blog from around the state would be fun on what's being successfully done - with pictures!
- More partnership between schools and independent centers
- More support provided between schools and early childhood programs
- More training...New trainings!!!
- More training/directives to Elem staff, encouraging them to collaborate with EC programs.
- more trainings offered on kindergarten transition
- N/a
- nada
- none
- none
- none at this time
- None.
- Not sure
- Other ideas posted in one place with explanation of each
- Our program services children from several different school districts. While we have a good working relationship with the district our program is in we find it harder to work with other districts.
- Our school district doesn't consider providers an education professional so it is a bit of a challenge. The kindergarten teachers want to teach us, but not on a level professional plane.
- perhaps book lists about going to kindergarten for families
- preschool screening offered in the licensed home daycare
- Programs can do sessions with families to help them know what their options are for picking elementary schools, and help them find the right fit for their child.
- Reggio Emilia inspired classes
- resources for providers and families
- School district recognition
- School Officials realizing the importance of Early Childhood
- schools providing info sessions for child care providers about K readiness expectations
- Schools willing to talk with parents before school starts
- See above
- specific curriculum , classes & products (books)
- Survey K - teachers to share where the gaps are in childcare
- Take more trainings.
- talking with schools in area to know what is need to incorporate in care.
- teachers that want to work with the preschools
- The schools need to be ready for the kids too. The children are often expecting the school to be like child care, but it is not as emotionally sensitive and supportive as their child care was. This is hard for many kids to get used to.
- There are not consistent expectations of children's kindergarten assessments, because different schools use different assessment tools. We should help the providers connect with their school districts and ECSE programs.
- there really is no set plan for assessment results being shared with schools unless requested for developmental delays.
- things found in our everyday life,
- This is definitely an area that we need help with.
- To see that the school and teachers interested in what we have to say

- To take classes that will help you become more knowledgeable in this areas so you can assists the child.
- to work on to prepare them for school. And training on
- trained educators that came out and evaluating the home daycare offering guidance when needed
- Training and resources for FAMILIES as well as staff; what are kindergartens looking for? Especially if it is their first child and they don't know what to expect. Timeline for completing steps of process; what do you need and what don't you need?
- understanding the public school scope and sequence
- Universal pre-k will make things harder; school districts offer preschool so our programs are competitors and they aren't willing to partner
- Ways to get the schools on the community to see

Head Start as asset and collaborate with us to make the transition as successful as possible

- what areas are most looked at
- What do we tell parents?
- What exactly do kindergarten teachers want? Some say "they just need to be ready to learn." Others have a laundry list of expectations that are impossible to meet in the short amount of time we have kids every week.
- work sheets, charts, flashcards, easy reading books and using
- working along with kindergarten teachers so that we know what is expected
- Yearly surveys of local kindergartens about their expectations
- You can talk to kids and families about what the schools will be like, but it might not help them prepare.

[Return to start of Compilation](#)

[Return to start of this section](#)

24. (Transitions to Kindergarten) For the rating process, give some examples of how you could demonstrate what you are doing to improve transitions.

- 2 conferences a year to go over progress
- A description about what is practical and a list about the parent expectations
- Access to support
- Again - portfolio for NAEYC
- Agreement between school and Pre-K program
- Alden Conger is planning to move the Kindergarten and School Readiness classes together in proximity by next year, with a new building project slated.
- Aligning children's portfolio with state, & federal guidelines
- aligning the observations of children to ECIPs
- As I have mentioned before I only have used one strategy so far and would love to get more training in this area to improve.
- Assessment tools: self-portrait, writing name, writing/naming letters/colors/numbers/shapes
- assessments
- assessments of children transition to kindergarten
- Attendance in Kindergarten readiness classes.
- Bus Safety
- Checklists and assessments and observations.
- Classroom set up
- Coach parent who require extra assistance through the process
- conferences with parents to work on whatever is needed to be successful in kindergarten together
- Contact local kindergartens
- copies of emails or training handouts
- Copy of info sent to parents
- copy of parent policy excerpt to highlight statement to inform parents of the option to share information
- copy of the parent authorization form to allow us to share information (education, behavior) with another school or specific person
- curriculum
- Curriculum: literacy, math, social & science, etc.
- Daily one-to-one conversation with each child
- develop collaboration between local school district
- develop curriculum to help children with transition
- documentation of efforts to improve transition
- During conferences with families, show milestones being met and other skills that are required to meet kindergarten skill requirements.
- Education officials often speak of ensuring that early education programs are aligned with K-3 education. While that makes good sense in the abstract, it is murky in the specific. That is, early educators are willing to work with schools, but they are uncertain about what specific steps they need to be taking in order to align with K-3 education. Therefore, we urge MDE to clarify what specific steps Pre-k early educators should be taking to align their programs with K-3 education, so that their feedback can inform DHS's work shaping Parent Aware
- family conferences
- family newsletters
- field trips
- fieldtrip to kindergarten nearby
- Filling out transaction paperwork
- formal transition plans
- getting what writing program the kindergarten teachers are using and send a copy home to families at an early age
- Have conferences with the K teachers and divide classes together
- how to talk to parents without sounding defensive
- I just started the assessment part towards my level 3 star.
- I think what you have is sufficient. Not everything is measurable on paper. I think encouraging preschool screening, providing developmentally appropriate curriculum and assessments, and staying current in training is about all we can cram in to what we are already required to do for licensing. Any more and it's going to start to break people.
- I use sensory items, songs, counting, discussions.
- If 3 and 4 star rated programs were utilized and respected by the school districts, there would be a lot more collaboration which would in turn make the kindergarten transition more successful. The schools in our district have never reached out to us to share assessments, IEPs, etc. Those conversations come from our program, through the families in order to take place. The schools seem to have all the resources and it doesn't appear that they need nor want to partner with our preschool programs. If this could change, it would be great for kids and families.
- I'm not sure how to demonstrate this quantitatively. Qualitatively just ask programs what they feel has produced results.
- individualize with the students if they are having difficulties
- individualized family transition plans, could be part of conferences
- information from parent and staff handbooks

- Is it really raising standards to next level for kindergartners?
- Kids that show school readiness upon entering Kindergarten
- Lesson Plans
- Lesson plans
- Lesson plans (curriculum) giving examples of what you would be using
- Letting children have the time to work things out for themselves
- Letting the kids know how long they have before we move onto something else
- list of songs or items we use for transitions.
- listed above
- Lunch buddies
- Meet standards
- meeting with parents
- Meeting with school personal
- monthly meetings with preschool, ECFE K-3 grade teachers
- My assessments show the development (teaching strategies gold)
- NAEYC portfolio excerpt
- numbers, colors, writing their name.
- observations and assessments
- Our preschool are located at our elementary schools for transition is smooth
- Outline and standards weren't changed when half-day kindergarten moved to full-day.
- Parent Survey
- Parent/teacher meetings
- Photo documentation of observations.
- photos with descriptions of how this is happening
- Pictures of material/projects related to educational experiences
- play matching games
- Preschoolers are so far above standards and prepared that kindergarten is almost a "wasted" year; they are teacher's helper and helping other students instead of learning themselves
- Provide more resources and information for the parents so they are also ready for the transition.
- provide parents with readiness information
- Providing parents into at the appropriate age or EC screening
- providing parents with information on school choices in the area
- Recognize collaborative agreements between programs to provide smooth transitions from pre-kindergarten to kindergarten.
- refer parents to Early Childhood Screenings at age 3
- requesting a copy of the child's IEP to work on in childcare as well as at school
- School tours
- See #22
- see above
- See above
- Sending assessment results to the K teacher.
- share dates of Kindergarten "round-up" events and any school sponsored transition activities with parents
- share info with the children's kindergarten teacher
- Sharing assessments with teachers/administration.
- sharing between providers and parents
- Show community outreach meetings with the local school district
- Show portfolios
- show researched new ideas on transitions
- Show that we are providing registration information to the parents through flyers or on-line materials.
- specific books
- specific curriculum
- specific materials that are shared with families
- Submit lesson plans and assessments supporting children's growth.
- talk with parents about visiting kindergartens
- talk with the kids about school , try to teach them to follow directions, sit for a story , put on and tie their own shoes, put on their own coat, wait their turn etc.
- Talking about what to expect
- Teachers
- teaching letter recognition using books for early reading practice
- Teaching through play all basic academics
- Therapists
- This can be done through the evaluations and determine if they are ready for the transition.
- Training class needed to fulfill a Parent Aware requirement
- trips or meeting to new schools
- unsure
- use different piles of objects to add together for math practice
- using open ended questions to encourage critical thinkers
- video transition times
- Visit and talk about in-kind
- we also post open houses for parents
- We have had a Kindergarten teacher come to talk with parents about the school's expectations for children entering Kindergarten.

- we meet with K teachers to pass on information in regards to students
 - We meet with parents if we see a child is having a particular difficulty with a change in their life.
 - We provide a three day summer camp program and each year we work to improve the activities and attendance of the programs.
 - We show our books that we read about transitions.
 - We work Prek-3 to align curriculum
 - what we could work on during the summer
- Why is this a thing? Schools don't ask for assessment information!
 - work with school system
 - Working on social skills throughout the day, letters,
 - working on the MN PreK alignment team
 - workshops through Northland Foundation
 - Writing 2 "strengths" and 2 "Needs to work on" statements about each child for END of the Year reports home.

[Return to start of Compilation](#)

[Return to start of this section](#)

Education

Providers and early educators with higher levels of training and education have skills to provide high quality learning environments and the child-adult interactions needed to individualize instruction.

25. There are providers and staff who are working toward a high school degree or GED, or a college degree or credential; what additional supports or resources would be helpful for them?

- A cohort
- a contact person that can explain what each of these degrees and certificates mean.
- A group of providers in their area that get together
- A Hmong tutor
- A list of programs that are out there for ECE professionals
- A list of what colleges and Universities the State of MN licensing accepts
- a one stop website that has links and information on how and where to obtain these things
- A scholarship program
- Able to pay college loans
- abundance of classes
- Access to materials
- accessibility
- accessing local Adult Basic Education
- Additional financial support specifically dedicated toward education.
- additional time to complete their star rating
- affordable educational programs
- Affordable training, more grant options
- Affordable workshops
- Allow 4 star programs to be reimbursed by state similar to the property tax base the school district receives
- Allow providers who meet certain characteristics (such as those with a CDA or a MN Credential) to operate provisionally at a higher star level while they work on their GED
- Allow providers who work with programs such as the Science Museum, Reading Corps, ECFE, Head Start, to operate at a higher star level even if they do not have a GED
- Allow TEACH or regional grants to be used for providers to get their GED, providing extra funding for them personally while they are doing it
- Alternative Pathway
- Application process for scholarships through Parent Aware
- As jobs are demanding and also low pay, ways to fund training --and have some of it coincide with it being on the job.
- being aware of the scholarships offered for parents to help pay for childcare
- better online programs
- Books
- Classroom credit for work Learning
- classroom experience
- clear guidelines on what classes, modules, degrees, and certifications will move them up the career ladder
- Clear pathways
- Clearer pathway, mentors
- Closing days - need for substitutes. Creating a substitute system for quality care to relieve providers to attend school, etc.
- Coaches, mentors
- Coaching
- Cohorts going through program together
- Competitive wages and benefits
- Computers
- conferences or class to build self-esteem.
- contact (Montessori center of MN, St Kate's, or River Falls) to work out a way to help pay for Montessori training as it happens versus after it is done
- contact (Montessori center of MN, St Kate's, or River Falls) to work out a way for MN Montessori schools to offer Infant/Toddler Montessori trainings for teachers
- Continue funding TEACH scholarships.
- cost of the education
- Does not apply to our program. All of our teachers have bachelor's degrees or master's degrees. This goes to my point that the Parent Aware classes are a "one size fits all" that does not take into account staff with advanced degrees.
- Dollars
- Dual-duty college credits specifically designed to meet Rule 3 Teacher qualification and Parent Aware Training Requirements.
- Easier access to agencies and educational institutes (Head Start used to run a cohort model that earned college credit)
- Easy access to classes that only they qualify for. Just

offering free to all is hurting the ones who need them because other who don't need then get them and fill up.

- Education
- Encourage educators/ providers to attend Minnesota 2 and 4 year colleges; a 3-credit course on curriculum (48 hours) has a much greater impact than an 8-hour training
- encouragement from the childcare provider to the parent
- Experience & pathway to a credential (alternative pathways)
- financial
- Financial aid
- financial assistance
- Financial assistance is important.
- Financial incentives yearly for meeting standards
- Financial resources
- Financial resources for programs that would allow them to support staff (i.e. TEACH puts a financial and time burden on programs)
- Financial resources to pursue additional certifications or degrees
- Financial resources to subsidize for programs once staff earn a higher degree
- financial support
- financial support resources
- financial support right now we as a center are trying to help our staff as much as possible with a couple of them using the Teach program
- financial support to complete
- Fitting the education/training into work
- for colleges, check into TRIO
<http://www2.ed.gov/about/offices/list/ope/trio/index.html>
- funding
- Funding
- funding for classes
- Funds to help pay for it
- General encouragement from others
- Give direction on what I could do in moving forward. Assist with the skill set providers need
- give recognition to what is "learnt on the job"
- Grants
- grants
- grants and scholarships
- grants and scholarships to pay for credits
- Grants are great. Mentors in the field. More training for the education coordinators working through child care aware so they have all the answers that the staff need help with.
- grants that can be used to pay past student loans
- guidance with where to go, what program would be the best fit
- have parent aware classes count towards credits
- Having on line classes would help for people not able to travel each week
- help paying for it
- Help with child care for their own children or sub at home daycare
- help with funds and resources
- helping teachers find appropriate classes
- High quality field placements for experience
- How can DHS help them?
- I simply beg of this system to recognize those with higher training and acknowledge that requiring a single class to fulfill a single requirement is ridiculous. A single class should never preempt a college degree.
- If all the organizations were on the same page
- In addition to that I believe more guidance and resources would be highly valuable.
- incentives such as loan forgiveness if they work in the field for a certain number of years
- Incentives to complete
- Incentivize or recognize efforts by rewarding PA points for TEACH, hiring 2-yr or 4-yr education, reimbursement, release for professional development, work environment supports for increasing level of education
- Increase wages, forgivable loans
- Increased wages upon graduation
- information on what is available and how to get the education they are looking for- it is out there but you have to look to find it and many who need it don't have the resources to find it
- INFORMED professional development coaches within Child Care Aware who can accurately coach / mentor providers as to higher education options and other training and education options
- Internships in other programs
- Just them knowing that there are people available to them if they need help or have questions
- knowing of scholarships available to assist in their goal of furthering education
- Knowledge or information about the different programs that are locally available for them to be involved in.
- Links to professional advisors (such as higher ed faculty) who can help identify career pathways and training / education (credit coursework) options

- listings of the grant opportunities available
- Lists of resources for programs to access resources for the needs of children
- loan forgiveness for college credits
- Loan forgiveness for educators working in EC programs
- Local trainings that offer credit
- Make EC positions full time and pay equitable with school districts
- Make training more accessible. We cannot go on campus for classes when we are operating as a child care provider.
- Mentor / tutor to support provider with basic reading / writing skills development
- Mentor programs
- Mentor programs?
- Mentor that is Parent Aware-rated provider, or provider with experience and higher levels of training
- Mentoring opportunities
- mentors
- mentors and coaches
- Mentors in field
- Minnesota Child Care Credential and CDA program as offered through ETL. These are two very helpful credentials to have for anyone in the child care field.
- Money
- Money available for qualified substitutes and more money in the teach and reach program.
- money for books and training fees, technology like a laptop to rent/borrow, translators, or even a specific training with bilingual background to help understanding be more efficient.
- Money for coaches/mentors
- Money, clear pathways, mentors, coaches, network of providers, high quality field placements
- More accessible financial aid/scholarships
- more grant options
- More opportunities for monetary scholarships
- More quality online options for trainings
- More training institutes being recognized through PA (Montessori Training Center, public schools etc.)
- most my staff is educated some are going back for their 4 year degree and be helped by teach
- my staff already has degree so we don't need any additional supports but I think scholarships would be beneficial to some
- offer scholarships to help me pay to send teachers for Montessori training
- On line opportunities
- On line training
- online opportunities
- Paid time to study by someone other than the employer
- People to help
- Portfolio to show proof of quality/training
- Practicum/student teaching
- Provide a step by step guide book to help providers through the process of getting their GED
- providing tools or knowledge of scholarships available
- qualified subs
- Quality face-to-face learning opportunities where providers do not have to drive more than 30 minutes to reach a training
- Quality online coursework available
- Recognition for their efforts
- Recognition of accomplishments
- Registry VERY difficult to work with; college coursework needs to be applied to registry
- reimbursing staff for going above and beyond to achieve the levels required
- Retain
- Salary incentives tied to degrees achieved
- Scholarship assistance
- scholarship for the staff
- Scholarships
- scholarships / grants
- scholarships and grants
- Scholarships to further education
- Scholarships to study and support from the program PA would be beneficial
- scholarships toward education
- Some kind of loan forgiveness.
- some kind of student teaching waiver for experienced staff
- someone to talk to it about, and guide them through it
- Specific classrooms to target and help them
- staff scholarships/grants
- Strengthening Parent Aware's relationships with colleges and universities offering programs in the field
- Study time
- Support
- support for homework or assignments for those going through the education process
- support system and where they can get help
- T.E.A.C.H.
- TEACH
- TEACH grants
- TEACH grants for those working toward an advanced degree (Masters or beyond)

- The GED requirement is a barrier for providers to improve their quality, holds them back at a 2
- The new CDA offering is wonderful. Do this more often
- time
- To get more training so they can support themselves and the children they work with.
- trainings
- Tuition assistance
- Tuition assistance/scholarships
- Tuition reimbursement
- tutoring

[Return to start of Compilation](#)
[Return to start of this section](#)

- Tutors
- Use capacity of IHE to translate and document levels of education
- Weekend and Night Classes
- Work credits
- Work more closely directing people to the TEACH program
- Working as a PCA is a very educational, eye-opening learning experience along with taking foster families educational classes.
- Yes, any and all even though I have a degree I still help

26. (Education) Please use the space below to explain any concerns or problems related to obtaining and documenting a person's education level, and ideas on how to resolve them.

- Shouldn't have to resubmit paper copies of what is already on DEVELOP to prove classes have been taken; too much paper going into the paperless process!!!!
 - 24 years of experience does not line up to a 4 year BA degree
 - A higher education does not necessary mean you are a better provider/ teacher
 - Ability to scan all in & "other" eval. & enter
 - Acceptance of foreign transcripts
 - alignment between what is taught in college and training that is approved for child care providers
 - All transcripts need to be Official Transcripts
 - allow the hours many daycare providers have put into trainings in child development to count toward your lattes steps.
 - Allow the MN Child Care Credential to substitute for a high school degree
 - An early childhood or related degree should count toward training requirements even if is more than 5 years old.
 - articulation between 2 and 4 year colleges needs work
 - because one of my staff members owes the college money, she was not able to obtain official transcripts. we can print the unofficial transcripts but they are not counted.
 - Being a teacher or having a degree doesn't make you a better provider.
 - better proof reading before sending information out so it is clear for understanding
 - CDA certificates vary in hours
 - CDAs should be recognized more and encouraged with Parent Aware. Everyone should just need to have a CDA or greater and forget about all the additional classes that are being created for Parent Aware.
 - CDAs that are in the field 10+ years (experienced) plus PA educated should count for more.
 - Challenges with early educators who obtained their education abroad. Parent Aware needs to recognize degrees and classes from abroad if part of the aim is to embrace cultural diversity.
 - Child care
 - Coaches input
 - Coaches should work with the school districts to help providers finish their GED
 - Competency tests for Adult high school/GED
 - Consider other degrees just as important as Early Ed.
- For example: Social Work, Family Life Education.
- Contact Joyce McQuiston and I will help with substitute system.
 - Costs
 - Develop is not easily understandable
 - Develop is only open until 3:00 M-TH
 - Documentation of training other than college degree is a concern because it is likely that no assessment has taken place
 - Don't cut the scholarship children from 1 & 2 star programs
 - Don't have time or don't understand the language of it
 - Easier access to agencies and educational institutes (Head Start used to run a cohort model that earned college credit)
 - education in other countries and in other language is often not recognized
 - Education not necessarily a true reflection of a person's competence
 - Education plus experience plus TOTs should be accepted as a trainer. No less qualified than the trainer we have now.
 - Elementary Programs have just "tacked on " the early childhood program in a couple of classes and I feel this is a huge problem and see the quality of our early childhood teachers dropping.
 - Equitable pay across programs
 - Experience & pathway to a credential (alternative pathways)
 - Extra trainings to substitute for GED/diploma
 - Financial resources for programs that would allow them to support staff (i.e. TEACH puts a financial and time burden on programs)
 - Financial resources to pursue additional certifications or degrees
 - Financial resources to subsidize for programs once staff earn a higher degree
 - First have to find someone with license willing to work in part time job for district; don't want to burn a variance on a very part time job
 - Fitting the education/training into work
 - For staff with college transcripts and are approved by NAEYC then no further requirements needed.
 - for teachers educated in other countries, it is not easy to quickly get credentials evaluated, which creates delays in getting approval by licensing - it would be nice to have licensing approve teachers during the wait time for official evaluations - could do this if

- they have translated transcripts
- Foreign degrees are very difficult to document through transcripts
 - Foreign transcript evaluation needs to be clearer: steps 1, 2, 3, what to do when a provider cannot obtain their documents due to the school no longer existing, etc.
 - Fully licensed EC or Parent Ed teachers should NOT have to list all their coursework taken, just their degree & institution or even just their transcript for the registry.
 - Go back to school
 - graduates with A.A. or B.A. that still owe \$ to school can't get official transcripts.
 - Hard to obtain a degree at a high level
 - Hard to work with someone under 18 per licensing
 - Have a "track" for lead teachers based on years of experience.
 - Have good skills but can't document it? How might MN use competency-based assessment of professionals? Rely on state resources, i.e., higher ed faculty, to assess student and NOT re-create a separate system (too many barriers)
 - Have not encountered any problems
 - Having transcripts translated from another country. Use 2/4 IHE to translate and document levels of education
 - Higher Ed programs vary among institutions and are not articulated between community colleges and universities. I would LOVE to see the state mandate programs receiving state funding to require competencies at the community college level which would allow a student to go on to ANY state funded university to pursue their Bachelor's degree without losing the majority of their credits.
 - Hours of last practicum and being out of work
 - How to obtain scholarships for those who want to continue their education and have a Master level of education.
 - I also don't think that 2 year early childhood programs explain to students that they are not eligible to teach in School readiness in a school district without a four year teaching license.
 - I appreciate the need for ongoing trainings, but I think that people with certain degrees should be able to opt out of trainings that were covered specifically by their degrees, for up to 10 years. Some of the trainings are intro/basics that were covered in multiple college courses, and very redundant for someone with a post-secondary degree.
 - I can't think of anything. I used a TEACH grant to help pay for my undergrad degree. It was a tremendous help and I LOVED the program!
 - I feel looking at childcare specific classes should mean more than a degree. At this point just because you have a degree of some kind you get more than others
 - I feel some credits are not worthy of qualifying staff as higher level
 - I have a Director's credential with the Certificate of Completion, yet, I am required to have the certificates for each class. Why on earth would I have to track all of those certificates down when I already have the diploma. Ridiculous.
 - I have a Master's degree in education and I still want to learn more. I find it hard to find upper level programs available to me
 - I have been very frustrated that the "Develop" website and it's 'issues' has made this process more complicated instead of less complicated.
 - I have had no problems
 - I know for a fact we are very short on high quality early education programs in the state.
 - I like the idea behind the Develop website--a way to keep track of all staffs' credentials that will follow them wherever they may be employed. The process could be tweaked though.
 - I offer 50% reimbursement but they can't afford it based on the cost of the out of state course.
 - I would like to send my infant and toddler lead teachers to relevant Montessori training but they do not have money to spend on it.
 - If schools will be requiring college certified teachers, then 4 star rated daycares programs should also be required to do so,
 - I'm concerned that our certificates don't mean anything when a new program rolls out.
 - International training / education documentation -- effective evaluation of them, getting actual copies of their previous education transcripts from countries affected by war, etc.
 - It is difficult to produce transcripts from all the colleges attended
 - It is hard to find people when the pay is so low
 - it is so expensive, and the pay for early childhood educators is so minimum. we require so much knowledge trainings or schooling to be in a classroom with children, some people going to school for different things, might really benefit in the classroom , but they won't even be looked at because they do not have schooling in ECE, and the pay is too low so some people are not even going into ECE because they want something they can make a living off of.

We need to find a way to maximize potential in all areas , not just child development or ECE.. being able to utilize others even if their schooling isn't directly toward working with children.. but if they want to work with children or have a love or passion to work with them.

- It would be helpful to have some sort of category for people with college credits that haven't received a degree yet.
- Just because a person has a degree/teaching does not mean they make a good teacher.
- Just because someone has a degree in child development doesn't mean they are qualified. Experience is just as important
- lack of money- the jobs don't pay well and education is not cheap. Scholarships could help.
- Lists of resources for programs to access resources for the needs of children
- lots of paperwork
- Make an "other" category that can be reviewed to determine if they are qualified for certain things. Some people have college credits from an accredited college or community college and they are treated like they aren't educated. Rule 3 has specific qualifications for lead teachers that are broken down that way with some including years of experience. Parent Aware/Child Care Aware should take a learning page from that book and possibly implement it somehow.
- making documents easier to understand for clarification and no errors
- MN Center for Profession Development could be easier, I found it hard to update each year
- Money- continuing education is a big expense
- Montessori Certification needs to be Recognized
- More training institutes being recognized through PA (Montessori Training Center, public schools etc.)
- My staff all have a C.D.A. They have to renew every couple of years they need to go to college.
- need more higher level classes on Develop and Child Care Aware that could count toward an early childhood endorsement for those who have a 2 or 4 year degree in something else.
- Need to talk to a real person for assistance with DEVELOP
- No concerns.
- no one takes into account experience, only educational level
- no problems for me
- None
- none
- None
- None
- None
- none
- None
- Observation could substitute for a degree to reach a higher star level
- Once done - until that staff person changes jobs is the only time needed to be done.
- one of my teachers has her CDA but because she did not submit her high school diploma, she was only put at the foundation level. we were lucky that her sister had a copy and we were able to change it but because she is older and her high school no longer exists we would not have been able to do that.
- one staff in particular is having a problem getting high school and college transcript as BOTH schools have closed since attendance. She is not meeting the foundational awareness step in her lattice rating because of this. There should be another way of verifying her education and/or qualifications to be a teacher.
- Online is about the only way and it is very time consuming.
- PA system for 3 &4 star is discriminatory towards background
- Please contact me for ideas on how to create a scholarship to resolve this dilemma.
- problems in offering affordable wages
- Program in my community lie about using curriculum / assessment tools. CLASS rater gave the worst program in our community a 4-star rating.
- Properly educate college students on what they are getting into and prepare them for the classroom
- Provide substitute fees so that they can take time to do the classes
- Raise the pay so they can pay loans back; connect to IHEs
- retention of 4 year teachers is getting to be quite a challenge.
- Sealed transcripts sent to prove education is ridiculous. Even NAEYC accepts copies. MN should NOT be so snooty.
- So time consuming to initially enter info
- Some people received their degrees too long ago, and the schools no longer have copies
- Some staff have a difficult time getting their official transcripts sent to us because of money issues, they don't have a credit card themselves so no way to order them on line, and it takes a while to get some of the schools to mail them out.

- Staff struggle to pay for the official transcripts
- Strategy for scholarship; A child can have up to a certain amount of scholarship towards any star providers
- Teachers with a related degree outside of education need a way to submit an explanation of their training to show that it qualifies.
- The current indicators currently weight formal education too high
- The Develop Tool is a gigantic headache. Center director's should be able to enter and send their staff persons' information and maintain their online information while in the employ of the center.
- The paper work can be over whelming
- the staff has been very helpful and prompt in this area so far. I have no suggestions
- there is also no state teaching licenses offered for early education without getting an undergraduate degree. It would be nice to see a program that specifically offers a license in early childhood education that is not special education specific or for the elementary level as well.
- There needs to be a different pathway for providers with lower education levels and/or are English Language Learners that includes tiered trainings.
- they moved
- they studied too long ago
- Time
- time and expense
- time consuming
- time to do it after working over 50 hours a week
- to encourage make them want to continue learning
- Trainers who teach Parent Aware courses...do those count for them or do they have to take the class too? Does taking the TOT count? After 5 years from the TOT, if the trainer has been training the class does the trainer need to take the class? I would recommend that teaching the class counts.
- Training on how to use DEVELOP
- Try harder to achieve what you want
- unsure
- Very frustrating that the level of experience is not taken in consideration - only the level of education.
- We don't have the internet at the school. THE MOST DIFFICULT PART OF PARENT AWARE AND NAEYC ACCREDITATION WAS GETTING OUR STAFF ON THE MNCPD. I HATE THE MNCPD. CAN'T THEY HAVE A NON-INTERNET WAY OF OBTAINING INFORMATION? All other DHS forms can be printed and filled out with a pen but the MNCPD is all online. This was such a challenging process for most of our non-tech-savvy employees. I wish there was an easier way for us to renew/reapply or apply on the MNCPD. They need to support small businesses who don't have the internet.
- we need better, more streamlined recognition of Montessori- AMI credentials
- We need shared data between colleges and educators
- Why unsealed transcripts? Just one more thing..
- Years of experience could be an indicator for people without a degree
- Yes. But what difference does it make? We as child care providers even with college do not make minimum wages, even with accredited hours

[Return to start of Compilation](#)
[Return to start of this section](#)

Other Questions, Comments, or Suggestions

- 2nd year renewal is too short; took them a year and a half after accreditation to get everything done (large site 250 staff). Just when you catch you have to do it all over again.
- 3 and 4 star programs are disgruntled that 1 and 2 star programs are being prioritized for regional grants.
- 3 daily lesson plans doesn't provide consistency. Weekly lesson plans seems more accurate.
- 7 years away from Parent Aware is way too long a punishment for programs who have been labeled with a maltreatment issue. DHS and Parent Aware need to agree on what maltreatment means. The public doesn't understand how innocent some of these situations can be (i.e. a child reaching into another child's bag and reacting to a nut allergy). 7 years seems arbitrary and unfair. A label of maltreatment could make a center close its doors and upend countless families even when it involves one staff person or a random accident. A preferable approach would be to suspend a Parent Aware rating if DHS pulls or suspends a program's license. They should be linked. Those actions by DHS indicate truly serious and/or ongoing concerns. An incident with one staff member that is dealt with should not affect the rating of the entire program. Lots of innocent families suffer when they're told sorry, because of an incident with one person in another classroom we can no longer accept your scholarship, and you therefore need to find another provider immediately.
- 8 hours of MONTESSORI CURRICULUM. (I can be a trainer - Theresa 612.483.3533)
- A clear plan for schools that only have class 2 days a week and for 2 1/2 hours. Most things seem geared for all day every day school.
- A coach that was knowledgeable about getting a preschool the 4 stars and we were not a day care center would have been helpful
- A provider's ability to submit paperwork saying they do certain things does not necessarily correlate to all of these things actually happening in their program on a regular basis.
- A training on lesson planning is needed to help programs learn how to do lesson planning.
- AC1b and AC2a, observes children and assessing child progress: the QDP only asks for one sample observation. This doesn't show progress or regular practice. Ask for observations in specific areas of development (from the ECIPs). A program also needs to do more than one observation to do a meaningful summary for AC2a.
- Accepted Child Plus data / documentation tracking system already in place (for Head Start); good that it was recognized by Develop
- Accessibility of tools and resources, in particular to home-based providers and FFN (in particular those who speak Hmong)
- Accreditation once (ex. IF you are NAEYC accredited that should count for Parent Aware)
- Accreditation worked well with PA; has changed from the first time – better.
- AFP was a huge support with the Parent Aware process; renewing (like reaccreditation) requires support and there is none. Even harder when you have multiple sites
- After 2 years of accreditation, took 1 year to get through PA. Process was not clean.
- After going through the ratings process, it seems like the main thing it rates is that the director is really good at paperwork. It isn't a true reflection of what is happening in the classroom.
- After rating - there should be a "fast-track" to re-rating.
- All programs should have an outside evaluation like a validation visit
- And it's (renewal) not actually every two years; the renewal date goes from the decision date and not when you apply. Why?
- As a program that completed NAEYC accreditation and immediately completed Parent Aware, we did not really experience the help offered by Parent Aware. I am wondering if I 'missed' some resources that might have been available that would help us to better our program. We are currently a 4 star Parent Aware Program.
- Become more cohesive in training requirements with MNCPD and state licensing
- Being able to communicate w/other centers who are similar to you or beyond, who are stepping up to the plate. A database or a monthly meeting where other centers can get together, to gain more ideas and perspective, and to build quality. MAKE IT A REQUIREMENT e.g., Quarterly. Focus on building leadership. Make them regional – would be very helpful in rural MN where opportunities for getting together are lacking.
- Build mentorship into the Pan process, Accreditation should build in, too or provide trainings. Be able to go to other centers that are going through accreditation or

PA. Those who have can mentor others and giving info to them about what are missing. A coach can, but not the same if they have never been a director that has gone through accreditation.

- c1 and c2 licenses allow for too many children per provider especially when more and more 3 and 4 year olds are going to school based programs. National organizations recommend far fewer children in mixed-age groups. Higher ratings or endorsement could go to those who agree to care for fewer children. Age definitions should be the same between centers and FCC and ratios should be more equal. 1:7 ratio for 2 year olds in a center, but a FCC provider can have 10 (including an infant)? Those ratios are what keep the prices down for FCC but there is a tradeoff in burnout and quality. Years of experience or higher education does not help make it possible to care for 10 children in diapers on your own.
- c1 and c2 ratios should be allowable as a variance only, as a temporary measure in places where there is lack of child care or to allow for siblings to stay together.
- Carrie FROM MORA WAS THE GREATEST HELP I HAD IN THE ENTIRE PROCESS
- center and fcc training requirements should be the same, and should be similar to what teachers need for relicensing (125 hours per 5 years)
- Centers & home childcare are vastly different & need
- Changed the rules for PA since pilot; need to communicate that these rules are being changed and “grandfathered” in
- Child Care Aware didn't collaborate with NAEYC or include invested stakeholders; suggest NAEYC / Child Care Aware collaborate as far as accreditation / rating; the system is difficult to understand
- Child care aware has booths for Parents, many Parents still do not know about PA
- Child care programs sometimes tell the CCA system that they will not sign up because there are Head Start programs who are 4 stars but are not really 4-star quality
- Coaches are concerned that programs are not maintaining the changes in practice over time
- Coaching is happening in between the rating cycles, but doesn't get counted in Develop, but it should.
- Communication between NAEYC and Parent Aware to be sure that rating systems are appropriate for QUALITY care
- Concern that the Parent Aware process works well for those providers that complete paperwork well and have support to do so; HUGE concern that actual rating process does not accurately / fully look at provider-child interactions over time
- Consider giving \$1,000 to programs for achievement. We applied for a three star and scored a four so because we achieved a three on CLASS, we outscored the three star rating and are "penalized " (unable to receive the \$1,000) for being a program the follows best practices. This doesn't seem to make sense.
- coordinate Parent Aware indicators and licensing
- Create a financial reward for those entering at a 4 star. It takes money to achieve and maintain that level of quality. The provider did the work to get their on their own. It would be nice to be financially rewarded for that accomplishment. Help those that are 4 star get there right away without playing the system and entering at a lower star just to get the \$. Provider don't have time to spend to go through the process at lower levels to get the grants when they are already 4 star.
- Cut down on the portfolio requirement.
- Develop / The Registry: (this was a more seasoned professional who had gone to college in the 70's) When first had to submit everything for verification, college courses were verified and accepted. Then, when MnCPD / Wisconsin took over new system, said had to re-verify / re-evaluate everything. Things that had been accepted before were no longer accepted and even dropped off the record (missing). Then asked to verify certain things like college courses named “Elementary School Science” to ensure elementary school-age focus by getting class syllabus from the 70's
- Develop / The Registry: Accepting qualifications for those employees educated outside this country. Career lattice says have to be MN college or school for bachelor's degree, but you can get you masters out of state?
- Dictates the costs, parents' need to know and understand this. It will improve professionals children and parents
- Different rating scales for centers and in-home programs
- Do the people who do the ratings actually have experience in a childcare setting - either as teachers or as leadership? I felt like they simply looked at the list of requirements through very narrow parameters, rarely taking into account that the program being rated may be "missing' one training, but in exchange has a myriad of quality indicators that are not being recognized.
- Doesn't make sense.
- Don't give us huge books and piles of forms. We know how to teach.

- Each year we encounter children who exhibit behaviors that need assessing.
- ECIPs rating system is too long and too much. Not getting spontaneous teaching opportunities. By spending all our time "assessing" and recording data the relationship piece between child and caregiver is lost. Kids need to be kids.
- Educate coaches more, leads to clearer answers
- Educate the parents, they know they are rated but don't know what that really means. More detailed BROCHURE for parents would help.
- educate your employees on your program better, we are getting told different things
- Eliminate the automatic ratings for schools -- all programs should complete the same process
- Ending time of cohort is not good timing for using the new rating to promote the center. Should end in MAY.
- Ethics training should be required.
- Extreme documentation and prevention of healthy conflict.
- Feel Parent Aware is good at helping parents connect to childcare providers, but actual ratings don't seem meaningful; a 2-star program may be a great program; stars mean something different to the public
- Few items and easy assessment tools being requested by all Pathways in Quad Cities.
- figure a different way to rate centers one point for each page and a deduction for each wrong page and then give a rating. To stop because you have one page labeled wrong is not right.
- gender non-conforming is a HUGE issue in our culture and needs to be addressed. We need to take the SEX out of toys and creative play.
- Getting feedback (survey monkey) and doing the PA indicators revision are great! Listening to the programs and practitioners out there.
- Grateful for accelerated pathways.
- Has been hard to get teachers invested in the MNCPD process
- Has there been talk about giving points for daily hours opened?
- Heading in the direction. There are a lot of improvements.
- How can PA help increase WAGES? Recruit from the top half of high school graduates, not the bottom half. Embed staff compensation packages into rating requirement, i.e., points for health insurance and living wages, licensed teachers -- increasing points = increasing dollars.
- How can we better support all types of child care because we need them all – sometimes P.A. is scaring some providers away
- How do family day cares stay open when we can only have 3 children under preschool and all of the preschoolers go to head start or school readiness?
- How to address with parents who are not feeling/seeing things in the same way?
- I also think home visits would be wonderful but hard to pay for. The few visits I have done are very eye opening and sometimes give me a clue on how to work with a family. I have found connections to open communication or huge concerns that I address immediately.
- I am an advocate of Parent Aware, but my recent experiences have tainted my perception of rating.
- I appreciate all the financial supports I have had to improve quality.
- I asked from the beginning for a time line of some kind to know what was expected and when what was to be done. didn't get it until the end. I felt like I was more pushed to get the rating instead of being helped to make sure I was actually getting the process.
- I believe with education whether it is taking more training or going back to school we can developmentally help children succeed.
- I cannot say that I am any farther ahead of where I was before I started the Parent Aware Process. I got the most help from other providers. I understand that the coach has more than just me, but felt like I was just getting pushed to get to the finish line. Very disappointed
- I do not like how you process the information.
- I feel the star ratings are unfair for Family Child Care Providers versus centers. At centers there are several staff to complete all the requirements but you expect the family child care providers to do everything even though they are just one person. The quality of care the children receive is decreasing due to all the additional requirements.
- I felt I was out there all by myself many of the times
- I have one paper labeled wrong so you stopped and did not go any further. It would be better to have a point system for each page and deduct from the total.
- I have just started BQ and so far I am excited to be doing Parent Aware
- I have no respect for the system. Anyone can get a 3 or 4 star rating. It doesn't measure quality. It is a lost opportunity and has no benefit to children. Programs are confused. The system is complex and overwhelming.
- I have two coaches so far in my rating process and

sadly I have found that both have a lack of knowledge in the process.

- I opted to participate in PA because I felt like I was doing many things PA supports. I have found the sheer amount of paperwork and documentation has taken far more time than it should! I have heard a number of people not interested because of the amount of documentation required. We already invest so much time and effort into providing quality programs, time taken away from our families and personal lives, that it is somewhat of a turn off. I understand the need for it, and hope that there is a way to streamline it even more!
- I really believe that we as parent aware participants were unfairly review, so this is why I am no longer actively involved with this program. I believe that they let go of some very valuable people, that were a great asset to the parent aware program. I also hope that the people that are running the parent aware for the state know how unrealistic all there monitoring that they wanted a daycare provider to do was very unrealistic. and I really don't believe that me taking this survey is going to even matter. who you should be surveying the parents of daycare providers. Probably not going to happen because everyone is very busy. Thank you
- I still do not know what will be expected for us to renew our star rating in 2 years
- I still feel strongly that the "Star" label sent this rating system in the wrong direction. I don't want to be compared to a hotel, but that is where our brains go when we hear 'star' rating. In addition to that the star ratings are simply redundant proof of the fact that we are licensed, and in my opinion do not necessarily show high quality of any kind, especially knowing that some programs were awarded ratings without ever having to do any of the "documentation".
- I think a simple outline of what a 1/2 day Preschool needs to do to complete a 1 star or 2 star or 3 star or 4 star.
- I think that it is a great program that does demonstrate quality in care. However, the powers that be in the MN government need to see that our programs already fill their need for preschool settings and they don't need to try to fit PreK into the schools. Use us and our existing space and trained teachers to continue to provide preschool education to children. Put the money that would need to be spent adding on to schools and hiring more teachers (when there is already a teacher shortage, especially in rural areas) and use it to make Parent Aware Star Rated programs and staff even better. I don't understand why the Parent Aware program is in existence if we are not good enough to put state funds into to support free full day preschool programs. There are really good centers and staff already in place. Use us and compensate our teachers as they would be in the school district.
- I think the assessment requirements for FCC are unnecessary. They are in depth and long. It takes away from the direct care of children.
- I think the Parent Aware process needs to be streamlined for re rating centers. Once a center is rated and especially if it receives 4 stars there should be less busywork to be rerated.
- I understand and appreciate the option for accredited programs to receive a 4 star rating through the accelerated pathway. I don't think it makes sense for head start and school district programs to earn a 4 star rating through the accelerated pathway. I have seen really good school district programs and really bad ones- just because they are in the school district does not make them any better than another program. I would guess the same is true for head start programs.
- I understand the marketing packets will not be updated with year stickers at the National convention this past month. I was told that with a poll it was decided that it made others feel left out. That is ridiculous! Four star providers have every right in the world to stand up and look different in marketing!
- I was very disappointed in my first round with Parent Aware. I found that the Coach, pushed for me to get storage stuff to spend my dollars.
- If it would be possible, do away with the set time frame. It was very stressful trying to get enrolled before June 30 so I didn't have to wait six months to start. Maybe open enrollment up to the first of every month.
- If the coaching model allowed for a full year of coaching, it would be more likely changes in practice would be maintained.
- If there is a zero expulsion ruling, we will be forced to deny entrance to certain children if we don't have the resources available to support them (mental health professionals, etc.)
- If this is a "quality rating" the coaches should be qualifies to response to question about the application. Parent Aware shows a lack of quality from their coaches and a very low understanding of how the gathering of information is a problem
- If you are a 4 star rated, for additional state grants, why you have to provide training log when it exists in Develop? Redundant.
- If you make this too complicated for non-accredited pathway programs, they won't want to do it

- I'm really stunned at the number of requirements expected by Parent Aware with NO MONEY ATTACHED! Small schools (maybe bigger ones too) do not have the staff time or monetary resources to do all these things! Because my school has School Readiness scholarship recipients, I have not had to go through the entire PA process though we have attended all the trainings. I'm not sure we would have bothered to go through with any other Parent Aware requirements because of the cost in staff time and stress. Doesn't seem like a good way to encourage people to go into or continue in the early childhood field. Personally, I will retire if I am pushed into any requirements that are of questionable value to my teachers or my school. Trainings are fine. Being accountable thru GOLD is fine. We can't do anymore without extra funding.
- Incentive money to complete requirements
- Inform licensors and educate them on this program
- Information and resources needed in visuals for providers (and parents) – addresses learning styles, literacy challenges, etc., in addition to language; if resources to pay for this are a challenge, leverage community based organizations to support
- Information was not answered.
- Interested in knowing at what point in the future unity between PA, Develop and NAEYC and other accreditations. Unified point of service needed: one-stop-shop / landing place for providers, streamlined communications (both ways), more cohesiveness and inter-program communications
- Is any thought being given to incorporating Pyramid (TACSEI) into training requirements? It is a strong process...with coaching, so pricey. But if we are looking for better results for children, it will not come without a price tag.
- It is also important to look at quality from the perspective of not just curriculum and assessment but looking at program starting with classrooms and classroom management and making a decision if they are ready to start PA. Need to do the CLASS at the beginning and give feedback and strategies. Feels backwards now. Then help find a mentor to do this until they are ready.
- It seems like Parent Aware is trying to “remake accreditation” when many centers have already gone through a very rigorous national accreditation
- It seems when Parent Aware started and opened to districts along with scholarship dollars, the school districts got all of the scholarships without having to be parent aware rated. Know for a fact that many did not have a curriculum or have an assessment tool (because they came to her program to ask her what she was using). How can they get (all / most of the) scholarships? Maybe it has change. Was unfair that these (school) principals got scholarships.
- It's not fair that certain programs gets a pass and why are they getting that resource and not others.
- It's a LOT of paper work. This takes everyone away from the children to complete the process.
- It's frustrating when trainings are on three different search locations and not all linked together. everyone has different log in and passwords for each site.. its confusing and messy
- It would also be nice if the DHS was included in this. having separate training logs is annoying
- Keep commitment to parent options
- Keep Parent Aware optional and don't make the non-Parent Aware locations look bad for not choosing Parent Aware. I'm happy with my business, my families are happy with me. Supply and demand are working in my favor right now. Parent Aware may cost me some money but, more importantly, it will cost me tons of precious family time with no financial benefit at this time. The math just doesn't work for me personally.
- Lack of incentives
- Lack of understanding and limitations on getting scholarships
- Lacking public awareness of the value of our field; more advertising about the professionals should and could be a part of PA. To put the lens on the value of the professionalism
- Languages – need materials for providers in Spanish (and Hmong) – multiple languages
- Lead educators must have BA within 10 years!
- Less copying for renewals
- limit number of indicators and maintain focus so that it is not a burden to participate
- Longer renewal period because once you catch your breath you have to go through the process again.
- Look at other countries for models: Australia, Finland, NEW ZEALAND: national mission statement.
- Lots more “counts” towards fulfilling assessment criteria for staff in school-based programs (e.g., certain college courses).
- Love the concept of Parent Aware and proud to be a part of it!
- Main objective: re-rating should be more than every 2 years.
- Make follow up visits part of the process, to make sure the practices are actually being carried out, and not just saying they are doing it using paperwork to

earn a star.

- Make the “if child has an IEP, share assessment with IEP team” clearer in the indicator to help the coaches and the providers.
- Marketing packet is nice, but timing is horrible. WAY TOO LATE for promoting center for this school year.
- Mentor or enhance to PD continuum
- Mirrors the major issue in the field - disparate, no confluences of organizational influence or definitions (what do you mean when you talk about quality?)
- more guidance
- More info. And incentive for teacher related to parent aware or MNCPD career lattice
- More user friendly experience, not just "jumping through hoops"
- Much too timid, too much fear of conflict, risk, adventure.
- My name is Cindy Giuliani. I am a licensed day care provider in St. Louis County and have been working in that capacity for the past fifteen years as well as parenting four amazing children. Recently I finished 120 hours of classes with ten other caregivers in the pursuit of my Minnesota Child Care Credential (MNCCC). The class offered the unique opportunity to collaborate with both center care providers and family childcare providers that have worked with children for the past five to thirty plus years. The following insight comes from my own experience as well as from discussions with these amazing providers. Helping children reach their potential and be active learners is a challenge being addressed statewide by providers, Parent Aware, and Minnesota legislators questioning Kindergarten readiness. The learning gap for children in a poverty situation appears to be especially prevalent. To be an active learner proficient in all domains of learning by the age of five children must begin by exploring learning experiences from the ages of birth to 3. These experiences don't need to be fancy but should be intentional. The question becomes “How do children receive intentional experiences from birth to 3 especially if parents and caregivers don't know that everyday experiences can be presented in ways to encourage emotional development, social skills, cognitive development, and communication?” Currently Minnesota has a program that addresses learning for our youngest children called Early Childhood Family Education (ECFE). This program helps parents connect with other parents to discuss ideas and challenges facilitated by a parent educator and also gives children the opportunity to interact with

an early childhood teacher. ECFE is helping many families, but my impression is that many of the culturally diverse, lower income families may be missing out on the opportunities it provides due in part to transportation and time issues as well as parental comfort levels in the offered programs. One way may be to present ECFE to children through childcare providers in addition to parents. (According to the MN Children's Defense Fund January 2012: 73.2% of children 6 and under have both parents in the work force) I recently learned that Carlton County has a program in which ECFE teachers come into family daycares on a regular bases to provide a multi age circle time experience for the children in their own care setting. Although I don't know much about the reception that Carlton County receives to this program and it's success in that community; for the past three years I have hired a retired ECFE teacher come into my family daycare one hour per week during the school year with amazing success. I have personal experience on how viewing active learning in my setting has made me better able to provide daily intentional learning approaches with the multi age group in my care. Parent Aware is providing support for providers as a rating incentive, but unless family daycare providers already feel capable to teach active learning skills, this program can be intimidating. ECFE in childcares may be a way to guide individual providers as they gain confidence in their own abilities to impact children's potential and be truly ready for learning thus affecting children positively in a variety of cultural and economic backgrounds. Please feel free to contact me if my caregiver's perspective can be of any help in our shared quest to help Minnesota's children be active learners and reach their potential. Cynthia Giuliani
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- My other concern is that when we were a part of Parent Aware it seemed that a center had to be one way or do thing one way in order to be thought of as a quality program but there are other unique programs out there who are quality programs they just don't fit under what parent aware wants them to be
- My third concern is that Parent Aware ratings look at DHS Licensing violations as part of rating. I've seen 4 star schools who have some pretty severe licensing violations. For example a 4 star program who had a child get 2nd degree burns and who had a child wonder away from facility
- Need A Parent Aware brochure that could be handed out to families educating them on what is high quality

and what to look for in a provider

- Need a point person at PA; have worked with about 6 different people
- Need to have a broader scope of observation, longer time observing; coach plus observer feedback.
- Needs to have universal system.
- No respect ever for kids' need for privacy.
- none
- None
- Not acknowledging other process such as Montessori. Parent Aware and Parent Aware staff “don’t get Montessori” ; we want a seat at the table
- Not all schools have the internet. Make the MNCPD (or Develop) non-internet friendly - like have forms to fill out and mail in for the schools who don't have he internet.
- Now seeing so much more about PA coming from parents and others as they walk in the door: “I saw your center on Parent Aware.”
- Offer a wider range of classes that are out of the cities.
- One concern is what happens if all my children become school-age. There is no way to receive a rating if you are not serving infants, toddlers, or preschoolers.
- PA Requirements w/ public schools and private schools is inconsistent. Quality is not always found in PreK public schools.
- PAPERWORK from PA is confusing.
- PAPERWORK NIGHTMARE
- Parent Aware has changed our program simply paying tuition for families that are struggling. When tuition is late, child stop attending, parents drop off and run, and avoid all communication with staff. Now that they are not avoiding the late payment issue, we are able to ask about breakfast, amount of sleep, or other large changes happening at home.
- Parent aware is not necessarily the best thing for parents
- Parent Aware should hire some experienced early childhood teachers to contribute their expertise to the rating system and make sure it stays relevant and attainable
- Parent Aware training 0 = college credit
- Parent Aware was a great concept. It has been watered down to the point that I am unsure whether the current rating system actually ensures any greater level of quality as you move up the star system. Add to that the fact that many programs are automatic 4-stars even though I would argue they are some of the lowest quality programs I have seen, and this just seems like more hoops to jump through rather than an actual step forward in the quality of care being provided in our state. And yet, since we are so desperate to increase funding in any way we can for our center and our families, we will continue jumping through the hoops.
- Parents are much more evolved in their child's early years with this.
- Parents have looked at a lot of programs some are accredited and PA, some say some are accredited and / or Parent Aware and are not good (for their child). Most parents are concern about getting the best for their child; use their instincts.
- Parents should feel safe when taking their kids to childcare
- PASR urges DHS to ensure that Ratings indicators are a) limited in number to keep the Ratings clear, focused and doable and b) truly include the practices that, according to the best available research, are mostly likely lead to kindergarten readiness. There are many steps that providers ought to take to serve children well, but most of them don’t rise to the level of a Ratings indicator. That doesn’t mean they’re not important and shouldn’t be a point of emphasis for DHS and providers; it simply means they don’t rise to the very top of the evidence-based list of Ratings indicators. Trying to address too many things with limited resources will result in doing none of them well and an excessive burden on early care and education providers.
- People will intentionally score lower to move up more slowly and get additional support and resources.
- Performance evaluation for coaches
- Please change indicators only if it is absolutely necessary. Sometimes change will be necessary. But whenever it is possible to keep things consistent over time, a consistent set of indicators helps providers stay crystal clear about what is expected of them and how they can best serve children.
- please consider including all areas of NAEYC's blueprint
- please consider including more focus on programs leaders like directors
- please consider using MN Core Competencies more, especially for training and PD Plans
- Please ensure that DHS’s Ratings and Licensing staff closely coordinate and integrate their operations. Ensuring that the two systems are efficient and not redundant will minimize the burden on providers, conserve public resources, and ultimately be best for children.
- Please ensure that the best available research guides Ratings indicator decisions, not hunches, anecdotes,

politics, or interest group pressure. Please don't adopt indicators where the best available kindergarten-readiness evidence is currently mixed or inconclusive. Please use the Parent Aware evaluation, which exists to guide decisions such as those related to system indicators and structure.

- Please focus the Ratings indicators on the specific purpose of Parent Aware — kindergarten readiness. To keep Parent Aware clear, straightforward and doable, please don't venture into issues that don't, according to research in the field, make a major impact on kindergarten-readiness.
- Please offer more trainings. We want to be the best center we can be. The trainings that you so offer are awesome. Please keep up the good work
- Please seek ideas from providers about the most efficient and effective ways to evaluate and document Ratings indicators. Providers may have a constructive suggestion for monitoring an indicator in a more streamlined or meaningful way that DHS staff hadn't yet considered. Rushing implementation has the potential to undermine the system.
- Professionals are leaving our field due to LOW PAY and increasing requirements; need public investment in EC teachers.
- Programs implement practices anywhere from 4-50 hours per week.
- Programs need a tool to help them pick the right curriculum for them
- Programs need resources to help assess individual children with whom they have a concern
- Programs struggle with the business side, and turnover, impacting their rating.
- Programs who take the 4 hour ECIPs training developed by MDE are stuck because they do not have enough hours to meet the indicator.
- Provide grants for 4 star programs as well as the other star levels. Give programs a reason to get to the 4th star. There are benefits for the families, which is great, but how about to the centers who go through all the work to be 4 star rated. I choose not to go for the 4 right away because with the 3 star I could earn \$1,000 for my program for training and improvements. I would have went for the 4 if there was any financial incentive tied to it. I think this is true of many programs. I felt dishonest not going for the highest when I had plenty of points to do so. There should be a monetary "reward" for achieving the highest level, especially since the other levels are getting it.
- Providers leaving the field in droves. The requirements have intensified but pay has not. Child care and EC teacher shortages are critical.
- Providers need more information about how observation, assessment and planning fit together. They sometimes do not understand the difference between observations, summaries and assessment.
- Public School run programs should not "get a pass".
- Put center renewals on the schedule as the centers NAEYC renewal. Even licensing isn't this time consuming, confusing, frustrating.
- Putting a lot of requirements on program who are Parent Aware and yet the other programs ride on our coat tails
- Quality childcare costs are too high for many families. More support for parents, financial support with paying these fees. Europe has scholarships just like college scholarships.
- Recognize in the culturally appropriate ratings that being bilingual and bi-cultural with standard English as well as English dialects and with other languages and their dialects are all important.
- Reduce the redundancy of submitting over and over for renewal the amount of documentation.
- Requirement for teacher assistants to have AA: can't afford getting current staff there and paying for that level of staff; and can't find qualified staff to fill the positions. Loosing staff to the school districts who pay more.
- Scoring: have ratings in between the scores; too wide of a range for 4 star and the 4 stars "dumbs down" that variation
- Since I am a new School District employee, previously with child care, I see a big disconnect with my coworkers. They do not understand how Parent Aware is important to them since they all hold teaching licenses. And yet, I feel they are lacking in some current training! It would be interesting to address this .
- Some of my questions have being answer by me and the areas the coaches wants to work is the one you are forced to do.
- Spanish and other languages not just for parents but for advocates also
- Spectrum or emotional behaviors that raise red flags.
- Streamline the process for renewal
- Struggles with online application only when it doesn't work, and saying you are not allowed to mail it in (rejected when mailed in). Infrastructure problems.
- Supply us with simple forms etc. that we can fill out quickly. We need simple curriculum on the order of My Big World from Scholastic for each subject.
- Support for ELL providers to navigate / understand the Parent Aware system and how to secure needed

- academic transcripts / training records
- System is backwards – need quality staff and equitable pay to sustain these high quality programs – put the money into the people doing the work.
 - teacher, health consultant, cook and cleaner. One person cannot be expected to meet the standards of centers that have multiple staff members.
 - Thank you for asking for our feedback we greatly appreciate the Parent Aware Process and love being a part of it.
 - The coaches like that the lesson plans need to follow ECIPs and have age groups on them.
 - The coaching model should have coaches coach to the ESA as the foundation, not the QDP.
 - The commercials I hear on the radio are awful. They use scare tactics to tell parents that only Parent Aware schools can get their child ready for kindergarten and their child will fail otherwise. How about giving some information that empowering to parents, rather than just trying to frighten them?
 - The education we have to take for the stars is repetitive and boring; especially considering the 16 hours of training we already have to do for licensing requirements.
 - The effective date shouldn't be needed on the daily schedule.
 - The indicator TR1a mentions ECFE, but does not explain what it is. The indicator should include a description of what it is and provide contact information for it.
 - The indicator TR2b is about lesson plans and daily schedules. Because it is about two things in one indicators, it sometimes confuses providers. It would be clearer if these could be listed as two indicators rather than one.
 - The Parent Aware system has been a great resource for Family child care providers and Child care centers in improving their services. This is especially true in rural areas. However, the rating system does not truly reflect the diverse levels of services provided to families, nor does the system build in accountability measures for programs once rated.
 - The prohibition on "sword" play is disappointing for all the Robin Hood story fans.
 - The radio ads need to change!!!! They are very negative towards family child care providers. Most of the children in family child care homes are ready for kindergarten and have been without the additional regulations of Parent Aware. The children not ready for kindergarten are at times low income, Immigrants or ones cared for by FFN providers. How is Parent Aware helping those children if they are not in family or center care?
 - The system has potential but overall is confusing
 - The time it takes to create documentation proving we do things in our program is taking away from the time we need to plan for and interact with the children. It is also taking away from our own personal time which is much needed and helps us be better providers.
 - There are more opportunities for best practice the more a child has contact.
 - There are no incentives. An affluent program is full (no scholarships).
 - There doesn't appear to be a clear process to get through a rating. Much of it you have to figure out as you go. If your coach is new, you don't get good answers and your rating suffers. There isn't a good appeals process. I recommend using the LEAN 101 and Kaizen Process trainings offered for free by the state of MN. Look at the accreditation process the American Camp Association does. They have it down to every detail and it is a lot of work, but it is very simple to follow. Especially look at their accreditation manual.
 - There needs to be further improvement in language of pt aware requirements
 - There needs to be separate tracks for different settings - childcare center, home daycare, private preschool, district preschool.
 - There needs to be some financial incentives to get programs to participate in this and a financial incentive to get 3 or 4 stars – higher food program reimbursement; reimbursement tied to property tax;
 - There should be some sort of monetary reward for providers attaining a 4 star rating. I know of many providers who choose to stay at 1 or 2 stars so they can continue to receive the money. It makes more sense to reward someone who has worked hard and reached a 4 star level.
 - There was so much discussion regarding the lack of support and the lack of knowledge of the coaches that we didn't get to quite a few of the questions or comments in the time allotted
 - There were changes being made as we went through the building quality which made it very frustrating
 - There were concerns raised about program integrity: concerns that the programs are not continuing to implement the kindergarten readiness best practices between ratings.
 - They should also feel that their kids are getting education
 - This meeting has been helpful to clarify some issues. Biggest problem is the existing vs the emerging understanding of professionalism and professionals.

There are many professionals in the field from different disciplines who have to keep up their licensure. Why aren't these licensing requirements acknowledged? Why all of these additional requirements and "morass of all these details"?

- This Parent Aware questionnaire that we're here to discuss concerns me, because it indicates we are getting more complex, rather than simplifying things. I thought the goal was to simplify things!
- This program has been in the works since roughly 2005 and it is very frustrating as a provider for the state to not have it figured out yet and that more changes are going to be done. Look at what other states are doing and learn from them before you put out a program and then constantly make changes to it.
- Time away from children to complete all documentations Parent Aware requires.
- Timing of this (engagement process) in September is a hard month to ask educators to do more
- to be addresses separately. As a provider I am the director,
- To me a provider's rating seems to be much more about their ability to complete paperwork than the way they interact and work with children.
- Took two years to get scholarships after applied. Want same year receipt of scholarships.
- Training certificates not accepted consistently or dated accurately: applied for recognition of training took in July and it was approved in August but with a May date
- try to change the levels so that once you have done one you do not have to repeat process again to go up
- Trying to find approve trainers for conferences is difficult. (See proposed solution below) Have contacted approved trainers listed in Develop but, did not hear anything back from them. Maybe they are only listed as approved but in order to train their own staff. Suggest differentiating trainers based on availability and interest in training others.
- use only best practices and best quality research for creating indicators
- Use the resources of 2-year and 4-year campuses to document education level
- We can teach, give us a easier way to do it. Our time is valuable many of the providers I know came home and tossed to forms because they are too time consuming and confusing
- We had a lot of support during our time...Continue the work :)
- we were under impression this meeting was about improving the process and the paperwork, but this had nothing to do with the paperwork and process
- What are the advantages of PA, especially if you have been accredited or through a rigorous process or required oversight (like Head Start)
- What is the long term, big picture goals around Parent Aware
- When PA is talking about quality it should not just be about the tools and ratings, but also about the kinds of practitioners / professionals who are you knowledgeable enough to go through this rating. That should be promoted in advertising, too. What kind of professional it takes to do this kind of work, and how essential a quality professional is for your child.
- When this rating system recognizes highly trained professionals in this business, instead of assuming that they are all simply care-givers in need of training, and when programs are given the opportunity to share unique quality indicators, then we'll have a rating system that is truly accurate, meaningful, and genuinely helpful for parents seeking superior early childhood care and education. This rating system is not that ... and I hope, it's just not that yet.
- Why do we have to send paperwork to Wisconsin? Even after Accreditation.
- Why is parent aware rerating only every 2 years? Accreditation is 5. They should match.
- Will we have another opportunity to give feedback after revisions have been made, or is this our one chance and we just need to accept whatever is decided without further refinement?
- Women historically expected to "do the right thing" for very little pay – is there a way to tie Parent Aware ratings to provider wages?
- Won't accept certificates anymore (recent letter received)??!!

[Return to start of Compilation](#)

[Return to start of this section](#)