

Relationships & Interactions

All children benefit from being in warm, supportive environments where they can take risks, learn new things, and develop strong relationships with their caregivers and peers. When children experience high-quality interactions, they are better prepared for school, work, and life.

Step 1

Step 2

Step 3

Step 4



RI.1 Classroom Assessment Scoring System® (CLASS®) observation conducted by an endorsed CLASS® Assessor.

The CLASS® is a research-based method of measuring, evaluating, and improving teacher-child interactions. Programs must have a valid CLASS® observation conducted every 3 years. CLASS® observations will be conducted in every classroom or group with the tool that best reflects the age group in care.

To meet this indicator, evidence must be valid (dated within the previous 3 years) and represent every classroom or group served.

RI.2 Program develops a Quality Improvement Plan (QIP) that:

- Is guided by CLASS® assessments,
- Includes both short-term and long-term goals,
- Includes action items to support overall quality improvement.

The Quality Improvement Plan (QIP) is part of the continuous quality improvement process in which programs assess their strengths and opportunities for growth, set achievable goals, and develop realistic plans for improvement.

To meet this indicator, evidence must reflect all of the indicator components above and be dated within the previous 12-months.

RI.3 The Program Director, all Lead Teachers and/or all Lead Caregivers have a current Growing Futures Career Pathway placement of Category E or Higher.

Growing Futures is the source for training, education, and employment verification. All training must appear on an individual's Growing Futures Learning Record as approved clock hours. Programs that experience turnover in leadership positions must also submit a Professional Development Action Plan.

To meet this indicator, the Program Director, all Lead Teachers and/or all Lead Caregivers must have a current individual membership in Growing Futures and current Career Pathway placement of Category E or Higher.

RI.4 The Program Director has completed professional development related to business, management, and administration.

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To meet this indicator, the Program Director must have a verified and current Aim4Excellence Director Credential.

Clarification for FCC and Group Licensed Programs

This indicator is N/A for Family Child Care and Group licensed programs.

Relationships & Interactions Continued

Step 1

Step 2

Step 3

Step 4



RI. 4 a All Lead Caregivers have completed professional development related to business, management, and administration.

Growing Futures is the source for training, education, and employment verification. All training must appear on an individual's Growing Futures Learning Record as approved clock hours. Programs that experience turnover in leadership positions must also submit a Professional Development Action Plan.

To meet this indicator, all Lead Caregivers must complete the following:

- At least 10 clock hours in Core Competency Area VIII. Program Planning and Evaluation

Clarification for Preschool and Center Licensed Programs

This indicator is N/A for Preschool and Center Licensed Programs

RI. 5 All Lead Teachers and/or all Lead Caregivers have completed professional development related to interactions with children.

Growing Futures is the source for training, education, and employment verification. All training must appear on an individual's Growing Futures Learning Record as approved clock hours. Programs that experience turnover in leadership positions must also submit a Professional Development Action Plan.

To meet this indicator, all Lead Teachers and/or all Lead Caregivers must complete one of the following:

- Introduction to the Infant CLASS® (2 clock hours)
- Introduction to the Toddler CLASS® (2 clock hours)
- Introduction to the Pre-K CLASS® (2.5 clock hours)