



# Great Start to Quality Program Quality Indicators Guidance for Child Care Centers

2017



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# Introduction

As an early childhood professional, you are helping children learn, grow and develop. By creating a safe place for the children to learn, explore their world and build relationships, you are setting the foundation for them to be successful in school, work and life. For tools and resources that will benefit you and the children you care for, you can participate in Great Start to Quality.

Great Start to Quality is Michigan's quality rating and improvement system that supports you, while also helping families find and choose quality programs that meet their children's needs. There are more than 40 different program quality indicators that Great Start to Quality uses to measure the quality of programs. A program quality indicator is a standard used to measure quality of a program in a specific area. Each program quality indicator falls into one of five categories. These five categories and their indicators appear on your Self-Assessment Survey when you choose to participate in Great Start to Quality. The categories on your Self-Assessment Survey are:

- Staff Qualifications and Professional Development
- Family and Community Partnerships
- Administration and Management
- Environment
- Curriculum and Instruction

If you have any questions or would like more information about Great Start to Quality, please refer to the [Great Start to Quality User Guide](#).

As a licensed program or provider in Michigan, you have access to a local Great Start to Quality Resource Center. Resource Centers provide you, and the families in your area, with many different services and support, including:

- Trainings
- A lending library with educational materials
- Help with starting the Great Start to Quality process from a Quality Improvement Specialist
  - Support and guidance with filling out your Self-Assessment Survey
- Opportunities to work with a Quality Improvement Consultant
  - Coaching and consultation to help your program

For more information on the Great Start to Quality Resource Centers and what they have to offer please visit: [www.greatstarttoquality.org/find-resource-center](http://www.greatstarttoquality.org/find-resource-center) or call 1-877-614-7328.

## WHAT DOES IT MEAN TO PARTICIPATE IN GREAT START TO QUALITY?

Once your program is in good standing with licensing (no longer on a provisional license) your program will automatically have a profile on [www.greatstarttoquality.org](http://www.greatstarttoquality.org). Your program will appear as an Empty Star on the Great Start to Quality website, meaning you are a licensed program. After you choose to participate in Great Start to Quality you will start the rating process by completing your online Self-Assessment Survey.

You can get to your Self-Assessment Survey by logging in to [Great Start to Quality](#) (or see page 67), clicking on the Great Start to Quality STARS platform tab and going to the blue Self-Assessment Survey button on the left. You will select the indicators on your Self-Assessment Survey that you feel are currently true for your program and upload documents to support those selections. After completing your Self-Assessment Survey and uploading supporting documentation, your program's Self-Assessment Survey rating will be calculated on a scale of 1 through 5 Stars. In the chart, you can see the range of points needed for each Star rating.

Star Rating	Number of Points for Star rating
1	0-15
2	16-25
3	26-37
4	38-41
5	42-50

For more details about the scoring of your program's Self-Assessment Survey, please see the [Great Start to Quality Program Quality Indicators](#) point distribution document (or see page 67) or contact your local Great Start to Quality Resource Center at 1-877-614-7328 for further guidance and support.

After submitting your Self-Assessment Survey, you may be selected for a validation. If your program is selected for a validation, your program will receive its published Star rating after the validation is complete. If your program receives a 4 or 5 Star validation, you will move on to the on-site Program Quality Assessment (PQA) and you will receive your published Star rating after the PQA(s) is complete.

Refer to the [User Guide](#) for more information on how you receive your 1 to 5 Star rating, and to understand the validation and PQA process.

# 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

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 Early Childhood 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
  - If the link takes you to the "**Glossary**", "**Formulas**" or "**Resources**" section
    - 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

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 presented as a table.

Depending on the category and category subsection of your Self-Assessment Survey, there are two versions of the possible points table.

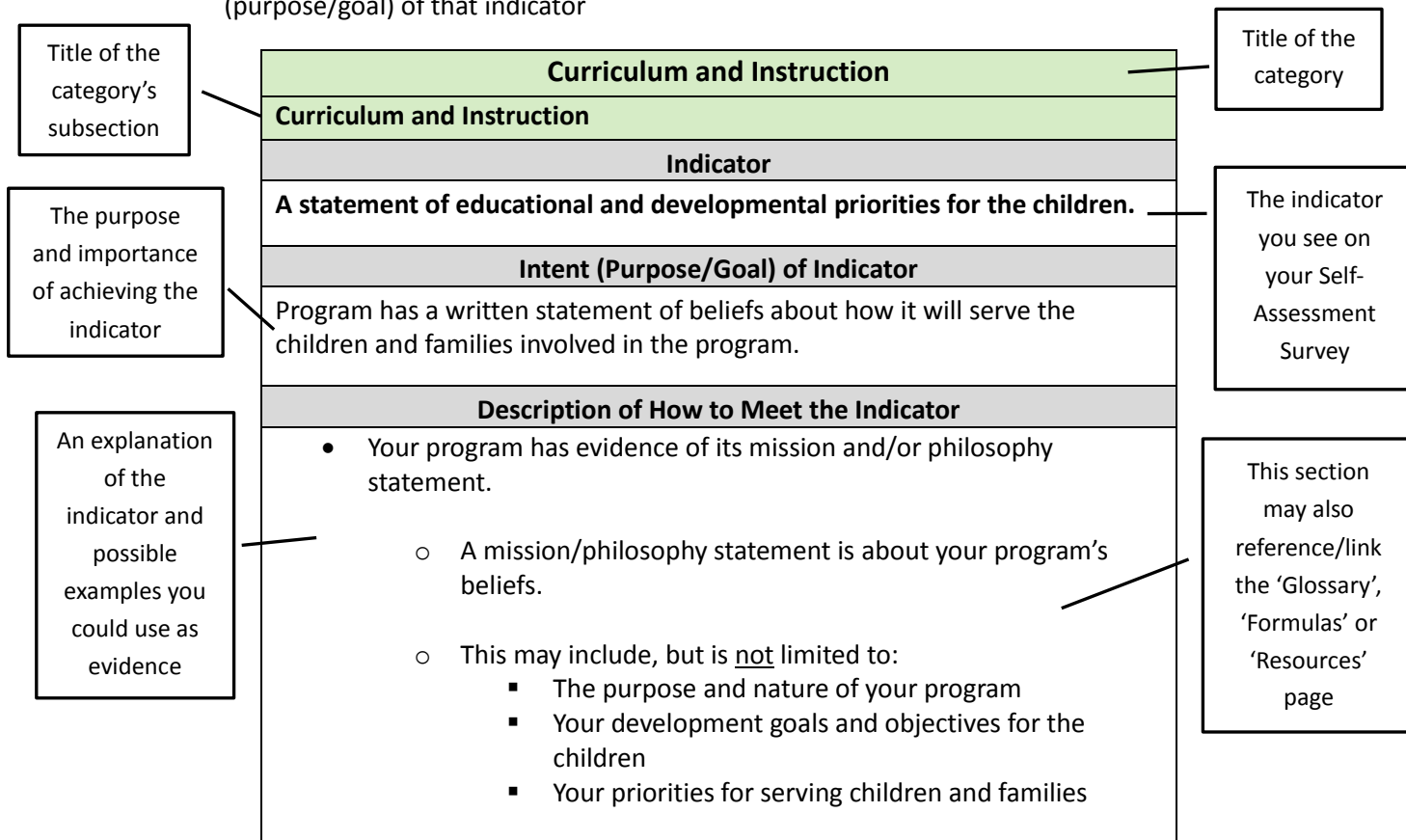
- **Staff Qualifications and Professional Development, Physical Environment, Ratios and Consistent Interaction** – you will receive points based on which indicator you achieve.
  - For example, if 100% of your assistant teachers have a [Child Development Associate \(CDA\) credential](#) (or see page 62) you would meet the intent (purpose/goal) of the second indicator and would receive 2 out of the 3 points possible for that section.

- **Family and Community Partnerships, Administration and Management, Health Environment, Curriculum and Instruction and Screening and Assessment** – you will receive points based on how many indicators you achieve.
  - For example, in the Health Environment section, if you meet the intent (purpose/goal) of 3 indicators you would receive 2 out of the 4 points possible for that section.

### HOW IS THE GUIDANCE DOCUMENT ORGANIZED?

Your Self-Assessment Survey is divided into 5 categories with 14 category subsections that include the indicators. The tables in this document contain each of the indicators (see example). In the tables when you see:

- **Program/Center** – it is referring to you and your program
- **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



This is an example of the possible points table you will see after each category subsection (i.e. Administrator/Director Qualifications, Family Partnerships, Health Environment, etc.). These tables show how the indicators are scored.

Possible Points for Administrator/Director Qualifications	
<b>If your administrator/director meets the intent (purpose/goal) of more than one indicator, your program will receive the points for the highest one.</b>	
Indicator	Points
CDA or Montessori credential including a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience <u>OR</u> a Bachelor’s degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience.	1
Associate’s degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience <u>OR</u> 60 semester hours in a program leading to a bachelor’s degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	2
Bachelor’s degree or higher in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience <u>OR</u> a Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	3
Bachelor’s degree or higher with a major in Early Childhood Education / Child Development and 2 credits in child care administration.	4

The indicator you see on your Self-Assessment Survey

Title of the category’s subsection

The number of points you will earn if you meet the intent (purpose/goal) of the indicator



## Program Quality Indicator Guidance

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT
<b>Administrator/Director Qualifications</b>
- Oversees the whole program
Indicator
<p><b>CDA or Montessori credential including a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience</b></p> <p><b><u>OR</u></b></p> <p><b>Bachelor’s degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience.</b></p>
Intent (Purpose/Goal) of Indicator
The administrator/director has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.
Description of How to Meet the Indicator
<p>Your administrator/director can meet the intent of this indicator by having at least 6 months of experience working in the field of education AND having at least one of the following:</p> <ul style="list-style-type: none"> <li>• A current CDA (see <a href="#">Glossary</a> on page 62 for definition) and has taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of the current CDA and transcripts.</b></li> <li>• A Montessori credential (no expiration) from the Association Montessori International (AMI), American Montessori Society (AMS) or Montessori Accreditation Council for Teacher Education (MACTE) and has taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of the Montessori credential and transcripts.</b></li> <li>• A Bachelor’s degree (or higher) in an unrelated field and has taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of completed transcripts including major.</b></li> </ul>

Administrator/Director Qualifications
Indicator
<p><b>Associate's degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours Early Childhood Education/Child Development and 480 hours of experience</b></p> <p><b><u>OR</u></b></p> <p><b>60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development and 480 hours of experience.</b></p>
Intent (Purpose/Goal) of Indicator
<p>The administrator/director has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>Your administrator/director can meet the intent of this indicator by having at least 3 months of experience working in the field of education AND having at least one of the following:</p> <ul style="list-style-type: none"> <li>• An Associate's degree in a child-related field (Elementary Education, Child Guidance/Counseling, Child Psychology, Family Studies, Social Work) and has taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of the degree and/or completed transcripts including major.</b></li> <li>• Working on a Bachelor's degree in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have completed at least 60 semester hours total, with at least 24 semesters hours in Early Childhood Education or Child Development, and can <b>provide a copy of their transcripts including major.</b></li> </ul>

Administrator/Director Qualifications
<b>Indicator</b>
<p><b>Bachelor’s degree or higher in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience</b></p> <p><b><u>OR</u></b></p> <p><b>Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.</b></p>
<b>Intent (Purpose/Goal) of Indicator</b>
<p>The administrator/director has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.</p>
<b>Description of How to Meet the Indicator</b>
<p>Your administrator/director can meet the intent of this indicator by having at least 3 months of experience working in the field of education AND having at least one of the following:</p> <ul style="list-style-type: none"> <li>• A Bachelor’s degree (or higher) in a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and has taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of their completed transcripts including major.</b></li> <li>• A Bachelor’s degree (or higher) in any field and has taken at least 30 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of their completed transcripts including major.</b></li> </ul>

Administrator/Director Qualifications
Indicator
<b>Bachelor's degree or higher with a major in Early Childhood Education/Child Development and 2 credits in child care administration.</b>
Intent (Purpose/Goal) of Indicator
The administrator/director has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.
Description of How to Meet the Indicator
<p>Your administrator/director can meet the intent of this indicator by having a Bachelor's degree (or higher) (see <a href="#">Glossary</a> on page 62 for definition) with a major in Early Childhood Education or Child Development AND having:</p> <ul style="list-style-type: none"> <li>• At least 2 credits in child care administration, education administration or business administration and can <b>provide a copy of their completed transcripts including major.</b></li> <li>• The 2 credits in child care administration, education administration, or business administration must be college credits and <u>not</u> Continuing Education Units (CEU) or State Continuing Education Clock Hours (SCECH).</li> <li>• An administration course includes topics such as: <ul style="list-style-type: none"> <li>○ Creating and implementing a budget</li> <li>○ Creating and maintaining policies and procedures</li> <li>○ Legal and ethical issues in working with children and families</li> <li>○ Staff management and facilities management</li> <li>○ Licensing rules/regulations</li> <li>○ Public and parental relations</li> <li>○ Effective leadership/management skills</li> </ul> </li> </ul>

Possible Points for Administrator/Director Qualifications	
<b>If your administrator/director meets the intent (purpose/goal) of more than one indicator, your program will receive the points for the highest one.</b>	
Indicator	Points
CDA or Montessori credential including a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience <u>OR</u> a Bachelor's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience.	1
Associate's degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience <u>OR</u> 60 semester hours in a program leading to a bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	2
Bachelor's degree or higher in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience <u>OR</u> a Bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	3
Bachelor's degree or higher with a major in Early Childhood Education/Child Development and 2 credits in child care administration.	4

<b>Lead Provider/Educator/Teacher Qualifications</b> - Oversees the classroom(s)
<b>Indicator</b>
<b>At least 50% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA</b>  <b><u>OR</u></b>  <b>Montessori credential appropriate to age served.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The lead teacher has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
Your lead teacher(s) can meet the intent of the indicator if: <ul style="list-style-type: none"> <li>• At least half of your lead teachers have a current CDA (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of the current CDA.</b></li> <li>• At least half of your lead teachers have a Montessori credential (no expiration) from the Association Montessori International (AMI), American Montessori Society (AMS) or Montessori Accreditation Council for Teacher Education (MACTE) and can <b>provide a copy of the Montessori credential.</b></li> </ul>

Lead Provider/Educator/Teacher Qualifications
Indicator
<p><b>100% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA</b></p> <p><b><u>OR</u></b></p> <p><b>Montessori credential appropriate to age served.</b></p>
Intent (Purpose/Goal) of Indicator
<p>The lead teacher has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>Your lead teacher(s) can meet the intent of this indicator if:</p> <ul style="list-style-type: none"> <li>• All lead teachers have a current CDA (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of the current CDA.</b></li> <li>• All lead teachers have a Montessori credential (no expiration) from the Association Montessori International (AMI), American Montessori Society (AMS) or Montessori Accreditation Council for Teacher Education (MACTE) and can <b>provide a copy of the Montessori credential.</b></li> </ul>

Lead Provider/Educator/Teacher Qualifications
Indicator
<p><b>At least 50% of classrooms have lead providers/educators/teachers with at a minimum an Associate’s degree in Early Childhood Education/Child Development or child-related field</b></p> <p><b><u>OR</u></b></p> <p><b>60 semester hours in a program leading to a Bachelor’s degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.</b></p>
Intent (Purpose/Goal) of Indicator
<p>The lead teacher has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>Your lead teacher(s) can meet the intent of this indicator if:</p> <ul style="list-style-type: none"> <li>• At least half of your lead teachers have an Associate’s degree in Early Childhood Education, Child Development, or child-related field (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of their degree and/or completed transcripts including major.</b></li> <li>• At least half of your lead teachers are working in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have completed at least 60 semester hours total, with at least 24 semesters hours in Early Childhood Education or Child Development, and can <b>provide a copy of their transcripts including major.</b></li> </ul>



Lead Provider/Educator/Teacher Qualifications
<b>Indicator</b>
<p><b>100% of classrooms have lead providers/educators/teachers with at least an Associate’s degree in Early Childhood Education/Child Development <u>or</u> child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development</b></p> <p><b><u>OR</u></b></p> <p><b>60 semester hours in a program leading to a Bachelor’s degree in Early Childhood Education/ Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.</b></p>
<b>Intent (Purpose/Goal) of Indicator</b>
The lead teacher has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
<p>Your lead teacher(s) can meet the intent of this indicator if:</p> <ul style="list-style-type: none"> <li>• All lead teachers have an Associate’s degree in Early Childhood Education or Child Development and can <b>provide a copy of their degree and/or completed transcripts including major.</b></li> <li>• All lead teachers have an Associate’s degree in a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of the degree and/or completed transcripts including major.</b></li> <li>• All lead teachers are working on a Bachelor’s degree in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have completed at least 60 semester hours total, with at least 24 semesters hours in Early Childhood Education or Child Development, and can <b>provide a copy of their transcripts including major.</b></li> </ul>

<b>Lead Provider/Educator/Teacher Qualifications</b>
<b>Indicator</b>
<b>At least 50% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The lead teacher has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
Your lead teacher(s) can meet the intent of this indicator if: <ul style="list-style-type: none"> <li>At least half of your lead teachers have a Bachelor's degree (or higher) in Early Childhood Education, Child Development or child-related field (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of their degree and/or completed transcripts including major.</b></li> </ul>

<b>Lead Provider/Educator/Teacher Qualifications</b>
<b>Indicator</b>
<b>100% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The lead teacher has received education, has training and experience in, and related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
Your lead teacher(s) can meet the intent of this indicator if: <ul style="list-style-type: none"> <li>All lead teachers have a Bachelor's degree (or higher) in Early Childhood Education, Child Development or child-related field (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of their degree and/or completed transcripts including major.</b></li> </ul>

Possible Points for Lead Provider/Educator/Teacher Qualifications	
<b>If your lead teacher(s) meets the intent (purpose/goal) of more than one indicator, your program will receive the points for the highest one.</b>	
Indicator	Points
At least 50% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA or Montessori credential appropriate to age served.	1
100% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA or Montessori credential appropriate to age served.	2
At least 50% of classrooms have lead providers/educators/teachers with at a minimum an Associate's degree in Early Childhood Education/Child Development or child-related field <u>OR</u> 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	2
100% of classrooms have lead providers/educators/teachers with at least an Associate's degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development field <u>OR</u> 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	3
At least 50% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.	3
100% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.	4

<b>Assistant Provider/Educator/Teacher Qualifications</b> - Supports the lead teacher(s)
<b>Indicator</b>
<p><b>At least 50% of assistants have at a minimum a CDA <u>or</u> Montessori credential appropriate to age served</b></p> <p><b><u>OR</u></b></p> <p><b>100% of assistants have completed at least one post-secondary course in Early Childhood Education/Child Development</b></p> <p><b><u>OR</u></b></p> <p><b>20 hours of community/academic training aligned with the Core Knowledge Core Competencies.</b></p>
<b>Intent (Purpose/Goal) of Indicator</b>
The assistant teacher has received education, has training and experience in, or related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
<p>Your assistant teacher(s) can meet the intent of this indicator if:</p> <ul style="list-style-type: none"> <li>• At least half of the assistant teachers have a current CDA (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of the current CDA.</b></li> <li>• At least half of the lead teachers have a Montessori credential (no expiration) from the Association Montessori International (AMI), American Montessori Society (AMS) or Montessori Accreditation Council for Teacher Education (MACTE) and can <b>provide a copy of the Montessori credential.</b></li> <li>• All of the assistant teachers have completed at least one college course in Early Childhood Education or Child Development and can <b>provide a copy of their transcripts.</b></li> <li>• All of the assistant teachers have taken at least 20 hours of training at any time in their life and can <b>provide a copy of their professional development logs</b>, as long as they include: <ul style="list-style-type: none"> <li>○ Staff name</li> <li>○ Training topic</li> <li>○ Length of training</li> </ul> </li> </ul>

Assistant Provider/Educator/Teacher Qualifications
Indicator
<p><b>100% of assistants have at a minimum a CDA</b></p> <p><b><u>OR</u></b></p> <p><b>Montessori credential appropriate to age served.</b></p>
Intent (Purpose/Goal) of Indicator
<p>The assistant teacher has received education, has training and experience in, or related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>Your assistant teacher(s) can meet the intent of this indicator if:</p> <ul style="list-style-type: none"> <li>• All assistant teachers have a current CDA (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of the current CDA.</b></li> <li>• All assistant teachers have a Montessori credential (no expiration) from the Association Montessori International (AMI), American Montessori Society (AMS) or Montessori Accreditation Council for Teacher Education (MACTE) and can <b>provide a copy of the Montessori credential.</b></li> </ul>

Assistant Provider/Educator/Teacher Qualifications
Indicator
<p><b>At least 50% of assistants have at a minimum an Associate’s degree in Early Childhood Education/Child Development</b></p> <p><b><u>OR</u></b></p> <p><b>A child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development</b></p> <p><b><u>OR</u></b></p> <p><b>60 semester hours in a program leading to a Bachelor’s degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.</b></p>
Intent (Purpose/Goal) of Indicator
<p>The assistant teacher has received education, has training and experience in, or related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>Your assistant teacher(s) can meet the intent of this indicator if:</p> <ul style="list-style-type: none"> <li>• At least half of your assistant teachers have an Associate’s degree (or higher) in Early Childhood Education or Child Development (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of their degree and/or completed transcripts including major.</b></li> <li>• At least half of your assistant teachers have an Associate’s degree (or higher) in a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of the degree and/or completed transcripts including major.</b></li> <li>• At least half of your assistant teachers are working on a Bachelor’s degree in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have completed at least 60 semester hours total, with at least 24 semesters hours in Early Childhood Education or Child Development, and can <b>provide a copy of their transcripts including major.</b></li> </ul>

Assistant Provider/Educator/Teacher Qualifications
Indicator
<p><b>100% of assistants have at a minimum an Associate’s degree in Early Childhood Education/Child Development</b></p> <p><b><u>OR</u></b></p> <p><b>A child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development</b></p> <p><b><u>OR</u></b></p> <p><b>60 semester hours in a program leading to a Bachelor’s degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.</b></p>
Intent (Purpose/Goal) of Indicator
<p>The assistant teacher has received education, has training and experience in, or related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>Your assistant teacher(s) can meet the intent of this indicator if:</p> <ul style="list-style-type: none"> <li>• All assistant teachers have an Associate’s degree (or higher) in Early Childhood Education or Child Development (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of their degree and/or completed transcripts including major.</b></li> <li>• All assistant teachers have an Associate’s degree (or higher) in a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of the degree and/or completed transcripts including major.</b></li> <li>• All assistant teachers are working on a Bachelor’s degree in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and have completed at least 60 semester hours total, with at least 24 semesters hours in Early Childhood Education or Child Development, and can <b>provide a copy of their transcripts including major.</b></li> </ul>

Possible Points for Assistant Provider/Educator/Teacher Qualifications	
<b>If your assistant teacher(s) meets the intent (purpose/goal) of more than one indicator, your program will receive the points for the highest one.</b>	
Indicator	Points
At least 50% of assistants have at a minimum a CDA or Montessori credential appropriate to age served OR 100% of assistants have completed at least one post-secondary course in Early Childhood Education/Child Development OR 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.	1
100% of assistants have at a minimum a CDA or Montessori credential appropriate to age served.	2
At least 50% of assistants have at a minimum an Associate's degree in Early Childhood Education/Child Development or a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	2
100% of assistants have at a minimum an Associate's degree in Early Childhood Education/Child Development or a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.	3



<b>Professional Development</b> - To be completed by those in positions of administrator(s), lead(s) and assistant(s)
<b>Indicator</b>
<b>Director and all 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 for children in developmentally appropriate ways.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence that your administrator/director, lead teachers and assistant teachers 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 November 2016, 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 November 2015 to November 2016.</li> </ul> </li> <li>• Professional development logs, such as what is accepted by licensing or self-developed training logs, are acceptable as long as they include: <ul style="list-style-type: none"> <li>○ Staff name</li> <li>○ Date of hire</li> <li>○ Training topic</li> <li>○ Date of training</li> <li>○ Length of training</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 this list (or see page 65): <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 teacher (lead or assistant) or director was hired in the last year (12 months), use the chart to determine the number of clock hours they need for professional development (PD).
  - A teacher (lead or assistant) or director 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
<p><b>Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence <u>OR</u> inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.</b></p>
Intent (Purpose/Goal) of Indicator
<p>Staff participates in a variety of ongoing professional development trainings that exceed the number of hours licensing requires each year. This supports the staff members' knowledge in cultural competence or inclusive practices (i.e. culture, diversity, special needs, inclusion, etc.).</p>
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence that your administrator/director, lead teachers and assistant teachers have completed at least 3 hours of professional development focused on cultural competence or inclusive practices within the past 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 November 2016, you would need to <b>provide evidence of the training(s) taken by each staff member that was focused on cultural competence or inclusive practices</b> from November 2015 to November 2016.</li> </ul> </li> <li>• The 3 hours of professional development may include, but are <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>• Professional development logs, such as what is accepted by licensing or self-developed training logs, are acceptable as long as they include: <ul style="list-style-type: none"> <li>○ Staff name</li> <li>○ Date of hire</li> <li>○ Training topic</li> <li>○ Date of training</li> <li>○ Length of training</li> </ul> </li> <li>• CPR and First Aid hours do <u>not</u> count toward the 3 clock hours.</li> <li>• If a staff member was hired less than 90 days ago then they do <u>not</u> need to have completed 3 hours of professional development focused on cultural competence or inclusive practice.</li> <li>• See <a href="#">Formulas</a> (on page 65) for converting credits, CEUs, semester hours, term hours, SCECHs, and minutes to clock hours.</li> </ul>

<b>Possible Points for Professional Development</b>	
<b>Indicator</b>	<b>Points</b>
Director and all program staff complete at least 24 clock hours of professional development annually.	2
Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence OR inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.	1

Other Staffing
Indicator
<p><b>Director has a graduate degree in Early Childhood or Child Development or a related field</b></p> <p><b><u>OR</u></b></p> <p><b>Program works at least monthly with an Early Childhood Specialist with a graduate degree in Early Childhood or Child Development or a related field.</b></p>
Intent (Purpose/Goal) of Indicator
<p>Programs receive ongoing (at least monthly) individualized coaching and consultation from the Director or an Early Childhood Specialist to improve the quality of care through: observations, action plans, meeting notes, emails, etc.</p>
Description of How to Meet the Indicator
<p>Your program can meet the intent of this indicator by having at least one of the following:</p> <ul style="list-style-type: none"> <li>• Your administrator/director has a Master’s degree (or higher) in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 62 for definition) and can <b>provide a copy of degree and/or completed transcripts including major.</b></li> <li>• <b>Evidence that your Early Childhood Specialist has their Master’s degree</b> (or higher) in Early Childhood Education, Child Development or child-related field (see <a href="#">Glossary</a> on page 62 for definition) <b>and can provide evidence of monthly meetings for coaching and consultation.</b></li> <li>• <b>Evidence showing you are currently working on a monthly basis with a Quality Improvement Consultant</b> through your local Great Start to Quality Resource Center. <ul style="list-style-type: none"> <li>○ Planning to work with a Quality Improvement Consultant in the future does not meet the intent of this indicator.</li> <li>○ Working with a Quality Improvement Specialist does not meet the intent of this indicator because they do not provide ongoing consultation and coaching after you submit your Self-Assessment Survey.</li> </ul> </li> <li>• Head Start programs may have an Education Manager, Education Director or Coach they work with monthly that could meet the intent of this indicator.</li> </ul>

<b>Other Staffing</b>
<b>Indicator</b>
<b>Center develops Quality Improvement Plan designed to improve quality in staff qualifications and progress is monitored by 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 that progress is being made.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has <b>evidence of a written Quality Improvement Plan</b> that includes: <ul style="list-style-type: none"> <li>○ Goal(s) for your program (i.e. how your staff will increase 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>• A Quality Improvement Plan is a document that states 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>• <b>Quality Improvement Plans</b> from somewhere other than Great Start to Quality will meet the intent of this indicator if your plan <b>clearly explains how your program is working to improve staff qualifications.</b></li>   <li>• Evidence showing you intend to develop a Quality Improvement Plan in the future does not meet the intent of this indicator.</li>   <li>• Professionals other than Quality Improvement Consultants (Early Childhood Specialists, Area Supervisors, etc.) may support you in achieving the goals on your Quality Improvement Plan by monitoring the progress, if they have a graduate degree (Master’s degree or higher) in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 62 for definition).</li>   <li>• Directors with a graduate degree may support you in achieving the goals on your Quality Improvement Plan.</li> </ul>

Possible Points for Other Staffing	
Indicator	Points
Director has a graduate degree in Early Childhood or Child Development or a related field, or program works at least monthly with an Early Childhood Specialist with a graduate degree in Early Childhood or Child Development or a related field.	1
Center develops Quality Improvement Plan designed to improve quality in staff qualifications and progress is monitored by a Quality Improvement Consultant.	1

<b>FAMILY AND COMMUNITY PARTNERSHIPS</b>
<b>Family Partnerships and Family Strengthening</b>
<b>Indicator</b>
<b>Center provides parenting education opportunities.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Programs provide parents with opportunities to engage in family education, enrichment, family support, child development and other programs or groups. The opportunities are offered through their program or community agencies designed to help families and support children’s learning, growth and development.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing how families are given the chance to get parenting education information and/or information on the different areas of child development. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Handouts</li> <li>▪ Classes, trainings and workshops available at the program or in the community</li> <li>▪ Meetings for parents</li> </ul> </li> <li>○ Topics may include, but are <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ How to support children’s learning</li> <li>▪ Support for positive guidance techniques</li> <li>▪ Wellness</li> <li>▪ Health</li> <li>▪ Nutrition</li> </ul> </li> </ul> </li> </ul>



<b>Family Partnerships and Family Strengthening</b>
<b>Indicator</b>
<b>Classroom staff engages in informal communication with parents.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Staff and families interact informally with one another to share information about the child's day which may include their activities, experiences, temperament, health, etc.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing how the teachers communicate with families about their child's day during pick up, drop off and throughout the day.</li> <li>• Informal communication may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Phone calls</li> <li>○ Texting</li> <li>○ Emails</li> <li>○ Daily sheets</li> <li>○ Incident/Accident reports</li> </ul> </li> </ul>

<b>Family Partnerships and Family Strengthening</b>
<b>Indicator</b>
<b>Center provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Staff interact formally with families through conferences and/or home visits to support an ongoing relationship by sharing information about the child’s development.
<b>Description of How to Meet the Indicator</b>
<p><a href="#">Formal communication</a> is a time that your teachers schedule to meet with parents/families to talk about their child’s growth, learning and development.</p> <ul style="list-style-type: none"> <li>• Your program has evidence showing conferences and/or home visits are offered to the families of <u>all</u> children, no matter the child’s age or classroom. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Conference/home visit policy</li> <li>▪ Conference/home visit forms</li> <li>▪ Conference/home visit schedules</li> </ul> </li> </ul> </li> </ul>

Family Partnerships and Family Strengthening
Indicator
Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).
Intent (Purpose/Goal) of Indicator
Parents/guardians are provided information about their child in ways that meet the individual needs of the parents/guardians.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence showing how you and your teachers communicate with families in a way that meets their individual needs/preferences. <ul style="list-style-type: none"> <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>▪ Materials in different languages</li> <li>▪ Policy on how you communicate with separated parents</li> <li>▪ Examples of different ways you communicate with parents</li> </ul> </li> </ul> </li> </ul>

<b>Family Partnerships and Family Strengthening</b>
<b>Indicator</b>
<b>Center offers opportunities for parents to participate in program governance.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Parents take part in the decision making process to plan, develop, implement and evaluate how the program functions.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing parents (who have children enrolled in the program) are given the chance to be part of making decisions that affect the center/program. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Attend/serve on a parent advisory board</li> <li>▪ Attend/serve on a policy making committee</li> <li>▪ Parent surveys <ul style="list-style-type: none"> <li>• Evidence showing how changes were made based on the surveys</li> </ul> </li> </ul> </li> </ul> </li> </ul>

<b>Family Partnerships and Family Strengthening</b>
<b>Indicator</b>
<b>Center provides opportunities for parents to participate in education inside and outside the classroom.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Parents are provided various opportunities both inside the classroom and at home or outside of the classroom to participate in their child’s education as they prefer and/or are able to do so.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing how parents can participate in their child’s education. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ How parents volunteer in the classroom</li> <li>▪ Sending home activities</li> <li>▪ How parents can share talents, hobbies, etc. in the classroom</li> <li>▪ Activities for parents to do with children in newsletters</li> </ul> </li> </ul> </li> </ul>

Possible Points for Family Partnerships and Family Strengthening	
How Points are Achieved	Points
<p><i>Meeting the intent (purpose/goal) of <b>at least 3</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Center provides parenting education opportunities.</li> <li>• Classroom staff engages in informal communication with parents.</li> <li>• Center provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.</li> <li>• Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).</li> <li>• Center offers opportunities for parents to participate in program governance.</li> <li>• Center provides opportunities for parents to participate in education inside and outside the classroom.</li> </ul>	2
<p><i>Meeting the intent (purpose/goal) of <b>all 6</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Center provides parenting education opportunities.</li> <li>• Classroom staff engages in informal communication with parents.</li> <li>• Center provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.</li> <li>• Communication, education and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).</li> <li>• Center offers opportunities for parents to participate in program governance.</li> <li>• Center provides opportunities for parents to participate in education inside and outside the classroom.</li> </ul>	4

<b>Community Partnerships</b>
<b>Indicator</b>
<b>Partnerships to provide or connect families to appropriate comprehensive services.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
<p>The program connects families with public and/or private community services/resources and educational programs to meet the needs of children and families.</p> <p>By connecting families, programs are able to help share information about available services and increase awareness of available resources in the community.</p>
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing how you and your teachers help refer families to and access services they need. <ul style="list-style-type: none"> <li>○ These services may include, but are <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ On-site services: <ul style="list-style-type: none"> <li>• Hearing</li> <li>• Dental</li> <li>• Vision</li> </ul> </li> <li>▪ Early On</li> <li>▪ Michigan Department of Health and Human Services (MDHHS)</li> <li>▪ Utility assistance</li> <li>▪ Food pantries</li> </ul> </li> </ul> </li> </ul>

<b>Community Partnerships</b>
<b>Indicator</b>
<b>Partnerships that take basic steps to facilitate children’s transition between and among programs, agencies and schools.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The program has a plan to work together with programs in the community to facilitate the children’s transition into and out of their program (i.e. to kindergarten) and from one classroom to another within the center.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing how you and your teachers help children transition into and out of the program and from one classroom to the next. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Transition policies</li> <li>▪ Transition plans</li> <li>▪ Transition letters to families</li> <li>▪ Kindergarten information for families</li> </ul> </li> <li>○ These transition plans are in place for all children (no matter their age) and not limited to those going to kindergarten. <ul style="list-style-type: none"> <li>▪ For example, there is a transition plan for infants moving up to toddlers, toddlers moving to preschool and for preschoolers going to kindergarten.</li> </ul> </li> </ul> </li> </ul>

<b>Community Partnerships</b>
<b>Indicator</b>
<b>Participation in community associations.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program is affiliated with a local, state and/or national professional organization that enhances their early childhood or business practices.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing how it or a staff member is currently participating with a professional organization to enhance your program’s early childhood or business practices. <ul style="list-style-type: none"> <li>○ A professional organization is a group of individuals who are given the chance to meet in person. These meetings are where you can share and discuss information and ideas about early childhood or business practices.</li> <li>○ Evidence may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Meeting agendas</li> <li>▪ Meeting minutes</li> <li>▪ Certificate of membership (i.e. National Association for the Education of Young Children (NAEYC), National Head Start Association (NHSA), HighScope)</li> </ul> </li> <li>○ Participation in social media, online discussion groups, the food program, etc. does not meet the intent of this indicator.</li> </ul> </li> </ul>



<b>Possible Points for Community Partnerships</b>	
<b>How Points are Achieved</b>	<b>Points</b>
<p><i>Meeting the intent (purpose/goal) of <b>at least 2</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Partnerships to provide or connect families to appropriate comprehensive services.</li> <li>• Partnerships that take basic steps to facilitate children’s transition between and among programs, agencies and schools.</li> <li>• Participation in community associations.</li> </ul>	2
<p><i>Meeting the intent (purpose/goal) of <b>all 3</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Partnerships to provide or connect families to appropriate comprehensive services.</li> <li>• Partnerships that take basic steps to facilitate children’s transition between and among programs, agencies and schools.</li> <li>• Participation in community associations.</li> </ul>	4

ADMINISTRATION AND MANAGEMENT
Indicator
Written personnel policies and procedures.
Intent (Purpose/Goal) of Indicator
Staff has access to written policies and procedures to support their assigned roles and responsibilities.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence showing the expectations of staff which may include, but are <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Job descriptions</li> <li>○ Guidelines</li> <li>○ Protocols</li> </ul> </li>   <li>• This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>○ Staff/employee handbook or its table of contents</li> <li>○ Policy manual or its table of contents</li> <li>○ Procedure manual or its table of contents</li> </ul> </li> </ul>

<b>Administration and Management</b>
<b>Indicator</b>
<b>Evidence of staff evaluations and individual professional development plans for each staff member.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Staff members are evaluated, given feedback and create individual development goals.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing that staff (director, leads and assistants) are evaluated. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Evaluation policies</li> <li>▪ Evaluation steps/plans</li> <li>▪ Example of evaluation tool and professional development plans/goals</li> <li>▪ Creating goals policy</li> </ul> </li> <li>○ All staff are evaluated and create individual professional development plans/goals.</li> </ul> </li> </ul>

<b>Administration and Management</b>
<b>Indicator</b>
<b>A documented, graduated salary scale for staff that takes into account education and experience.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program has a written salary scale that takes into account the staff's education and experience.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of a written salary scale. <ul style="list-style-type: none"> <li>○ The salary scale should show how education and experience are used to determine a staff member's wage/salary.</li> <li>○ The salary scale needs to be used at all times, and not only when a staff member is being evaluated.</li> </ul> </li> </ul>

<b>Administration and Management</b>
<b>Indicator</b>
<b>A flexible benefit plan that may include health, tuition assistance, etc. for staff.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program offers benefits to staff.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence that full time staff are offered benefits. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Health/dental/vision insurance</li> <li>▪ Tuition assistance</li> <li>▪ Child care discounts</li> <li>▪ Payouts for not participating in insurance programs</li> </ul> </li> <li>○ These benefits do not have to be offered to part time staff.</li> </ul> </li> </ul>

<b>Administration and Management</b>
<b>Indicator</b>
<b>Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program offers paid time off to staff.
<b>Description</b>
<ul style="list-style-type: none"> <li>• Your program has evidence that full time staff are offered paid time off. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Paid personal time</li> <li>▪ Paid sick time</li> <li>▪ Paid vacation time</li> <li>▪ Paid holidays</li> </ul> </li> <li>○ These paid days off do not have to be offered to part time staff.</li> </ul> </li> </ul>

<b>Possible Points for Administration and Management</b>	
<b>How Points are Achieved</b>	<b>Points</b>
<p><i>Meeting the intent (purpose/goal) of <b>1</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Written personnel policies and procedures.</li> <li>• Evidence of staff evaluations and individual professional development plans for each staff member.</li> <li>• A documented, graduated salary scale for staff that takes into account education and experience.</li> <li>• A flexible benefit plan that may include health, tuition assistance, etc. for staff.</li> <li>• Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time.</li> </ul>	2
<p><i>Meeting the intent (purpose/goal) of <b>at least 3</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Written personnel policies and procedures.</li> <li>• Evidence of staff evaluations and individual professional development plans for each staff member.</li> <li>• A documented, graduated salary scale for staff that takes into account education and experience.</li> <li>• A flexible benefit plan that may include health, tuition assistance, etc. for staff.</li> <li>• Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time.</li> </ul>	4
<p><i>Meeting the intent (purpose/goal) of <b>at least 4</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Written personnel policies and procedures.</li> <li>• Evidence of staff evaluations and individual professional development plans for each staff member.</li> <li>• A documented, graduated salary scale for staff that takes into account education and experience.</li> <li>• A flexible benefit plan that may include health, tuition assistance, etc. for staff.</li> <li>• Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time.</li> </ul>	6

<b>ENVIRONMENT</b>	
<b>Physical Environment</b>	
<b>Indicator</b>	
<b>Center is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)</b>	
<b>Intent (Purpose/Goal) of Indicator</b>	
Program facility is safe and secure and complies with the child care licensing requirements of Michigan.	
<b>Description of How to Meet the Indicator</b>	
<ul style="list-style-type: none"> <li>• Your program is in good standing with licensing. <ul style="list-style-type: none"> <li>○ This is verified by Great Start to Quality staff during the rating process.</li> </ul> </li> <li>• No additional evidence is required.</li> </ul>	

<b>Possible Points for Physical Environment</b>	
<b>Indicator</b>	<b>Points</b>
Center is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)	2

Ratios
Indicator
Center demonstrates that it has smaller group size and better teacher: child ratio than required by licensing.
Intent (Purpose/Goal) of Indicator
Program creates an optimum educational environment by having more classroom staff and less children than required by licensing.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence showing all classrooms always maintain better ratios <u>and</u> smaller group sizes than required by licensing. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Policies stating the classrooms will never exceed a certain ratio <u>and</u> group size</li> <li>▪ Classroom assignments stating maximum ratio <u>and</u> group size</li> <li>▪ Attendance or sign-in sheets showing the maximum ratio <u>and</u> group size</li> </ul> </li> <li>○ For example, if your toddler room is only allowed to have 11 children and always has 4 teachers in the classroom then your program has: <ul style="list-style-type: none"> <li>▪ Smaller group sizes (licensing maximum for group size is 12)</li> <li>▪ Smaller ratios (licensing ratio is 1 teacher to 4 children)</li> </ul> </li> </ul> </li> <li>• For more information or further guidance on licensing ratios and group sizes, please visit the <a href="#">licensing</a> site (or see page 67).</li> </ul>

Possible Points for Ratios	
Indicator	Points
Center demonstrates that it has smaller group size and better teacher: child ratio than required by licensing.	2

Health Environment
Indicator
<p>Center is participating in the Child and Adult Care Food Program (CACFP) in good standing <u>and</u> has a written nutrition plan;</p> <p><u>OR</u></p> <p>Follow seasonal menu guidelines that meet the CACFP meal pattern requirements <u>and</u> have a written nutrition plan;</p> <p><u>OR</u></p> <p>For programs that serve a snack only – follow seasonal menu guidelines that meet CACFP meal pattern requirements;</p> <p><u>OR</u></p> <p>For programs that do not provide food – provide nutrition information to families if families provide meals from home.</p>
Intent (Purpose/Goal) of Indicator
<p>Program addresses the nutritional health of children by providing food service and nutritional education.</p>
Description of How to Meet the Indicator
<p>Your program can meet the intent of this indicator by having one of the following:</p> <ul style="list-style-type: none"> <li>• Evidence showing you are <b>currently participating with CACFP</b> <u>and</u> have a <b>written nutrition plan</b></li> <li>• Evidence showing you <b>follow seasonal menus that meet CACFP meal requirements</b> <u>and</u> have a <b>written nutrition plan</b></li> <li>• Evidence showing your program <b>follows seasonal menu guidelines that meet CACFP requirements if you <u>only</u> serve snack</b></li> <li>• Evidence showing how your program <b>provides nutrition information to families if they provide meals from home</b></li> </ul> <p>A nutrition plan is a written statement explaining how your program will support children’s nutritional needs.</p>



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.

- For example, nutrition plans may include:
  - How children learn and socialize during meals
  - The types of foods you are serving
  - When and how long meals are served
  - How you change menus for food allergies or dietary needs
  - Infant/toddler food policies (if you have infants/toddlers)
  - How you share nutrition information with families
  - Lesson plans/activities focused on nutrition (i.e. gardening, healthy foods, cooking)
  - Trainings or consultation you have focused on nutrition

Health Environment
Indicator
<b>30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.</b>
Intent (Purpose/Goal) of Indicator
Program has outside time each day during which the children engage in a variety of physical activities.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence that every classroom has 30 minutes of outside time for every 3 hours it is open.</li> <li>• This indicator needs to be met by <u>all</u> classrooms.</li> <li>• Indoor physical activities should be available if weather does not allow outside play.</li> <li>• To calculate the amount of outside time needed use the following formula: <ul style="list-style-type: none"> <li>○ Total number of class minutes multiplied by .166 = the minimum number of minutes required for outdoor time <ul style="list-style-type: none"> <li>▪ For example, if your program is in operation for 12.5 hours every classroom would need to have a total of 125 minutes of outside time incorporated in their daily schedules</li> </ul> </li> <li>○ See <a href="#">Formulas</a> (on page 65) for further guidance on calculating outside time</li> </ul> </li> <li>• All children should be going outside daily (weather permitting) for the required amount of time unless it goes against parent requests/needs <ul style="list-style-type: none"> <li>○ For example, if a parent has a doctor's note saying their child cannot go outside, then as long as <u>all</u> other children are going outside for the required amount of time your program would be meeting the intent of the indicator.</li> </ul> </li> </ul>

<b>Health Environment</b>
<b>Indicator</b>
<b>Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program establishes and follows a written policy to review and update children’s health records (health appraisals and immunization records), to ensure that children receive recommended treatment and preventative services.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has a written statement that: <ul style="list-style-type: none"> <li>○ Informs families about the importance of ensuring children are regularly seen by a physician</li> <li>○ Discusses how you collect/obtain children’s health records (health appraisals and immunization records)</li> <li>○ Gives families information on the different developmental milestones and well-child checks as children reach various ages</li> <li>○ Provides screenings and/or information on screenings (i.e. dental, hearing, vision)</li> <li>○ Refers families to community health providers</li> </ul> </li> <li>• Resources: <ul style="list-style-type: none"> <li>○ <a href="https://brightfutures.aap.org/families/Pages/Resources-for-Families.aspx">https://brightfutures.aap.org/families/Pages/Resources-for-Families.aspx</a></li> <li>○ <a href="http://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf">http://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf</a></li> <li>○ <a href="http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs-sp.pdf">http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs-sp.pdf</a></li> <li>○ <a href="http://www.mottchildren.org/conditions-treatments/general-peds/well-child-visits">http://www.mottchildren.org/conditions-treatments/general-peds/well-child-visits</a></li> <li>○ <a href="https://www.mcir.org/school-childcare/education-and-training/">https://www.mcir.org/school-childcare/education-and-training/</a></li> </ul> </li> </ul>

<b>Health Environment</b>
<b>Indicator</b>
<b>A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other provider/educators and to specialized staff, with recommendations for family to seek medical opinions as necessary.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program establishes and follows a written policy to address daily health and health care emergencies for the children.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of how you and your teachers share information about a child's daily health, observations and concerns with parents. <ul style="list-style-type: none"> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ An illness policy</li> <li>▪ An injury policy</li> <li>▪ Daily health checks</li> </ul> </li> </ul> </li> </ul>

<b>Health Environment</b>
<b>Indicator</b>
<b>A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program has an oral care routine in place to support all children's oral health.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of an oral care routine for <u>all</u> children.</li> <li>• The oral care routine includes: <ul style="list-style-type: none"> <li>○ How infants' gums are wiped daily</li> <li>○ How toddlers' teeth are brushed daily</li> <li>○ How older children's teeth are brushed daily</li> </ul> </li> <li>• You can find more information on the <a href="#">importance of oral care</a> (or see page 67).</li> </ul>

Possible Points for Health Environment	
How Points are Achieved	Points
<p><i>Meeting the intent (purpose/goal) of <b>at least 2</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Center is participating in the CACFP in good standing and has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal pattern requirements and have a written nutrition plan; OR for programs that serve a snack only-follow seasonal menu guidelines that meet CACFP meal pattern requirements; OR for programs that do not provide food-provide nutrition information to families if families provide meals from home.</li> <li>• 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.</li> <li>• Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.</li> <li>• A process for observing each child’s health and development on a daily basis and communicating observations to the child’s family, other provider/educators and to specialized staff, with recommendations for family to seek medical opinions as necessary.</li> <li>• A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.</li> </ul>	2
<p><i>Meeting the intent (purpose/goal) of <b>at least 4</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Center is participating in the CACFP in good standing and has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal pattern requirements and have a written nutrition plan; OR for programs that serve a snack only-follow seasonal menu guidelines that meet CACFP meal pattern requirements; OR for programs that do not provide food-provide nutrition information to families if families provide meals from home.</li> <li>• 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.</li> <li>• Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.</li> <li>• A process for observing each child’s health and development on a daily basis and communicating observations to the child’s family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary.</li> <li>• A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.</li> </ul>	4

<b>CURRICULUM AND INSTRUCTION</b>	
<b>Curriculum and Instruction</b>	
<b>Indicator</b>	
<b>A statement of educational and developmental priorities for the children.</b>	
<b>Intent (Purpose/Goal) of Indicator</b>	
Program has a written statement of beliefs about how it will serve the children and families involved in the program.	
<b>Description of How to Meet the Indicator</b>	
<ul style="list-style-type: none"> <li>• Your program has evidence of its mission and/or philosophy statement. <ul style="list-style-type: none"> <li>○ A mission/philosophy statement is about your program’s beliefs.</li> <li>○ This may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ The purpose and nature of your program</li> <li>▪ Your developmental goals and objectives for the children</li> <li>▪ Your priorities for serving children and families</li> </ul> </li> </ul> </li> </ul>	

<b>Curriculum and Instruction</b>	
<b>Indicator</b>	
<b>A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child’s need to be active or resting.</b>	
<b>Intent (Purpose/Goal) of Indicator</b>	
Program creates and consistently implements a daily routine that meets the individual needs of all age groups of children.	
<b>Description of How to Meet the Indicator</b>	
<ul style="list-style-type: none"> <li>• Your program has evidence of every classroom’s current daily schedule. <ul style="list-style-type: none"> <li>○ The daily schedules include: <ul style="list-style-type: none"> <li>▪ Indoor activities</li> <li>▪ Outside time</li> <li>▪ Rest time</li> <li>▪ Transitions</li> </ul> </li> </ul> </li> </ul>	

<b>Curriculum and Instruction</b>
<b>Indicator</b>
<b>An approved curriculum.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program uses a comprehensive and documented curriculum model or educational approach to guide teaching practices.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence showing the use of a comprehensive, age appropriate <a href="#">curriculum</a> (an educational approach to working with and teaching children) that is on <a href="#">Great Start to Quality's approved curriculum list</a> (see page 67).</li> <li>• A comprehensive curriculum addresses the individual needs of children in all developmental areas.</li> <li>• The curriculum(s) should be used in <u>all</u> classrooms and with children of <u>all</u> ages.</li> </ul>

<b>Curriculum and Instruction</b>
<b>Indicator</b>
<b>A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children’s culture and demonstrates cultural competence.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program has a written plan that may include policies, procedures and/or practices to make sure that all children feel included and valued regardless of gender, ability, ethnicity, language or background.
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of its written cultural competence plan. <ul style="list-style-type: none"> <li>○ A cultural competence plan is a written statement that says how your program reflects on and incorporates children’s culture into classrooms, materials and lessons.</li> <li>○ Your written cultural competence 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, cultural competence plans may include: <ul style="list-style-type: none"> <li>▪ How your curriculum and classrooms reflect the diversity and cultures of the families in your program and in your local community</li> <li>▪ How the program encourages families to share their culture, family structure and traditions</li> <li>▪ How you set up an environment that supports and respects the individual cultures and diversity of your children, families, staff and local community</li> <li>▪ The opportunities children are given to learn about art, music, drama and dance from different cultures</li> <li>▪ Trainings or consultation you have focused on culture and diversity</li> </ul> </li> </ul> </li> </ul>



<b>Curriculum and Instruction</b>
<b>Indicator</b>
<b>A written plan for serving children with special needs.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Program has a written plan that may include policies and practices, to support the inclusion of children with special health care/developmental needs and makes sure that the child's special needs are met.
<b>Description</b>
<ul style="list-style-type: none"> <li>• Your program has evidence of its written special needs plan. <ul style="list-style-type: none"> <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> </ul> </li> </ul> </li> </ul>

Possible Points for Curriculum and Instruction	
How Points are Achieved	Points
<p><i>Meeting the intent (purpose/goal) of <b>at least 2</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• A statement of educational and developmental priorities for the children.</li> <li>• A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child’s need to be active or resting.</li> <li>• An approved curriculum.</li> <li>• A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children’s culture and demonstrates cultural competence.</li> <li>• A written plan for serving children with special needs.</li> </ul>	2
<p><i>Meeting the intent (purpose/goal) of <b>at least 3</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• A statement of educational and developmental priorities for the children.</li> <li>• A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child’s need to be active or resting.</li> <li>• An approved curriculum.</li> <li>• A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children’s culture and demonstrates cultural competence.</li> <li>• A written plan for serving children with special needs.</li> </ul>	4

Screening and Assessment
Indicator
Staff discusses anecdotal notes/observations as a basis for working/teaching with each child.
Intent (Purpose/Goal) of Indicator
Program records and discusses anecdotal notes as the basis for planning for individual children of all age groups.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence showing notes/observations are taken on children in every classroom as a tool for working with and planning for each child. <ul style="list-style-type: none"> <li>○ <a href="#">Anecdotal notes</a> (a brief record of an event in a child’s day) or observations may include, but are <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ What a child says (i.e. a direct quote)</li> <li>▪ How a child is actively engaged in an experience with the classroom/environment</li> <li>▪ A <a href="#">developmental milestone</a> a child has reached (see page 67)</li> <li>▪ Progress a child has made in a developmental area</li> </ul> </li> </ul> </li> </ul>

Screening and Assessment
Indicator
Complete annual developmental screening on each child.
Intent (Purpose/Goal) of Indicator
Program uses a valid and reliable developmental screening tool to identify concerns and to support children’s development and learning for all age groups.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence showing the use of an age appropriate <a href="#">screening tool</a> (a tool used to check for any concerns about a child’s development) that is on <a href="#">Great Start to Quality’s approved screenings list</a> (see page 67). <ul style="list-style-type: none"> <li>○ Evidence of using a screening tool may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Your program’s screening policy</li> <li>▪ Copies of the screening tool</li> <li>▪ How the tool is reviewed with parents/guardians</li> </ul> </li> </ul> </li> <li>• The screening tool must be completed at least once a year on <u>all</u> children.</li> </ul>

Screening and Assessment
Indicator
Uses an approved child assessment tool at least two times a year.
Intent (Purpose/Goal) of Indicator
Program uses a valid and reliable assessment tool for all age groups at least two times a year to measure the progress children have made and to support the children’s development and learning.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence showing the use of an age appropriate <a href="#">assessment tool</a> (a tool used to get and track ongoing information on a child’s growth and development) on <a href="#">Great Start to Quality’s approved assessment list</a> (see page 67). <ul style="list-style-type: none"> <li>○ Evidence of using an assessment tool may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Your program’s assessment policy</li> <li>▪ Copies of the assessment tool</li> <li>▪ How assessment results are shared with parents/guardians</li> </ul> </li> </ul> </li> <li>• The assessments must be completed at least two times a year on <u>all</u> children.</li> </ul>

Screening and Assessment
Indicator
<b>Uses child assessment results in parent-teacher conferences at least two times a year.</b>
Intent (Purpose/Goal) of Indicator
Program uses the information they get from the children's assessments to communicate children's progress, growth and development with their parents at least two times a year.
Description of How to Meet the Indicator
<ul style="list-style-type: none"> <li>• Your program has evidence showing you and/or your teachers share children's assessment results with parents. <ul style="list-style-type: none"> <li>○ Evidence of this may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Conference forms</li> <li>▪ Assessment results for families</li> <li>▪ Policies on what is shared during conferences</li> </ul> </li> <li>○ The assessment results must be shared with parents at conferences at least two times a year.</li> </ul> </li> <li>• If your program is not using an approved assessment tool, then you will not meet the intent of this indicator.</li> </ul>

Screening and Assessment
Indicator
<b>Uses assessment to inform individual, small group, and whole group instruction and interaction.</b>
Intent (Purpose/Goal) of Indicator
Program uses children’s assessments to plan activities for the children’s daily experiences and to support the children’s ongoing development and learning.
Description
<ul style="list-style-type: none"> <li>• Your program has evidence of how you and/or your teachers use assessment results and notes to plan for <u>all</u> children. <ul style="list-style-type: none"> <li>○ Evidence of this may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Planning forms</li> <li>▪ Planning procedures/policies</li> <li>▪ Curriculum objectives</li> </ul> </li> <li>○ The assessment results are used to plan for individual children, small groups and large groups.</li> </ul> </li> <li>• If your program is not using an approved assessment tool, then you will not meet the intent of this indicator.</li> </ul>

Possible Points for Screening and Assessment	
How Points are Achieved	Points
<p><i>Meeting the intent (purpose/goal) of <b>at least 2</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Staff discusses anecdotal notes/observations as a basis for working/teaching with each child.</li> <li>• Complete annual developmental screening on each child.</li> <li>• Uses an approved child assessment tool at least two times a year.</li> <li>• Uses child assessment results in parent-teacher conferences at least two times a year.</li> <li>• Uses assessment to inform individual, small group and whole group instruction and interaction.</li> </ul>	2
<p><i>Meeting the intent (purpose/goal) of <b>at least 4</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Staff discusses anecdotal notes/observations as a basis for working/teaching with each child.</li> <li>• Complete annual developmental screening on each child.</li> <li>• Uses an approved child assessment tool at least two times a year.</li> <li>• Uses child assessment results in parent-teacher conferences at least two times a year.</li> <li>• Uses assessment to inform individual, small group and whole group instruction and interaction.</li> </ul>	4
<p><i>Meeting the intent (purpose/goal) of <b>all 5</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Staff discusses anecdotal notes/observations as a basis for working/teaching with each child.</li> <li>• Complete annual developmental screening on each child.</li> <li>• Uses an approved child assessment tool at least two times a year.</li> <li>• Uses child assessment results in parent-teacher conferences at least two times a year.</li> <li>• Uses assessment to inform individual, small group and whole group instruction and interaction.</li> </ul>	6

Consistent Interaction	
Indicator	
Child Care/Preschool Center can demonstrate that it structures and schedules staff such that each child has a consistent team of provider/educators and peers over a week, and over a calendar year.	
Intent (Purpose/Goal) of Indicator	
Program makes sure that each classroom has consistent staffing that allows for responsive caregiving, and each child's classroom assignments over a week and a calendar year remain the same.	
Description of How to Meet the Indicator	
<ul style="list-style-type: none"> <li>• Your program has evidence of consistent staffing and classroom assignments for a week <u>and</u> a year. <ul style="list-style-type: none"> <li>○ This means: <ul style="list-style-type: none"> <li>▪ Teachers have consistent schedules in their assigned classrooms every week</li> <li>▪ Children are in a classroom for at least one year</li> </ul> </li> <li>○ Evidence of this may include, but is <u>not</u> limited to: <ul style="list-style-type: none"> <li>▪ Ratio policies</li> <li>▪ Transition polices</li> <li>▪ Staff schedules and classroom policies</li> <li>▪ Primary caregiving assignments</li> </ul> </li> <li>○ For example, you could have evidence of: <ul style="list-style-type: none"> <li>▪ A weekly staff schedule that is consistent for every classroom</li> <li>▪ Every classroom's age range being at least 12 months (i.e. 0-12 months, 12-24 months, 2 to 3 years)</li> </ul> </li> </ul> </li> </ul>	

Possible Points for Consistent Interaction	
Indicator	Points
Child Care/Preschool Center can demonstrate that it structures and schedules staff such that each child has a consistent team of provider/educators and peers over a week, and over a calendar year.	2



# Glossary

**Anecdotal note:** A record of an event in a child's day that accurately describes what a child said or did while interacting with another person or their environment.

**Assessment tool:** A tool used to gather ongoing and extensive information on a child's development, growth and learning to help keep track of where they are developmentally and the areas they need to improve. ([Great Start to Quality Approved Assessment tools](#) or see page 67)

**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](#) (or see page 67) defines a child-related field for early childhood programs as elementary education, child guidance/counseling, child psychology, family studies and social work.

**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.

**Core Knowledge Core Competencies (CKCC):** A set of professional development and program standards focused on the knowledge, skills and characteristics essential for all early childhood educators to provide high-quality care for children, families and the community.

**Curriculum:** An educational approach to working with and teaching children that is backed by research and evidence, and uses effective and intentional experiences and activities that are appropriate for the age and development of the children in the program. ([Great Start to Quality Approved Curriculum tools](#) or see page 67)

**Developmentally Appropriate:** Any activity or tool that, dependent on the age of the child, is able to meet their needs and abilities. ([Developmental milestones](#) or see page 67)

**Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule:** A schedule and part of the health care requirements for each state that helps to make sure all children are screened, have their health checked periodically depending on their age and receive the necessary immunizations and care, and that they are given the tests and treatments necessary to prevent and help with delays and overall health care.

**Evidence-Based:** Research, evaluations and implementation of a curriculum have been done to show how it leads to meaningful and measureable child outcomes.

**Formal communication:** A scheduled time to meet with parents/families to discuss their child's growth, learning and development, and discuss plans, concerns and next steps to help the child continue to grow and develop.

**Health appraisal:** A form completed by a Health Care Professional when a child goes to the doctor that gives providers/programs information of the physical, intellectual and emotional needs of the child. ([Michigan's health appraisal form](#) or see page 67)

**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 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

**Reliable:** Obtaining results and information that are the same no matter who is conducting the study, where it is done at or when is being used.

**Screening tool:** A tool used to check for any concerns in regards to the child's development, growth and learning. ([Great Start to Quality Approved Screening tools](#) or see page 67)

**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).

**Supplemental curriculum:** An addition to a program's overall curriculum that is used to help children work on a certain developmental area or skill.

**Term hour:** [Licensing](#) (or see page 67) 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.

**Valid:** Obtaining results based on what the tool was designed to measure.

## Formulas

**Calculating Outside Time:** The formula(s) used to calculate the amount of outside time to meet the intent of the 30 minutes for every 3 hours indicator in [Health Environment](#) (on page 47).

Formula 1	Total number of class minutes multiplied by .166 = the minimum number of minutes required for outdoor time
	Example: if you are in operation for 12.5 hours, you would need to have a total of 125 minutes of outside time incorporated in the daily schedule  12.5 hours X 60 minutes = 750 total class minutes 750 X .166 = 125 minutes of outside time required

Formula 2	One hour in operation = 10 minutes of outside time Half hour in operation = 5 minutes of outside time 15 minutes in operation = 2.5 minutes of outside time
	Example: a program in operation for 10.5 hours would need to have a total of 105 minutes of outside time incorporated in the daily schedule for each classroom  10 hours X 10 minutes = 100 minutes ½ hour = 5 minutes 100 + 5 = 105 minutes of outside time required

**Clock Hour Conversions:** How to change the number of credits, CEUs, etc. to number of clock hours for [Professional Development](#) (on page 22).

- 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** (on page 22): 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

**Developmental milestones for children ages 2 months to 5 years:**

<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

**Early Childhood Standards of Quality for Infant and Toddler Programs:**

[https://www.michigan.gov/documents/mde/ECSQ\\_IT\\_approved\\_422341\\_7.pdf](https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf)

**Early Childhood Standards of Quality for Prekindergarten:**

[https://www.michigan.gov/documents/mde/ECSQ\\_OK\\_Approved\\_422339\\_7.pdf](https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf)

**Great Start to Quality list of Approved Screening, Assessment, and Curriculum tools:**

<http://www.greatstarttoquality.org/sites/default/files/Great%20Start%20to%20Quality%20-%20Approved%20Screening%2C%20Assessment%2C%20and%20Curriculum.pdf>

**Great Start to Quality Program Quality Indicators:**

<http://www.greatstarttoquality.org/sites/default/files/Great%20Start%20to%20Quality%20Program%20Quality%20Indicators.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 Log In Page:**

<https://stage.worklivesystems.com/program/4>

**Great Start to Quality User Guide:**

<http://www.greatstarttoquality.org/sites/default/files/GSQ%20User%20Guide.pdf>

**Great Start to Quality website:**

<http://www.greatstarttoquality.org>

**Immunization and Development Milestone schedule from EPSDT through the Center for Disease Control in English:**

<http://www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf>

**Immunization and Development Milestone schedule from EPSDT through the Center for Disease Control in Spanish:**

<http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs-sp.pdf>

**Information on the importance of oral care and oral health for children:**

<http://2min2x.org/about-kids-teeth/>

**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)

**The State of Michigan approved health appraisal form:**

[https://www.michigan.gov/documents/dhs/BCAL-3305\\_09\\_10\\_336837\\_7.pdf](https://www.michigan.gov/documents/dhs/BCAL-3305_09_10_336837_7.pdf)