



# Great Start to Quality Program Quality Indicator Guidance for Out-of-School Time 5 to 12

2019



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# Table of Contents

## Table of Contents

Understanding and Using the Guidance Document _____	1
How Do I Use the Guidance Document? _____	1
How Is the Guidance Document Organized? _____	2
Point Structure _____	4
Program Quality Indicator Guidance _____	6
Family and Community Partnerships _____	6
Possible Points for Family and Community Partnerships _____	13
Environment _____	14
Possible Points for Environment _____	18
Curriculum and Instruction _____	19
Possible Points for Curriculum and Instruction _____	23
Administration and Management _____	24
Possible Points for Administration and Management _____	27
Staff Qualifications and Professional Development _____	28
Program Director or Site Supervisor Qualifications _____	28
Possible Points for Program Director/Site Supervisor _____	32
Program Staff Qualifications _____	33
Possible Points for Program Staff Qualifications _____	37
Professional Development _____	38
Possible Points for Professional Development _____	43
Glossary _____	44
Formulas _____	46
Resources _____	47
Appendix _____	48

# Understanding and Using the Guidance Document

## HOW DO I USE THE GUIDANCE DOCUMENT?

You can use the guidance document while you read through and select the indicators on your program's Self-Assessment Survey. The guidance document will:

- Help you understand the indicators
- Help you understand the intent (purpose/goal) and importance of each indicator
- Give explanations, ideas, and suggestions of what to upload to show you are meeting the intent of the indicators
  - **\*\*It is important to remember no child identifying information or personal information (e.g. social security numbers or birth dates) of staff should be in the evidence you upload**

If you need more information or other resources when you are using this document, you can refer to:

- **Glossary** for definitions of terms and phrases used frequently in the field
- **Formulas** section for indicators that have calculations (i.e. outside time, professional development)
- **Resource** section for links to outside sources with more information and guidance

Throughout the guidance document you will notice words, phrases and sentences that are blue and underlined; these are links. These links will lead you to additional guidance and/or information to better understand the indicators. To get to the additional guidance/information you can:

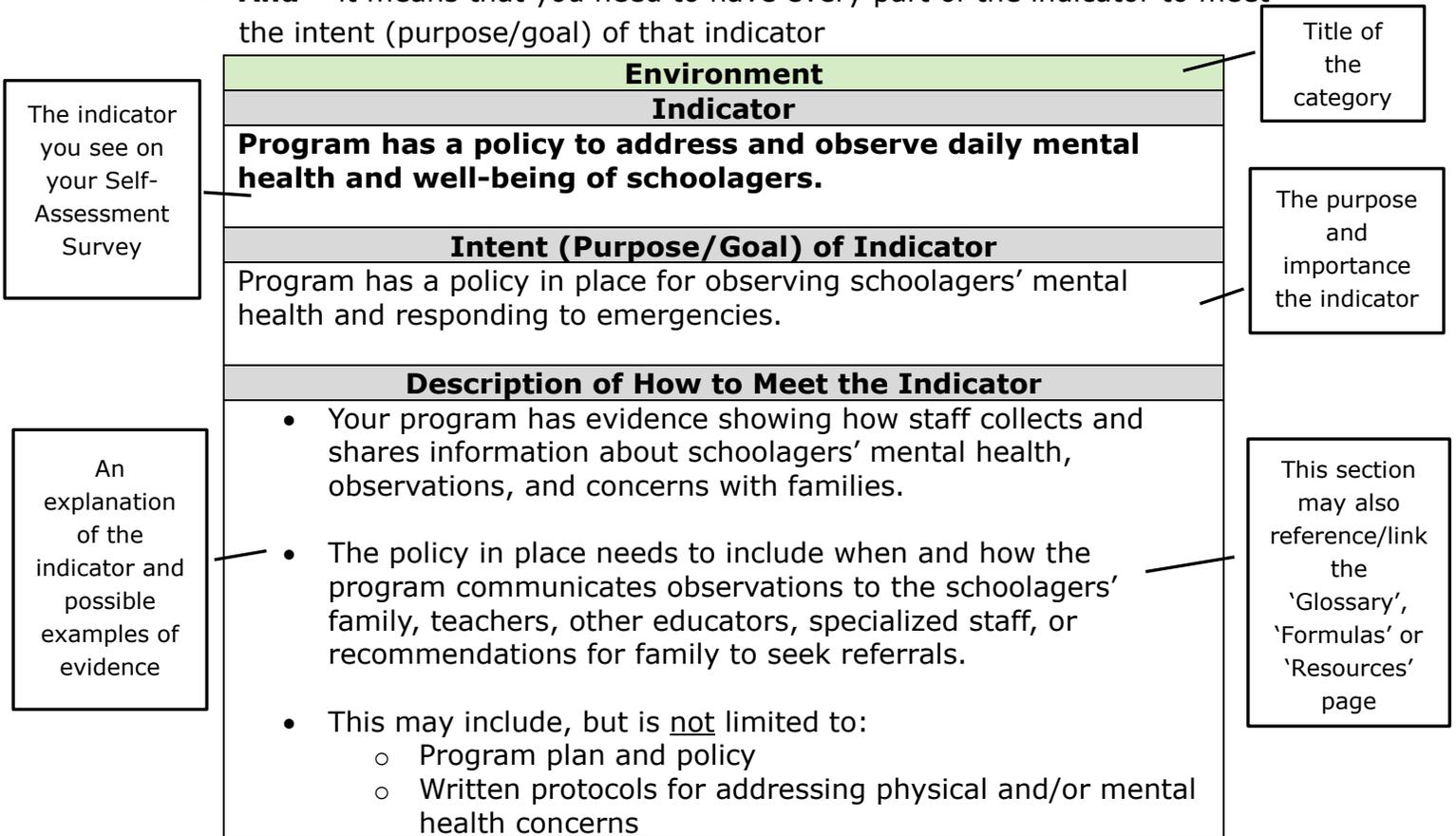
- Click on the link and you will automatically be taken to the additional information
  - Push "Alt" and the left arrow (←) to return to your previous place in the document
- Turn to the page number that is listed after the link

## HOW IS THE GUIDANCE DOCUMENT ORGANIZED?

Your Self-Assessment Survey is divided into 5 categories. The tables in this document are separated by category and each category contains the indicators.

In the tables when you see:

- **OR** – it means that you only need to have one of the options listed to meet the intent (purpose/goal) of that indicator
- **And** – it means that you need to have every part of the indicator to meet the intent (purpose/goal) of that indicator



**Remember: Any evidence you upload must clearly link to the intent (purpose/goal) of the indicator. In most cases, the evidence would need to demonstrate the policy or plan in place to meet the intent of the indicator.**

This document can also be used to see the possible number of points you could earn for meeting the intent (purpose/goal) of an indicator. The possible number of points are also presented as a table.

<b>Possible Points for Administration and Management</b>	
<b>Indicator</b>	<b>Points</b>
Program has written personnel policies and procedures (staff handbook) that includes, at a minimum, a written plan for: staff orientation, retention, evaluation, and individual professional development plans.	2
Program has a formal advisory committee that meets regularly to coordinate programming, curriculum, goals, policies, and procedures.	1
Program has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for full-time staff.	1
Program has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.	1
Program has a documented, graduated salary scale that takes into account education and experience.	1

The indicator you see on your Self-Assessment Survey

The number of points for meeting the indicator

## Point Structure

<b>Categories of Program Quality Indicators Category Sections</b>	<b>Points</b>	
<b>Family and Community Partnerships</b>	<b>8</b>	
<b>Environment</b>	<b>8</b>	
<b>Curriculum and Instruction</b>	<b>12</b>	
<b>Administration and Management</b>	<b>6</b>	
<b>Staff Qualifications and Professional Development</b>	<b>Category Sections</b>	<b>16</b>
	Administrator/Director Qualifications	<b>4</b>
	Staff Qualifications	<b>5</b>
	Professional Development	<b>7</b>
<b>TOTAL POSSIBLE POINTS</b>		<b>50</b>

The points are structured so that out-of-school time programs/providers need to get a certain number of points in **multiple categories** (“family and community partnerships,” “administration and management,” etc.) to achieve a certain star rating. For example, to achieve a 3 Star rating, a program/provider must get at least 26 points total and must attain the minimum point distribution in all categories.

Category	Total Points Per Section	Minimum Point Distribution			
		2 Star	3 Star	4 Star	5 Star
<b>Family and Community Partnerships</b>	<b>8</b>	4	4	6	6
<b>Environment</b>	<b>8</b>	2	4	6	6
<b>Curriculum and Instruction</b>	<b>12</b>	4	6	8	8
<b>Administration and Management</b>	<b>6</b>	2	4	4	4
<b>Staff Qualifications and Professional Development</b>	<b>16</b>	3	6	8	8
<b>Additional points in any other category</b>		1	2	6	10
<b>Minimum Required Points for Rating</b>	<b>50</b>	16 points total and <u>minimum points in 2 of 5 categories</u>	26 points total and <u>minimum points in 3 of 5 categories</u>	38 points total and <u>minimum points in 4 of 5 categories</u>	42 points total and <u>minimum points in 5 of 5 categories</u>
<b>PQA Score</b>		N/A	N/A	≥ 3.5	≥ 4.5

# Program Quality Indicator Guidance

<b>FAMILY AND COMMUNITY PARTNERSHIPS</b>
<b>Indicator</b>
<b>Program offers family education opportunities for all families.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Families are provided with opportunities to engage in family education, enrichment, family support, child development, and other programs or groups.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"><li>• Family education opportunities are provided by the program or by sharing opportunities from community agencies designed to improve the quality of family life and support schoolagers' learning and development.</li> <li>• This may include, but is <u>not</u> limited to:<ul style="list-style-type: none"><li>○ Written communication</li><li>○ Newsletters</li><li>○ E-communications</li><li>○ Event programs/flyers</li><li>○ Meeting agendas and record of attendance (sign-in sheets)</li></ul></li> <li>• Topics may include, but are <u>not</u> limited to:<ul style="list-style-type: none"><li>○ Family Advocacy</li><li>○ Advocating for your child</li><li>○ How to handle bullying</li><li>○ Online Safety and Navigating Social Media</li><li>○ Importance of school attendance</li><li>○ Health, wellness, and nutrition</li><li>○ How to support children's learning</li><li>○ Support for positive guidance techniques</li></ul></li></ul>

<b>Family and Community Partnerships</b>
<b>Indicator</b>
<b>Program staff engages in informal communication with families.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Staff interact informally with families to support an on-going relationship by sharing information about the schoolager's development and involvement in the program.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of how the staff communicate with families about their child's day, their child's development, and how their children are involved in the program.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Written Communications (i.e. email, newsletters, text messages, Facebook, etc.)</li> <li>○ Statement regarding informal communication</li> <li>○ Documentation of program policy in the family handbook</li> <li>○ Job descriptions</li> <li>○ Staff expectations</li> </ul> </li> </ul>

<b>Family and Community Partnerships</b>
<b>Indicator</b>
<b>Program has partnerships that take basic steps to facilitate schoolagers' transitions before and after school, and between and among programs, agencies, and schools.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The program has a policy to work cooperatively and collaboratively with community organizations, schools, and programs to facilitate transitions.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program a policy and evidence of how your program helps facilitate transitions for <u>all</u> schoolagers.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Statement about transitions to summer programs</li> <li>○ Communication outreach to other partners</li> <li>○ Meeting minutes or agendas</li> <li>○ Program's transition policy in family/program/staff handbook</li> <li>○ Transition plans</li> <li>○ Intake forms or process communication log</li> <li>○ Emails about transitions</li> <li>○ Exit survey (from families leaving the program)</li> </ul> </li> </ul>

<b>Family and Community Partnerships</b>
<b>Indicator</b>
<b>Program delivers communication, education, informational materials, and opportunities for families in a variety of ways that meets diverse needs (e.g. literacy level, language, delivery method, cultural appropriateness).</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Families are provided information and/or resources in ways that meet their individual needs; making sure all families are included.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program policy and evidence showing how you and your staff communicate with families in a variety of ways that meets their individual needs/preferences.</li> <li>• For example, how you communicate with families that: <ul style="list-style-type: none"> <li>○ Speak a different language than you</li> <li>○ Prefer a specific way of communicating (i.e. email, text, phone calls)</li> <li>○ Have a different family structure (i.e. separated parents, single parents, grandparents)</li> </ul> </li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Written communication (email, text message, Facebook, etc.)</li> <li>○ Newsletters</li> <li>○ Statement regarding informal communication</li> <li>○ Introductory survey for families</li> <li>○ Event programs/flyers</li> <li>○ Meeting agendas</li> <li>○ Program goals and philosophy</li> <li>○ Translation services</li> <li>○ Materials for families in two households</li> <li>○ Records of requested modes of communication</li> </ul> </li> </ul>

<b>Family and Community Partnerships</b>
<b>Indicator</b>
<b>Families and schoolagers have input into the design of the program.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Families and schoolagers can guide the direction of the program through participation on advisory boards, surveys, formal and informal evaluation, focus groups, a suggestion box, and policy making committees.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program evidence showing how both schoolagers and families have the opportunity for input into the design of the program.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Survey and survey results</li> <li>○ Forms for suggestion box</li> <li>○ Meeting agendas or minutes</li> <li>○ Written communications</li> <li>○ Newsletter</li> <li>○ External assessments</li> <li>○ Statement about input in family handbook</li> <li>○ Event programs/flyers</li> <li>○ Attendance sign-in sheets</li> </ul> </li> </ul>

<b>Family and Community Partnerships</b>
<b>Indicator</b>
<b>Program has policy to provide or connect families to appropriate comprehensive services.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The program connects families with public/private community agencies and educational institutes to meet the <a href="#">comprehensive</a> needs of schoolagers and families. This assists in the delivery of services and increases awareness of available resources.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program policy and evidence of how you and your staff help refer families to and access services through outside agencies/organizations.</li>   <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ A list of community service contacts</li> <li>○ Written report of on-site referrals</li> <li>○ Resource guides</li> <li>○ Notes from partners about referrals</li> <li>○ Evidence of a referral log</li> <li>○ Policy from family/staff handbook</li> <li>○ Hearing/vision screenings</li> </ul> </li> </ul>

<b>Family and Community Partnerships</b>
<b>Indicator</b>
<b>Program has evidence it is involved in community organizations, partnerships, or collaborations that enhance its services to families, business practices, and/or child development knowledge.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The program partners or collaborates with others to enhance its own services to families.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence it currently works with other programs and agencies to enhance business practices, program practices, and improve services to families and schoolagers.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Written communications</li> <li>○ Newsletter</li> <li>○ Handbook</li> <li>○ Event programs/flyers</li> <li>○ Meeting agendas or minutes</li> <li>○ Attendance sign-in sheets</li> <li>○ Emails about attendance</li> <li>○ Membership in associations</li> <li>○ Letters of partnership</li> <li>○ Partnership agreements</li> </ul> </li> </ul>

<b>Possible Points for Family and Community Partnerships</b>	
<b>Indicator</b>	<b>Points</b>
Program offers family education opportunities for all families.	1
Program staff engages in informal communication with families.	1
Program has partnerships that take basic steps to facilitate schoolagers' transitions before and after school, and between and among programs, agencies, and schools.	1
Program delivers communication, education, informational materials, and opportunities for families in a way that meets diverse needs (e.g. literacy level, language, delivery method, cultural appropriateness).	1
Families and schoolagers have input into the design of the program.	2
Program has policy to provide or connect families to appropriate comprehensive services.	1
Program has evidence it is involved in community organizations, partnerships, or collaborations that enhances its services to families, business practices, and/or child development knowledge.	1

## ENVIRONMENT

### Indicator

**Program demonstrates it has lower adult: child ratios than required by licensing.**

### Intent (Purpose/Goal) of Indicator

Program creates a higher quality environment by having more staff and few children than required by licensing at all times during the program's day.

### Description of How to Meet the Indicator

- Your program has evidence showing all classrooms always maintain a lower ratio than required by licensing.
  
- This may include, but is not limited to:
  - Attendance documents
  - Staffing assignments
  - Program enrollment and all staff schedules
  - Transition sheets

The ratio required by licensing is:

Age	Licensing Ratio	Maximum Group Size
Schoolagers, grades K-8	1 to 18	Not Applicable

<b>Environment</b>
<b>Indicator</b>
<b>Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit play.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Schoolagers are given the opportunity for daily physical activity.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing every schoolager has daily, scheduled outdoor time.</li> <li>• For a program who offers 24-hour or second-shift care, regular daily program time does not exceed 12 hours.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Posted daily schedule(s) including all time spent outdoors</li> <li>○ Outdoor policy in program or staff handbook</li> </ul> </li> <li>• To <a href="#">calculate the amount of outdoor time</a> needed: <ul style="list-style-type: none"> <li>○ Total program time (in minutes) multiplied by 0.20 = 20% of daily program time</li> <li>○ Total program minutes * 0.20 = required amount of outdoor time</li> </ul> </li> <li>• Indoor physical activities should be available during inclement weather.</li> </ul>

<b>Environment</b>
<b>Indicator</b>
<b>Program has a policy to address and observe daily mental health and well-being of schoolagers.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program has a policy in place for observing schoolagers' mental health and responding to emergencies.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing how staff collects and shares information about schoolagers' mental health, observations, and concerns with families.</li> <li>• The policy in place needs to include when and how the program communicates observations to the schoolagers' family, teachers, other educators, specialized staff, or recommendations for family to seek referrals.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Program plan and policy</li> <li>○ Written protocols for addressing physical and/or mental health concerns</li> </ul> </li> </ul>

<b>Environment</b>
<b>Indicator</b>
<b>Program addresses the nutritional needs of schoolagers by providing nutritious food choices and nutritional education.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
<p>Program is participating in the Child and Adult Care Food Program (CACFP) in good standing and has a written nutrition plan.</p> <p style="text-align: center;"><u>OR</u></p> <p>Program follows guidelines that meet the CACFP meal pattern requirements and has a written nutrition plan.</p> <p style="text-align: center;"><u>OR</u></p> <p>Program serves only snacks and follows guidelines that meet CACFP meal pattern requirements and has a written nutrition plan.</p> <p style="text-align: center;"><u>OR</u></p> <p>Program provides nutrition information to families and schoolagers but does not provide food, nutrition information includes recommendations or guidance on food schoolagers bring to the program.</p> <p>A nutrition plan <u>must include</u> how the program will provide nutrition information to both schoolagers and their families.</p>
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of <u>one</u> of the intents of the indicator.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Written nutrition plan</li> <li>○ Evidence showing your program follows menu guidelines <ul style="list-style-type: none"> <li>▪ Menus</li> <li>▪ Snack schedule</li> <li>▪ Newsletters</li> <li>▪ MyPlate information</li> </ul> </li> </ul> </li> <li>• A nutrition plan is a written statement explaining how your program will support children’s nutritional needs.</li> <li>• Your written nutrition plan must demonstrate the goal, the resources you use, and how the plan will impact the children and families in your program.</li> <li>• For example, nutrition plans may include: <ul style="list-style-type: none"> <li>○ How schoolagers learn and socialize during meals</li> <li>○ The types of foods you are serving</li> <li>○ How you change menus for food allergies or dietary needs</li> <li>○ How you share nutrition information with schoolagers and families</li> </ul> </li> </ul>

<b>Possible Points for Environment</b>	
<b>Indicator</b>	<b>Points</b>
Program demonstrates it has lower adult: child ratios than required by licensing.	2
Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit play.	2
Program establishes and implements a written policy and plan to address daily mental health and well-being.	2
Program addresses the nutritional needs of schoolagers by providing nutritious food choices and nutritional education.	2

CURRICULUM AND INSTRUCTION
<b>Indicator</b>
<b>Program has a written statement (mission or vision statement) of educational and developmental priorities for all schoolagers available to families.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program has a clear mission/vision to operate.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has a plan showing the intentional thinking and planning involved within the program.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Statement in program handbook</li> <li>○ Goals for children</li> <li>○ Written mission/vision statement</li> </ul> </li> </ul>

Curriculum and Instruction
<b>Indicator</b>
<b>Program has a plan in place to ensure there is youth voice and engagement, including leadership opportunities for schoolagers during the program.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program provides schoolagers intentional opportunities to identify and lead activities and hands-on experiences with others to enhance their developmental outcomes.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has a written plan of opportunities for schoolager voice and leadership.</li> </ul>

<b>Curriculum and Instruction</b>
<b>Indicator</b>
<b>Program has a plan in place to ensure that planned activities and academic experiences incorporate the diversity of the schoolagers and families within the program.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The program provides schoolagers opportunities to identify and celebrate the diversity of their families and community, increase self-esteem, feeling of acceptance, and pride.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has a plan that ensures activities and experiences are diverse and represent the cultures, family structure, and traditions of the children and families in the program.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Program policy</li> <li>○ Written plan</li> <li>○ Lesson plans</li> <li>○ Group meeting agendas showing schoolagers and family involvement in planning</li> </ul> </li> </ul>

<b>Curriculum and Instruction</b>
<b>Indicator</b>
<b>Program has a written plan for serving schoolagers with special needs.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The program has a written plan that may include policies and practices to support the inclusion of schoolagers with special needs and assures that the schoolagers' special needs are met. Special needs may include: allergies, special accommodations, schoolagers with IEPs or 504 plans etc.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of its written special needs plan.</li> <li>• A special needs plan is a written statement that says how your program will support and care for children with special needs.</li> <li>• Your written special needs plan must demonstrate the goal, the tools/resources you use, and how the plan will impact the children and families in your program.</li> <li>• For example, special needs plans may include: <ul style="list-style-type: none"> <li>○ How your program will work with families to support their children</li> <li>○ The way you adapt the program and classrooms to accommodate children with special needs or those who speak a different language</li> <li>○ How you connect families to specialists and appropriate services</li> <li>○ How your program works with specialists and appropriate services</li> <li>○ Trainings or consultation you have focused on special needs</li> <li>○ How staff is included in IEP planning</li> </ul> </li> </ul>

<b>Curriculum and Instruction</b>
<b>Indicator</b>
<b>Program has a written plan in place to ensure that planned activities and academic experience provide a variety of hands-on developmentally appropriate experiences.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The programs provide planned, intentional experiences for schoolagers that enhance their developmental outcomes and academic achievement.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program offers active learning opportunities and supports the State of Michigan <a href="#">Educational Technology Plan</a>.</li> <li>• Your program supports and implements the Michigan State Board of Education’s policy on <a href="#">Quality Character Education</a>.</li> <li>• The opportunities your program provides <u>must</u> include content areas such as: <ul style="list-style-type: none"> <li>○ Social-emotional</li> <li>○ Physical</li> <li>○ Academic</li> <li>○ Creative Expression</li> <li>○ Culture</li> <li>○ Character development</li> <li>○ STEM - Science, Technology, Engineering, Mathematics</li> </ul> </li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Multiple lesson plans</li> <li>○ Weekly/daily schedule(s)</li> <li>○ Policy statement in family handbook</li> </ul> </li> </ul>

<b>Possible Points for Curriculum and Instruction</b>	
<b>Indicator</b>	<b>Points</b>
Program has a written statement (mission or vision statement) of educational and developmental priorities for all schoolagers available to families.	2
Program has a plan in place to ensure there is youth voice and engagement, including leadership opportunities for schoolagers during the program.	2
Program has a policy and plan in place to ensure that planned activities and academic experience incorporate the diversity of the schoolagers and families within the program.	2
Program has a written plan for serving schoolagers with special needs.	2
Program has a written plan to ensure that planned activities and academic experience provide a variety of hands-on developmentally appropriate experiences.	4

ADMINISTRATION AND MANAGEMENT
Indicator
<b>Program has written personnel policies and procedures (staff handbook) that includes, at a minimum, a written plan for: staff orientation, retention, evaluation, and individual professional development plans.</b>
Intent (Purpose/Goal) of Indicator
The program has clear documentation of policies and procedures for staff.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has written plans, policies, and procedures for staff.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Copies of written policies and procedures</li> <li>○ Staff/employee handbook</li> <li>○ Pages of staff/employee handbook necessary to meet the indicator</li> </ul> </li> </ul>

<b>Administration and Management</b>
<b>Indicator</b>
<b>Program has a formal advisory committee that meets regularly to coordinate programming, curriculum, goals, policies, and procedures.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The programs has a formal advisory committee that includes administrators, program staff, school staff, community members, schoolagers, and families to provide input on program design and implementation.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has a formal advisory committee that meets, at minimum, twice a year.</li> <li>• Your advisory committee meetings <u>must</u> include at least three of the following stakeholders: <ul style="list-style-type: none"> <li>○ Administrators</li> <li>○ Program Staff</li> <li>○ School Staff</li> <li>○ Community members</li> <li>○ Schoolagers</li> <li>○ Family members</li> </ul> </li> <li>• Evidence may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Meeting minutes</li> <li>○ Meeting agendas</li> <li>○ Meeting schedule</li> <li>○ Sign-in sheets</li> </ul> </li> </ul>

<b>Administration and Management</b>
<b>Indicator</b>
<b>Program has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for full-time staff.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The programs offers flexible benefits to help recruit and retain qualified staff.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of the benefits provided to full-time staff.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Written benefit plan</li> <li>○ Plan within policy and procedure manual</li> <li>○ Policy/plan in the staff/employee handbook</li> </ul> </li> </ul>

<b>Administration and Management</b>
<b>Indicator</b>
<b>Program has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The programs offers paid leave time to help recruit and retain qualified staff.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of the paid leave time provided to full-time staff.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Written paid leave time plan</li> <li>○ Plan within policy and procedure manual</li> <li>○ Policy/plan in the staff/employee handbook</li> </ul> </li> </ul>

Administration and Management
Indicator
<b>Program has a documented, graduated salary scale that takes into account education and experience.</b>
Intent (Purpose/Goal) of Indicator
The programs has a graduated salary scale to help recruit and retain qualified staff.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence of a written salary scale.</li> <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Written policies and procedures on pay/salary</li> <li>○ Scale within policy and procedure manual</li> <li>○ Scale/policy in the staff/employee handbook</li> </ul> </li> </ul>

Possible Points for Administration and Management	
Indicator	Points
Program has written personnel policies and procedures (staff handbook) that includes, at a minimum, a written plan for: staff orientation, retention, evaluation, and individual professional development plans.	2
Program has a formal advisory committee that meets regularly to coordinate programming, curriculum, goals, policies, and procedures.	1
Program has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for full-time staff.	1
Program has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.	1
Program has a documented, graduated salary scale that takes into account education and experience.	1

<b>STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT</b>
<b>Program Director or Site Supervisor Qualifications</b>
The following indicators describe who could be the Program Director, Site Supervisor, or other title; whoever is present at the program daily and responsible for all daily operations.
<b>Indicator</b>
<p><b>Out-of-school time Program Director or Site Supervisor has <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>60 semester hours with 12 semester hours in a child-related field <u>and</u> 1,200 hours of experience with schoolagers</b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b>A valid Child Development Associate (CDA) or Montessori credential with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers</b></li> </ul>
<b>Intent (Purpose/Goal) of Indicator</b>
The Program Director/Site Supervisor has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers' growth and learning.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your Program Director/Site Supervisor has <u>one</u> of the following: <ul style="list-style-type: none"> <li>○ <b>A copy of transcripts</b> showing 60 completed semester hours total, with at least 12 semester hours in a child-related field, <b><u>and</u></b> <b>documentation of their <a href="#">hours of experience</a></b> <ul style="list-style-type: none"> <li>▪ For example, a statement of work history including weekly hours.</li> </ul> </li> <li>○ <b>A copy of their current CDA, a copy of their transcripts</b> showing they have completed at least 12 semester hours in a child-related field, <b><u>and</u></b> <b>documentation of their hours of experience.</b></li> <li>○ <b>A copy of their Montessori credential</b> (no expiration date), <b>a copy of their transcripts</b> showing they have completed at least 12 semester hours in a <a href="#">child-related field</a> <b><u>and</u></b> <b>documentation of their hours of experience.</b> <ul style="list-style-type: none"> <li>▪ The Montessori credential must be from Association Montessori International (AMI), American Montessori Society (AMS), or Montessori Accreditation Council for Teacher Education (MACTE)</li> </ul> </li> <li>○ Program Director/Site Supervisor is a <b>member of MiRegistry and their qualifications have been verified.</b></li> </ul> </li> </ul>

<b>Program Director or Site Supervisor Qualifications</b>
<b>Indicator</b>
<b>Out-of-school time Program Director or Site Supervisor has a valid Michigan School Age Youth Development Credential with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The Program Director/Site Supervisor has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers' growth and learning.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your Program Director/Site Supervisor has <u>all</u> the following: <ul style="list-style-type: none"> <li>○ <b>A copy of their current <u>Michigan School Age Youth Development Credential</u></b></li> <li>○ <b>A copy of their transcripts</b> showing they have completed at least 12 semester hours in a <a href="#">child-related field</a></li> <li>○ <b>Documentation of their <a href="#">hours of experience</a></b> <ul style="list-style-type: none"> <li>▪ For example, a statement of work history including weekly hours.</li> </ul> </li> <li>○ Program Director/Site Supervisor is a <b>member of MiRegistry and their qualifications have been verified.</b></li> </ul> </li> </ul>

Program Director or Site Supervisor Qualifications
<b>Indicator</b>
<p><b>Out-of-school time Program Director or Site Supervisor has <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>An Associate’s degree in a child-related field with 960 hours of experience with schoolagers</b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b>60 semester hours in a program leading to a Bachelor’s degree in a child-related field with at least 24 of those semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers</b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b>A Bachelor’s degree or higher in a child-related field</b></li> </ul>
<b>Intent (Purpose/Goal) of Indicator</b>
<p>The Program Director/Site Supervisor has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers’ growth and learning.</p>
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your Program Director/Site Supervisor has <u>one</u> of the following: <ul style="list-style-type: none"> <li>○ <b>A copy of their completed Associate’s degree and/or completed transcripts including major <u>and</u> documentation of their <a href="#">hours of experience</a></b> <ul style="list-style-type: none"> <li>▪ For example, a statement of work history including weekly hours.</li> </ul> </li> <li>○ <b>A copy of transcripts</b> showing 60 completed semester hours total, with at least 24 semester hours in a <a href="#">child-related field</a> <b><u>and</u></b> <b>documentation of their hours of experience</b></li> <li>○ <b>A copy of their completed Bachelor’s degree (or higher) and/or transcripts including major</b></li> <li>○ Program Director/Site Supervisor is a <b>member of MiRegistry and their qualifications have been verified.</b></li> </ul> </li> </ul>

<b>Program Director or Site Supervisor Qualifications</b>
<b>Indicator</b>
<p><b>Out-of-school time Program Director or Site Supervisor has a Bachelor’s degree or higher in a child-related field <u>AND one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A valid <u>Michigan School Age Youth Development Credential</u></b> <b><u>OR</u></b></li> <li>• <b>960 hours of experience with schoolagers</b></li> </ul>
<b>Intent (Purpose/Goal) of Indicator</b>
<p>The Program Director/Site Supervisor has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers’ growth and learning.</p>
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your Program Director/Site Supervisor has <b>A copy of their completed Bachelor’s degree (or higher) and/or transcripts including major <u>AND:</u></b> <ul style="list-style-type: none"> <li>○ <b>A copy of their current <u>Michigan School Age Youth Development Credential</u></b></li> <li>○ <b>Documentation of their hours of experience</b> <ul style="list-style-type: none"> <li>▪ For example, a statement of work history including weekly hours.</li> </ul> </li> <li>○ Program Director/Site Supervisor is a <b>member of MiRegistry and their qualifications have been verified.</b></li> </ul> </li> </ul>

<b>Possible Points for Program Director/Site Supervisor</b>	
<b>One of the following:</b>	
<b>Indicator</b>	<b>Points</b>
Out-of-school time Program Director or Site Supervisor has: <ul style="list-style-type: none"> <li>• 60 semester hours with 12 semester hours in a child-related field <u>and</u> 1,200 hours of experience with schoolagers</li> <li style="text-align: center;"><u>OR</u></li> <li>• A valid Child Development Associate (CDA) or Montessori credential with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers</li> </ul>	1
Out-of-school time Program Director or Site Supervisor has a valid <u>Michigan School Age Youth Development Credential</u> with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers.	2
Out-of-school time Program Director or Site Supervisor has: <ul style="list-style-type: none"> <li>• An Associate’s degree in a child-related field with 960 hours of experience with schoolagers</li> <li style="text-align: center;"><u>OR</u></li> <li>• 60 semester hours in a program leading to a Bachelor’s degree in a child-related field with at least 24 of those semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers</li> <li style="text-align: center;"><u>OR</u></li> <li>• A Bachelor’s degree or higher in a child-related field</li> </ul>	3
Out-of-school time Program Director or Site Supervisor has a Bachelor’s degree or higher in a child-related field <u>AND</u> : <ul style="list-style-type: none"> <li>• A valid Michigan School <a href="https://misayd.gennet.us/Age Youth Development Credential">https://misayd.gennet.us/Age Youth Development Credential</a></li> <li style="text-align: center;"><u>OR</u></li> <li>• 960 hours of experience with schoolagers</li> </ul>	4

<b>Program Staff Qualifications</b>
The following indicators describe all staff members who work with schoolagers, exclusive of the Program director.
<b>Indicator</b>
<p><b>At least one staff has, at a minimum, a valid <u>Michigan School Age Youth Development Credential</u></b></p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><b>At least 25 percent of school age staff has a Michigan School Age Youth Development Certificate</b></p>
<b>Intent (Purpose/Goal) of Indicator</b>
The out-of-school time program staff/educators has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers' growth and learning.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of <u>one</u> of the following: <ul style="list-style-type: none"> <li>○ One staff member has <b>a copy of their current <u>Michigan School Age Youth Development Credential</u></b></li> <li>○ At least 25% of the staff has a <b>copy of their current <u>Michigan School Age Youth Development Certificate</u></b></li> <li>○ Staff member is a <b>member of MiRegistry and their qualifications have been verified.</b></li> </ul> </li> </ul>

Program Staff Qualifications
Indicator
<p><b>At least 25 percent of staff has, at a minimum, one of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A <u>Michigan School Age Youth Development Credential</u></b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b>At least an Associate’s degree in a child-related field</b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b>60 semester hours or higher with 12 semester hours in a child-related field</b></li> </ul>
Intent (Purpose/Goal) of Indicator
<p>The out-of-school time program staff/educators has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers’ growth and learning.</p>
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence that 25% of staff have at least <u>one</u> of the following: <ul style="list-style-type: none"> <li>○ <b>A copy of their current <u>Michigan School Age Youth Development Credential</u></b></li> <li>○ <b>A copy of their completed Associate’s degree and/or completed transcripts including major</b></li> <li>○ <b>A copy of transcripts</b> showing 60 completed semester hours total, with 12 semester hours in a <a href="#">child-related field</a></li> <li>○ Staff members are <b>members of MiRegistry and their qualifications have been verified.</b></li> </ul> </li> </ul>

<b>Program Staff Qualifications</b>
<b>Indicator</b>
<p><b>At least 50 percent of staff has, at a minimum, one of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A <u>Michigan School Age Youth Development Credential</u></b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b>At least an Associate’s degree in a child-related field</b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>• <b>60 semester hours or higher with 12 semester hours in a child-related field</b></li> </ul>
<b>Intent (Purpose/Goal) of Indicator</b>
<p>The out-of-school time program staff/educators has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers’ growth and learning.</p>
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence that 50% of staff have at least <u>one</u> of the following: <ul style="list-style-type: none"> <li>○ <b>A copy of their current <u>Michigan School Age Youth Development Credential</u></b></li> <li>○ <b>A copy of their completed Associate’s degree and/or completed transcripts including major</b></li> <li>○ <b>A copy of transcripts</b> showing 60 completed semester hours total, with 12 semester hours in a <a href="#">child-related field</a></li> <li>○ Staff members are <b>members of MiRegistry and their qualifications have been verified.</b></li> </ul> </li> </ul>
<b>Program Staff Qualifications</b>
<b>Indicator</b>
<p><b>100 percent of staff has, at a minimum, one of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A <u>Michigan School Age Youth Development Credential</u></b></li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p>

- **At least an Associate’s degree in a child-related field**

**OR**

- **60 semester hours or higher with 12 semester hours in a child-related field**

**Intent (Purpose/Goal) of Indicator**

The out-of-school time program staff/educators has specialized education and training to be able to provide quality care, experiences, and environments that support every aspect of schoolagers’ growth and learning.

**Description of How to Meet the Indicator**

- Your program has evidence that all staff have at least one of the following:
  - **A copy of their current Michigan School Age Youth Development Credential**
  - **A copy of their completed Associate’s degree and/or completed transcripts including major**
  - **A copy of transcripts** showing 60 completed semester hours total, with 12 semester hours in a [child-related field](#)
  - Staff members are **members of MiRegistry and their qualifications have been verified.**

Possible Points for Program Staff Qualifications	
One of the following:	
Indicator	Points
<ul style="list-style-type: none"> <li>• At least one staff has, at a minimum, a valid <a href="#">Michigan School Age Youth Development Credential</a></li> <li style="text-align: center;"><u>OR</u></li> <li>• At least 25 percent of school age staff has a Michigan School Age Youth Development Certificate</li> </ul>	2
<p>At least 25 percent of staff has, at a minimum, one of the following:</p> <ul style="list-style-type: none"> <li>• A <a href="#">Michigan School Age Youth Development Credential</a></li> <li style="text-align: center;"><u>OR</u></li> <li>• At least an Associate’s degree in a child-related field</li> <li style="text-align: center;"><u>OR</u></li> <li>• 60 semester hours or higher with 12 semester hours in a child-related field</li> </ul>	3
<p>At least 50 percent of staff has, at a minimum, one of the following:</p> <ul style="list-style-type: none"> <li>• A <a href="#">Michigan School Age Youth Development Credential</a></li> <li style="text-align: center;"><u>OR</u></li> <li>• At least an Associate’s degree in a child-related field</li> <li style="text-align: center;"><u>OR</u></li> <li>• 60 semester hours or higher with 12 semester hours in a child-related field</li> </ul>	4
<p>100 percent of staff has, at a minimum, one of the following:</p> <ul style="list-style-type: none"> <li>• A Michigan School Age Youth Development Credential <a href="https://misayd.gennet.us">https://misayd.gennet.us</a>/<u>OR</u></li> <li>• At least an Associate’s degree in a child-related field</li> <li style="text-align: center;"><u>OR</u></li> <li>• 60 semester hours or higher with 12 semester hours in a child-related field</li> </ul>	5

<b>Professional Development</b>
<b>Indicator</b>
<b>Director and <u>all</u> program staff complete at least 24 clock hours of professional development annually.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Staff participates in a variety of ongoing professional development trainings that exceed the number of hours licensing requires each year. These trainings support the staff members' knowledge in providing quality care, experiences, and environments that support every aspect of schoolagers' growth and learning.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence that your program director/site supervisor and <u>all</u> other staff have completed 24 hours of professional development within the last 12 months from the month you submitted your Self-Assessment Survey. <ul style="list-style-type: none"> <li>○ For example, if your program submitted their Self-Assessment Survey in June 2018, you would need to <b>provide evidence of the professional development trainings taken by each staff member</b> showing 24 hours of professional development from June 2017 to June 2018.</li> </ul> </li> <li>• Evidence may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Training logs including: name, date of hire, title of, date of, and length of training</li> <li>○ Training certificates including name, date of and length of training</li> <li>○ Sign-in sheets with training agendas</li> <li>○ Current transcripts</li> <li>○ MiRegistry Learning Records</li> </ul> </li> <li>• CPR and First Aid hours do <u>not</u> count toward the 24 clock hours.</li> <li>• To calculate number of <a href="#">professional development</a> clock/training hours, please use the list: <ul style="list-style-type: none"> <li>○ 60 minutes = 1 hour</li> <li>○ 1 semester hour = 1 credit = 15 hours</li> <li>○ 1 term hour = 10 hours</li> <li>○ 1 CEU = 10 hours</li> <li>○ 1 SCECH = 1 hour</li> </ul> </li> </ul>

- If a staff member was hired in the last year (12 months), use the chart below to determine the number of clock hours they need for professional development (PD).
  - A staff member hired less than 90 days ago does not need to have a certain number of professional development hours completed.

<b>Months Since Hire Date</b>	0-3	4	5	6	7	8	9	10	11	12
<b>Number of PD hours needed</b>	0-7	8	10	12	14	16	18	20	22	24

Professional Development
Indicator
<b>Annual professional development attended includes at least two hours focused on cultural competence or inclusive practices related to serving schoolagers with special needs or disabilities.</b>
Intent (Purpose/Goal) of Indicator
Staff participates in a variety of ongoing professional development trainings to support the staff members' knowledge in cultural competence or inclusive practices (i.e. culture, diversity, special needs, inclusion, etc.) as it relates to caring for and serving schoolagers.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence that your program director/site supervisor and <u>all</u> other staff have completed at least 2 of professional development focused on cultural competence or inclusive practices within the last 12 months from the month you submitted your Self-Assessment Survey. <ul style="list-style-type: none"> <li>○ For example, if your program submitted their Self-Assessment Survey in June 2018, you would need to <b>provide evidence of the training(s) taken by each staff member focused on cultural competence or inclusive practices</b> from June 2017 to June 2018.</li> </ul> </li> <li>• The 2 hours of training may be focused on, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Serving children with special needs or disabilities</li> <li>○ Teaching diverse children</li> <li>○ Supporting diverse children and their families</li> </ul> </li> <li>• Evidence may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Training logs including: name, date of hire, title of, date of, and length of training</li> <li>○ Training certificates including name, date of and length of training</li> <li>○ Sign-in sheets with training agendas</li> <li>○ Current transcripts</li> <li>○ MiRegistry Learning Records</li> </ul> </li> <li>• CPR and First Aid hours do <u>not</u> count toward the 2 hours.</li> <li>• If a staff member was hired less than 90 days ago then they do <u>not</u> need to have completed 2 hours of professional development focused on cultural competence or inclusive practice.</li> <li>• See <a href="#">Formulas</a> for converting credits, CEUs, semester hours, term hours, SCECHs, and minutes to clock hours.</li> </ul>

<b>Professional Development</b>
<b>Indicator</b>
<b>Annual professional development attended by staff has at least two hours focused specifically on family engagement.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Staff participates in a variety of ongoing professional development trainings to support the staff members' knowledge in family engagement as it relates to caring for and serving schoolagers.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence that <u>all</u> staff have completed at least 2 of professional development focused on family engagement within the last 12 months from the month you submitted your Self-Assessment Survey. <ul style="list-style-type: none"> <li>○ For example, if your program submitted their Self-Assessment Survey in June 2018, you would need to <b>provide evidence of the training(s) taken by each staff member focused on family engagement</b> from June 2017 to June 2018.</li> </ul> </li> <li>• Evidence may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Training logs including name, date of hire, title of, date of, and length of training</li> <li>○ Training certificates including name, date of and length of training</li> <li>○ Sign-in sheets with training agendas</li> <li>○ Current transcripts</li> <li>○ MiRegistry Learning Records</li> </ul> </li> <li>• CPR and First Aid hours do <u>not</u> count toward the 2 hours.</li> <li>• If a staff member was hired less than 90 days ago then they do <u>not</u> need to have completed 2 hours of professional development focused on family engagement.</li> <li>• See <a href="#">Formulas</a> for converting credits, CEUs, semester hours, term hours, SCECHs, and minutes to clock hours.</li> </ul>

<b>Professional Development</b>
<b>Indicator</b>
<b>Program develops quality improvement plan designed to improve quality in staff qualifications and progress is monitored by a person with a Master’s degree in a child-related field or a Quality Improvement Consultant.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The program has a written plan designed to identify and work on staff qualifications, and the plan is monitored to ensure progress is being made.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of a quality improvement plan designed to improve staff qualifications that is monitored by someone with a Master’s degree or a Quality Improvement Consultant.</li> <li>• A quality improvement plan is a document stating your program’s goals for improving staff qualifications, how you plan to reach those goals, and the steps you will be taking to achieve/complete your goals.</li> <li>• Your quality improvement plan would include: <ul style="list-style-type: none"> <li>○ Goal(s) for your program to improve staff qualifications</li> <li>○ What you will need to reach your goal(s) (i.e. steps of how your goal(s) will be completed)</li> <li>○ Target date/follow-up (i.e. when your goal(s) will be completed or how progress will be monitored)</li> <li>○ Who is monitoring the progress of your plan</li> </ul> </li> <li>• Your program’s quality improvement plan needs to be monitored by someone with a Master’s degree in a <a href="#">child-related field</a> or a Quality Improvement Consultant. <ul style="list-style-type: none"> <li>○ You can provide a copy of the degree and/or completed transcripts including major.</li> <li>○ You can provide documentation showing you are currently working with a Quality Improvement Consultant.</li> </ul> </li> </ul>

<b>Possible Points for Professional Development</b>	
<b>Indicator</b>	<b>Points</b>
Director and <u>all</u> program staff complete at least 24 clock hours of professional development annually.	2
Annual professional development attended includes at least two hours focused on cultural competence or inclusive practices related to serving schoolagers with special needs or disabilities.	2
Annual professional development attended by staff has at least two hours focused specifically on family engagement.	2
Program develops quality improvement plan designed to improve quality in staff qualifications and progress is monitored by a person with a Master's degree in a child-related field or a Quality Improvement Consultant.	1

# Glossary

**Associate's degree:** A degree typically received in two years from a junior college, college or university (often 60 to 72 completed credit hours).

**Bachelor's degree:** A degree typically received in four years from a college or university (often at least 120 completed credit hours).

**Child Development Associate (CDA) credential:** A nationally recognized credential awarded by the Council for Professional Recognition demonstrating your ability to work with children birth to five years of age.

**Child-related field:** [Licensing](#) defines a child-related field for school-age programs as early childhood education, elementary education, secondary education, physical education and recreation, child development, child guidance/counseling, child psychology, family studies, social work, human services, and youth development.

**Comprehensive:** Covers all developmental areas of children's growth and learning; including social-emotional, cognitive, language, creative and physical development.

**Continuing Education Unit (CEU):** A nationally recognized unit of measure for education/training experiences that provide professional development opportunities, but are not academic credit from a college or university.

**Informal communication:** How a provider/program communicates with parents and families about a child's day.

**Master's degree:** A degree typically received in one to two years after completing a Bachelor's degree.

**Plan:** A written procedure that includes all the following:

- What is the goal of the plan
- What tools and/or resources are being used to meet the goal
- How do you use the tools or resources to assist in meeting the goal
- Who you refer to for specialized information or services
- Why the plan is important for the children, families, and staff in your programs
- How it will help you meet the needs of children and families you serve and/or in your community

**Semester hour:** The number of credits received for completing a college class (not the number of hours spent in a class or the clock hours of a class).

**State Continuing Education Clock Hours (SCECH):** Approved trainings, conferences, in-services and workshops that the Michigan Department of Education counts as credits towards renewal of certain certificates (i.e. teaching certificates).

**Term hour:** [Licensing](#) defines a term hour as the equivalent of 10 hours of training, and being similar to a quarter hour. This can be converted to a semester hour/credit by multiplying the number of term hours by 0.66.

# Formulas

**Calculating Outside Time:** The formula used to calculate the amount of outside time to meet the intent of the 20% of the day dedicated to outdoor time indicator in [Environment](#).

Formula	Total number of class minutes multiplied by .2 = the minimum number of minutes required for outdoor time
	<p>Example: if you are in operation for 12 hours, you would need to have a total of 144 minutes of outside time incorporated in the daily schedule</p> <p>12 hours X 60 minutes = 720 total class minutes 720 X .2 = 144 minutes of outside time required</p>

You can also calculate the amount of outdoor time by using the [calculator](#) that has been created.

**Clock Hour Conversions:** How to change the number of credits, CEUs, etc. to number of clock hours for [Professional Development](#).

- 60 minutes = 1 hour
- 1 semester hour = 15 hours
- 1 term hour = 10 hours
- 1 CEU = 10 hours
- 1 SCECH = 1 hour
- 1 credit = 1 semester hour = 15 hours

**[Professional Development](#)** : The number of clock hours of professional development training required for staff hired within the last year (12 months).

<b>Months Since Hire Date</b>	0-3	4	5	6	7	8	9	10	11	12
<b>Number of PD hours needed</b>	0-7	8	10	12	14	16	18	20	22	24

## Resources

### **Core Knowledge and Competencies for Afterschool and Youth Development Professionals:**

<http://greatstarttoquality.org/sites/default/files/Core%20Knowledge%20and%20Competencies%20for%20Afterschool%20and%20Youth%20Development%20Professionals.pdf>

### **Great Start to Quality Resource Centers' information:**

<http://www.greatstarttoquality.org/find-resource-center> or call 1-877-614-7328

### **Great Start to Quality website:**

<http://www.greatstarttoquality.org>

### **Licensing Rules for Child Care Centers:**

[https://www.michigan.gov/documents/dhs/Child\\_Care\\_Center\\_Rules\\_419095\\_7.pdf](https://www.michigan.gov/documents/dhs/Child_Care_Center_Rules_419095_7.pdf)

### **Michigan Out-of-School Time Standards of Quality:**

<http://greatstarttoquality.org/sites/default/files/Michigan%20Out-Of-School%20Time%20Standards%20of%20Quality.pdf>

### **MiRegistry**

<http://www.MiRegistry.org>

# Appendix

Great Start to Quality Program Quality Indicators Out-of-School Time (5-12)

<b>Categories of Program Quality Indicators Category Sections</b>	<b>Points</b>	
<b>Family and Community Partnerships</b>	<b>8</b>	
<b>Environment</b>	<b>8</b>	
<b>Curriculum and Instruction</b>	<b>12</b>	
<b>Administration and Management</b>	<b>6</b>	
<b>Staff Qualifications and Professional Development</b>	<b>Category Sections</b>	<b>16</b>
	Administrator/Director Qualifications	<b>4</b>
	Staff Qualifications	<b>5</b>
	Professional Development	<b>7</b>
<b>TOTAL POSSIBLE POINTS</b>		<b>50</b>

## **Point Structure**

The points are structured so that Out of School Time programs/providers need to get a certain number of points in **multiple categories** (“family and community partnerships,” “administration and management,” etc.) to achieve a certain star rating. For example, to achieve a 3 Star rating, a program/provider must get at least 26 points total, and must attain the minimum point distribution in all categories.

Category	Total Points Per Section	Minimum Point Distribution			
		2 Star	3 Star	4 Star	5 Star
Family and Community Partnerships	8	4	4	6	6
Environment	8	2	4	6	6
Curriculum and Instruction	12	4	6	8	8
Administration and Management	6	2	4	4	4
Staff Qualifications and Professional Development	16	3	6	8	8
Additional points in any other category		1	2	6	10
Minimum Required Points for Rating	50	16 points total and <u>minimum points in 2 of 5 categories</u>	26 points total and <u>minimum points in 3 of 5 categories</u>	38 points total and <u>minimum points in 4 of 5 categories</u>	42 points total and <u>minimum points in 5 of 5 categories</u>
PQA Score		N/A	N/A	≥ 3.5	≥ 4.5

## Family and Community Partnerships

<b>Program Quality Indicators- Family partnerships and Community Partnerships</b>	
<b>Child Care/Preschool Centers</b>	<b>Pts*</b>
1. Program offers family education opportunities for all families.	1
2. Program staff engages in informal communication with families.	1
3. Program has partnerships that take basic steps to facilitate schoolagers' transitions before and after school, and between and among programs, agencies, and schools.	1
4. Program delivers communication, education, informational materials, and opportunities for families in a way that meets diverse needs (e.g. literacy level, language, delivery method, cultural appropriateness).	1
5. Families and schoolagers have input into the design of the program.	2
6. Program has a written policy to provide or connect families to appropriate comprehensive services.	1
7. Program has evidence it is involved in community organizations, partnerships, or collaborations that enhances its services to families, business practices, and/or child development knowledge.	1

<b>Total Family and Community Partnerships</b>	<b>8</b>
<i>2 Star</i>	4
<i>3 Star</i>	4
<i>4 Star</i>	6
<i>5 Star</i>	6

## Environment

Child Care/Preschool Centers	Pts
1. Program demonstrates it has lower adult: child ratios than required by licensing.	<b>2</b>
2. Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit play.	<b>2</b>
3. Program has a policy to address and observe daily mental health and well-being of schoolagers.	<b>2</b>
4. Program addresses the nutritional needs of schoolagers by providing nutritious food choices and nutritional education.	<b>2</b>

<b>Total Environment</b>	<b>8</b>
<i>2 Star</i>	2
<i>3 Star</i>	4
<i>4 Star</i>	6
<i>5 Star</i>	6

## Curriculum and Instruction

Child Care/Preschool Centers	Pts
1. Program has a written statement (mission or vision statement) of educational and developmental priorities for all schoolagers available to families.	2
2. Program has a plan in place to ensure there is youth voice and engagement, including leadership opportunities for schoolagers during the program.	2
3. Program has a policy and plan in place to ensure that planned activities and academic experience incorporate the diversity of the schoolagers and families within the program.	2
4. Program has a written plan for serving schoolagers with special needs.	2
5. Program has a written plan to ensure that planned activities and academic experience provide a variety of hands-on developmentally appropriate experiences.	4

<b>Total Curriculum and Instruction</b>	<b>12</b>
<i>2 Star</i>	4
<i>3 Star</i>	6
<i>4 Star</i>	8
<i>5 Star</i>	8

## Administration and Management

<b>Child Care/Preschool Centers</b>	<b>Pts*</b>
1. Program has written personnel policies and procedures (staff handbook) that includes, at a minimum, a written plan for: staff orientation, retention, evaluation, and individual professional development plans.	2
2. Program has a formal advisory committee that meets regularly to coordinate programming, curriculum, goals, policies, and procedures.	1
3. Program has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for full-time staff.	1
4. Program has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.	1
5. Program has a documented, graduated salary scale that takes into account education and experience.	1

<b>Total Administration and Management</b>	<b>6</b>
<i>2 Star</i>	<b>2</b>
<i>3 Star</i>	<b>4</b>
<i>4 Star</i>	<b>4</b>
<i>5 Star</i>	<b>4</b>

## Staff Qualifications and Professional Development

<b>Program Director or Site Supervisor Qualifications</b>	
<b>Out- of- School Time (5-12)</b>	<b>Pts*</b>
<p>Out-of-school time Program Director or Site Supervisor has <u>one</u> of the following:</p> <ul style="list-style-type: none"> <li>• 60 semester hours with 12 semester hours in a child-related field <u>and</u> 1,200 hours of experience with schoolagers</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>• A valid Child Development Associate (CDA) or Montessori credential with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers</li> </ul>	1
<p>Out-of-school time Program Director or Site Supervisor has a valid Michigan School Age Youth Development Credential with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers.</p>	2
<p>Out-of-school time Program Director or Site Supervisor has:</p> <ul style="list-style-type: none"> <li>• An Associate’s degree in a child-related field with 960 hours of experience with schoolagers</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>• 60 semester hours in a program leading to a Bachelor’s degree in a child-related field with at least 24 of those semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>• A Bachelor’s degree or higher in a child-related field</li> </ul>	3
<p>Out-of-school time Program Director or Site Supervisor has a Bachelor’s degree or higher in a child-related field <u>AND</u>:</p> <ul style="list-style-type: none"> <li>• A valid Michigan School Age Youth Development Credential</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>• 960 hours of experience with schoolagers</li> </ul>	4
<b>TOTAL PTS AVAILABLE</b>	<b>4</b>

<b>Program Staff Qualifications</b>	
<b>Out- of- School Time (5-12)</b>	<b>Pts*</b>
<ul style="list-style-type: none"> <li>At least one staff has, at a minimum, a valid <u>Michigan School Age Youth Development Credential</u></li> </ul> OR <ul style="list-style-type: none"> <li>At least 25 percent of school age staff has a Michigan School Age Youth Development Certificate</li> </ul>	2
<p>At least 25 percent of staff has, at a minimum, one of the following:</p> <ul style="list-style-type: none"> <li>A <u>Michigan School Age Youth Development Credential</u></li> </ul> OR <ul style="list-style-type: none"> <li>At least an Associate’s degree in a child-related field</li> </ul> OR <ul style="list-style-type: none"> <li>60 semester hours or higher with 12 semester hours in a child-related field</li> </ul>	3
<p>At least 50 percent of staff has, at a minimum, one of the following:</p> <ul style="list-style-type: none"> <li>A <u>Michigan School Age Youth Development Credential</u></li> </ul> OR <ul style="list-style-type: none"> <li>At least an Associate’s degree in a child-related field</li> </ul> OR <ul style="list-style-type: none"> <li>60 semester hours or higher with 12 semester hours in a child-related field</li> </ul>	4
<p>100 percent of staff has, at a minimum, one of the following:</p> <ul style="list-style-type: none"> <li>A <u>Michigan School Age Youth Development Credential</u></li> </ul> OR <ul style="list-style-type: none"> <li>At least an Associate’s degree in a child-related field</li> </ul> OR <ul style="list-style-type: none"> <li>60 semester hours or higher with 12 semester hours in a child-related field</li> </ul>	5

<b>Program Quality Indicators- Professional Development</b>	
<b>Out- of- School Time (5-12)</b>	<b>Pts*</b>
Director and all program staff complete at least 24 clock hours of professional development annually.	2
Annual professional development attended includes at least two hours focused on cultural competence or inclusive practices related to serving schoolagers with special needs or disabilities.	2
Annual professional development attended by staff has at least two hours focused specifically on family engagement.	2
<b>Program Quality Indicators- Other Staffing</b>	
<b>Out- of- School Time (5-12)</b>	<b>Pts*</b>
Program develops quality improvement plan designed to improve quality in staff qualifications and progress is monitored by a person with a Master's degree in a child-related field or a Quality Improvement Consultant.	1
<b>TOTAL PTS AVAILABLE</b>	<b>7</b>

\*Professionals other than quality improvement consultants may support centers and programs to achieve the objectives in the quality improvement plan as defined by Great Start to Quality.

\*First Aid and CPR training hours do not count toward the 24 hours of professional development.

<b>Total Staff Qualifications and PD</b>	<b>16</b>
<i>2 Star</i>	<b>3</b>
<i>3 Star</i>	<b>6</b>
<i>4 Star</i>	<b>8</b>
<i>5 Star</i>	<b>8</b>