

# FCCTF Work Group- Duty #6



***Review Parent Aware  
program participation and  
identify obstacles and  
suggested improvements.***

# Work Group members

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# Our process

**We broke down Parent Aware into the following components so that we could study each one for potential recommendations:**

- **POLICIES/GOVERNANCE**
- **STRUCTURE**
- **PROVIDER OUTREACH/PROMOTION**
- **PARENT OUTREACH/SEARCH TOOL**
- **PROGRAM IMPLEMENTATION**

# Policies and Governance

## What we reviewed:

### The **CCDBG** consumer education language

#### **Section 658E. Application and Plan**

Consumer and Provider Education Information. The plan shall include a certification that the State will collect and disseminate (which dissemination may be done, except as otherwise specified in this subparagraph, through resource and referral organizations or other means as determined by the State) to parents of eligible children, the general public, and, where applicable, providers—

- (i) information about the availability of the full diversity of child care services that will promote informed child care choices and that concerns
  - (I) the availability of child care services provided through programs authorized by this subchapter and, if feasible, other child care services and other programs provided in the State for which the family may be eligible, as well as the availability of financial assistance to obtain child care services in the State;
  - (II) if available, information about the quality of providers, as determined by the State, that can be provided through a Quality Rating and Improvement System.

# Policies and Governance

## What we reviewed:

- Minnesota's current Child Care and Development Fund ([CCDF\) Plan](#) that explains how we are meeting these requirements.
- Reviewed [State statute 124D.142](#) that sets expectation for Minnesota/focus of our QRIS
- [Parent Aware Validation study](#)- 2016 executive summary

# Policies and Governance

## What we recommend:

- Request funding for a **Validation study** of Parent Aware in advance of revisions to the current Parent Aware Standards and Indicators
- Incorporate recommendations (as appropriate) into the **next CCDF plan** for FY 2022-2025

# Parent Aware Structure

## What we reviewed:

### Accelerated and Automatic pathways crosswalk/explanation

#### Crosswalk of Parent Aware standards and indicators, by rating pathway

\*=optional indicators for points at three and four stars, ESA=Environment Self-Assessment, SA tool=self-assessment tool

Standard	Full-rating for non-accredited family child care ( <a href="#">PA Standards and Indicators</a> )	Accelerated for accredited family child care ( <a href="#">NAFCC standards</a> )	Automatic for School-based VPK ( <a href="#">MN statutes 124D.151</a> and other reqs for school-based settings)
<p><b>Category: Teaching and relationships with children</b></p> <p>T1. Curriculum T2. Play and interactions T3. Learning and belonging T4. Kindergarten transition support</p>	<p><b>One star:</b> T1.1. Routines</p> <p><b>Two stars:</b> T1.2. Lesson plans. T3.2 Learning environment (ESA tool) T4.2. Kindergarten transition plan.</p> <p><b>Three or four stars:</b> <b>T1.3a. Curriculum use.</b> T3.3. Cultural responsiveness* (SA tool) T4.3. Kindergarten transition activities*</p>	<p><b>Parent Aware: T1.3a. Curriculum use.</b></p> <p>NAFCC Standards: Relationships 1.1 – 1.9, key words: respects and is responsive to individual needs, adapts individual routines and interactions, learns about cultural traditions and is sensitive to them</p> <p>NAFCC Standards: The environment 2.1 – 2.39, key words: many standards with requirements for how the space is arranged and toys and materials</p> <p>NAFCC Standards: Developmental learning activities, 3.1 – 3.88 key words: engaged in learning activities, self-directed play, plan learning experiences, specific content by learning domain</p>	<p><b>Parent Aware: T1.3a. Curriculum use.</b></p> <p>State law, key words: Provide comprehensive content, implement curriculum, assessment and instructional strategies, provide instruction through play-based learning in all domains, coordinate appropriate kindergarten transition, teacher training and coaching informed by a measure of child-adult interactions, culturally and linguistically responsive activities</p>

# Parent Aware structure

## What we reviewed:

- [Parent Aware Standards and indicators](#)
- [Quality Documentation Portfolio](#) used to measure indicators
- [Parent Aware Financial supports](#) available at each level
- [Early Childhood Indicators of Progress \(ECIPS\) -MN Kindergarten Readiness measures](#) that guide our QRIS
- [Info about curriculum](#) (flexibility, play-based, etc.); ability to have a curriculum approved



# Parent Aware Structure

## What we recommend:

- Create a way for an FCC provider group to be **directly connected** to Parent Aware on an ongoing basis (i.e. on the Parent Aware Advisory Committee) and more **opportunity for input** from FCC providers into changes to standards, indicators, pathways, and supports for Family Child Care.
- Review and revise Parent Aware materials to include **common language that speaks to FCC providers** - including creation of a separate Quality Documentation Portfolio (QDP) focused on Family Child Care.

# Provider outreach and promotion

## What we reviewed:

- Overview materials available [on Parent Aware website](#) program page & [link to recruiters](#)
- How do we identify the benefits of involvement - particularly for FCC providers? (see “**Let Your Stars Shine**”)
- [Provider Perceptions Report](#)

# Provider outreach and promotion what we reviewed:



## Let Your Stars Shine

Enrich the quality of early education and the lives of children in Minnesota

Updated May 2017

### GET STARTED

1

Complete an Application and Participation Agreement to enroll in January or July Cohort.

2

Join Develop, the Minnesota Quality Improvement and Registry Tool, and earn your step on the Career Lattice.

3

Review your program strengths and set a Star Level goal with your Quality Coach.

4

Work with your Quality Coach to gather program documentation.

5

Submit your Quality Documentation Portfolio.

6

Receive your Star Rating!

### PROGRAM BENEFITS



Consultations with early childhood professionals

Free coaching sessions that fit your schedule



Quality Improvement Support dollars\*

Access to Early Learning Scholarships for families\*



Get higher child care assistance rates\*

Attend free and low-cost trainings



Set your own professional development goals

New ideas to prepare children for school



Free marketing tools and support

No application fee!



\*Must meet Star Rating Level requirements

# Child Trends Provider Perception Survey

- **Conducted in 2018**
- **Included 517 Full-Rating Pathway participants**
- **75% were licensed FCC (390)**
- **Also included non-rated programs and those who chose not to re-rate**



# Perception of barriers Full-Rating Participants

## Report Recommendations

- **31% concerned about lack of access to grants and Early Learning Scholarships, particularly lack of grants for Four-Star Rated programs. *Note, this will begin at the end of the current cohort.***
- **17% were concerned about required paperwork.**

# Perception of barriers Previously-Rated Providers

There were many reasons that people didn't re-Rate; the largest reason (28%) was the time and staff resources needed.

Figure 28. Primary Reasons Affecting Previously Rated Providers Decision not to Re-Rate in Parent Aware (n = 46)



# Perception of barriers Non-Rated Providers

Most non-Rated providers don't participate because they don't need to attract families to their programs. A significant proportion also don't feel it's worth the investment of their time.

**Figure 19. Top Reasons Affecting non-rated Providers' Decision NOT to Join Parent Aware (n = 721)**

- I don't need it to attract families to my program - 70%
- It is not worth the investment of my time - 43%
- I don't trust that a Parent Aware Rating accurately reflects my program's quality - 28%
- I don't believe early care and education programs should be rated - 21%
- The application/Rating process is difficult - 19%
- There is not enough financial incentive to join - 15%
- I don't need to improve the quality of my program - 11%
- I am waiting to hear from other programs/providers about their experience first - 5%
- Parent Aware does not provide enough support for programs/providers- 1%

# Provider outreach and promotion

## What we recommend:

- **Streamline the amount of paperwork** that is required as part of the Indicator measures in the Quality Documentation Portfolio (QDP).
- **Educate County officials** (not just licensors) as to their responsibility and role in child care as an economic development. This would include promoting Parent Aware and utilization of Early Learning Scholarships.



# Parent Outreach/search tool

## What we reviewed

- Parent's Perceptions of the Parent Aware website & Search tool- Child Trends
- How do parents find out about different settings and their attributes?-Finding Child Care tool

# Parent Outreach/search tool

## What we recommend:

- Communicate the **voluntary nature of Parent Aware** to parents with more clarity (i.e. not rated does not equal bad quality).

# Program Implementation

## What we reviewed



# Program Implementation

## What we reviewed:

- Programs' experiences with Building Quality report
- Requirement for Parent Aware Coach endorsement
- Parent Aware Quality Coaching and Rating process overview

# Program Implementation

## What we recommend:

- Improve **Coaching process** effectiveness (more info about support options and consistent messaging regarding acceptable evidence)
- Improve **Develop process/structure** for online Quality Documentation Portfolio (QDP) submission.

# Intersections with other duties

- **FCC provider mentoring:** Is there a way to provide ongoing communication and support (beyond quality improvement grants; between cohorts)
- **Licensing regulations/Tiered Licensure:** Does language around eligibility for Parent Aware need to be reviewed?

## **This is the current language about eligibility:**

*Child care centers and family child care programs licensed with the Minnesota Department of Human Services must not have licensing sanctions, including conditional license; temporary immediate suspension; suspension; revocation; or a maltreatment determination within the last year.*

- **Training/Develop Help Desk:** As tutorials are developed for general support with the Develop system, access to the Parent Aware online portal may also be included here.

A close-up photograph of a woman with dark hair, smiling broadly and showing her teeth. The image is overlaid with a semi-transparent cyan filter. The word "Questions?" is written in a large, bold, white sans-serif font across the center of the image.

**Questions?**