



# Great Start to Quality Program Quality Indicators Guidance Document for Family/Group Homes without Assistants

2018



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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 them up 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 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 you are in good standing with licensing (no longer on a provisional license) you will automatically have a profile on [www.greatstarttoquality.org](http://www.greatstarttoquality.org). You will appear as an Empty Star on the Great Start to Quality website, meaning you are a licensed provider. 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 46), 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 your selections. After completing your Self-Assessment Survey and uploading supporting documentation, your 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 Self-Assessment Survey, please see the [Great Start to Quality Program Quality Indicators](#) point distribution document (or see page 46) 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, you will receive your published Star rating after the validation is complete. If you receive 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 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 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 often used in the Early Childhood field
- **Formulas** section for indicators that have calculations (i.e., clock hour conversions, 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, Administration and Management, Physical Environment and Ratios** – you will receive points based on which indicator you achieve.
  - For example, if you (as the administrator/director) have an Associate's degree in Early Childhood you would meet the intent (purpose/goal) of the third indicator and would receive 3 out of the 4 points possible for that section.
  
- **Family and Community Partnerships, 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 12 category subsections that include the indicators. The tables in this document contain each of the indicators (see example). In the tables when you see:

- **Provider/Program** – 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



Title of the category's subsection	<b>Curriculum and Instruction</b>	Title of the category
The purpose and importance of achieving the indicator	<b>Curriculum and Instruction</b>	The indicator you see on your Self-Assessment Survey
An explanation of the indicator and possible examples you could use as evidence	<b>Indicator</b>	This section may also reference/link the 'Glossary', 'Formulas' or 'Resources' page
	<b>A statement of educational and developmental priorities for the children.</b>	
	<b>Intent (Purpose/Goal) of Indicator</b>	
	Provider has a written statement of beliefs about how they will serve the children and families involved in the program.	
	<b>Description of How to Meet the Indicator</b>	
	<p>You have evidence of your mission and/or philosophy statement.</p> <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>	

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

The indicator you see on your Self-Assessment Survey

<b>Possible Points for Administrator/Director Qualifications</b>	
<b>If you meet the intent (purpose/goal) of more than one indicator, you will receive the points for the highest one.</b>	
<b>Indicator</b>	<b>Points</b>
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
CDA or Montessori credential OR an Associate's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development	2
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 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
Bachelor's degree or higher with a major in Early Childhood Education/Child Development OR a Bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	4

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
<b>Completed at least one post-secondary course in Early Childhood Education/Child Development</b>
<b><u>OR</u></b>
<b>20 hours of community/academic training aligned with the Core Knowledge Core Competencies.</b>
Intent (Purpose/Goal) of Indicator
The administrator/director has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.
Description of How to Meet the Indicator
You can meet the intent of this indicator by having at least one of the following: <ul style="list-style-type: none"> <li>• <b>A copy of your transcripts</b> to show at least one completed college course in Early Childhood Education or Child Development.</li> <li>• Previously taken at least 20 hours of training at any time in your life and can <b>provide a copy of your professional development logs</b>, as long as they include:               <ul style="list-style-type: none"> <li>○ Your name</li> <li>○ Training topic</li> <li>○ Length of training</li> </ul> </li> </ul>

Administrator/Director Qualifications
Indicator
<p><b>CDA or Montessori credential</b></p> <p><b><u>OR</u></b></p> <p><b>An Associate's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development.</b></p>
Intent (Purpose/Goal) of Indicator
<p>The administrator/director has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>You can meet the intent of this indicator by having at least one of the following:</p> <ul style="list-style-type: none"> <li>• A current Child Development Associate (CDA) (see <a href="#">Glossary</a> on page 40 for definition), and can <b>provide a copy of your current CDA.</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 can <b>provide a copy of your Montessori credential.</b></li> <li>• An Associate's degree or higher (Bachelor's degree, Master's degree), in an unrelated field and have taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of your completed transcripts including major.</b></li> </ul>

Administrator/Director Qualifications
Indicator
<p><b>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>
Intent (Purpose/Goal) of Indicator
<p>The administrator/director has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.</p>
Description of How to Meet the Indicator
<p>You can meet the intent of this indicator by having at least one of the following:</p> <ul style="list-style-type: none"> <li>• An Associate's degree (see <a href="#">Glossary</a> on page 40 for definition), in Early Child Education or Child Development and can <b>provide a copy of your degree and/or completed transcripts including major.</b></li> <li>• An Associate's degree in a child-related field (Elementary Education, Child Guidance/Counseling, Child Psychology, Family Studies, Social Work), and have taken at least 18 semester hours in Early Childhood Education or Child</li> </ul>

Development and can **provide a copy of your completed transcripts including major.**

- Working on a Bachelor’s degree in Early Childhood Education, Child Development or a child-related field (see [Glossary](#) on page 40 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 **provide a copy of your transcripts including major.**

<b>Administrator/Director Qualifications</b>
<b>Indicator</b>
<b>Bachelor’s degree or higher with a major in Early Childhood Education/Child Development</b>
<b><u>OR</u></b>
<b>A Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The administrator/director has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
You can meet the intent of this indicator by having at least one of the following: <ul style="list-style-type: none"> <li>• A Bachelor’s degree (or higher) (see <a href="#">Glossary</a> on page 40 for definition), with a major in Early Childhood Education or Child Development and can <b>provide a copy of your degree and/or completed transcripts including major.</b></li> <li>• A Bachelor’s degree (or higher) (see <a href="#">Glossary</a> on page 40 for definition), in any field and have taken at least 30 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of your completed transcripts including major AND</b> having at least 3 full months of experience working in the field of education.</li> </ul>

Possible Points for Administrator/Director Qualifications	
<b>If you meet the intent (purpose/goal) of more than one indicator, you will receive the points for the highest one.</b>	
Indicator	Points
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
CDA or Montessori credential OR an Associate's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development.	2
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 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
Bachelor's degree or higher with a major in Early Childhood Education/Child Development OR a Bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	4

Lead Provider/Educator/Teacher Qualifications
- Oversees the program on a daily basis
Indicator
<b>Lead provider/educator has completed at least one post-secondary course in Early Childhood Education/Child Development</b>
<b><u>OR</u></b>
<b>20 hours of community/academic training aligned with the Core Knowledge Core Competencies.</b>
Intent (Purpose/Goal) of Indicator
The lead provider has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.
Description of How to Meet the Indicator
You can meet the intent of this indicator by having at least one of the following: <ul style="list-style-type: none"> <li>• <b>A copy of your transcripts</b> to show at least one completed college course in Early Childhood Education or Child Development.</li> <li>• Previously taken at least 20 hours of training at any time in your life and can <b>provide a copy of your professional development logs</b>, as long as they include: <ul style="list-style-type: none"> <li>○ Your name</li> <li>○ Training topic</li> <li>○ Length of training</li> </ul> </li> </ul>

<b>Lead Provider/Educator/Teacher Qualifications</b>
<b>Indicator</b>
Lead provider/educator has at least a CDA  <b>OR</b> Montessori credential appropriate to age served.
<b>Intent (Purpose/Goal) of Indicator</b>
The lead provider has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
You can meet the intent of this indicator by having at least one of the following: <ul style="list-style-type: none"> <li>• A current CDA (see <a href="#">Glossary</a> on page 40 for definition), and can <b>provide a copy of your current CDA</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 can <b>provide a copy of your Montessori credential</b>.</li> </ul>

<b>Lead Provider/Educator/Teacher Qualifications</b>
<b>Indicator</b>
Lead provider/educator has at least an Associate's degree in Early Childhood Education/Child Development <b>or</b> a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development field  <b>OR</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>Intent (Purpose/Goal) of Indicator</b>
The lead provider has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicators</b>
You can meet the intent of this indicator by having at least one of the following: <ul style="list-style-type: none"> <li>• An Associate's degree in Early Child Education or Child Development and can <b>provide a copy of your degree and/or completed transcripts including major</b>.</li> <li>• An Associate's degree in a child-related field (see <a href="#">Glossary</a> on page 40 for definition), and have taken at least 18 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of your 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 40 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 your transcripts including major</b>.</li> </ul>

Lead Provider/Educator/Teacher Qualifications
<b>Indicator</b>
<b>Lead provider/educator has at least a Bachelor’s degree in Early Childhood Education/ Child Development or child-related field</b>
<b><u>OR</u></b>
<b>A Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
The lead provider has training and experience, has received education in, and/or related to, Early Childhood Education and/or Child Development.
<b>Description of How to Meet the Indicator</b>
You can meet the intent of this indicator by having at least one of the following: <ul style="list-style-type: none"> <li>• A Bachelor’s degree (or higher) with a major in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 40 for definition), and can <b>provide a copy of your degree and/or completed transcripts including major</b>.</li> <li>• A Bachelor’s degree (or higher) in any field and have taken at least 30 semester hours in Early Childhood Education or Child Development and can <b>provide a copy of your completed transcripts including major</b> <u>AND</u> have at least 3 full months of experience working in the field of education.</li> </ul>

Possible Points for Lead Provider/Educator/Teacher Qualifications	
<b>If you meet the intent (purpose/goal) of more than one indicator, you will receive the points for the highest one.</b>	
Indicator	Points
Lead provider/educator has 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.	2
Lead provider/educator has at least a CDA or Montessori credential appropriate to age served.	3
Lead provider/educator has at least 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 field 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.	5
Lead provider/educator has at least a Bachelor’s degree in Early Childhood Education/Child Development or child-related field OR a Bachelor’s degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.	7



Professional Development										
Indicator										
<b>Lead provider/educator annually completes at least 20 clock hours of professional development</b>										
Intent (Purpose/Goal) of Indicator										
<p>Provider participates in a variety of ongoing professional development trainings that exceed the number of hours licensing requires each year. These trainings support the provider's knowledge of providing quality care for children in developmentally appropriate ways.</p>										
Description of How to Meet the Indicator										
<ul style="list-style-type: none"> <li>• You have completed 20 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 you submitted your Self-Assessment Survey in November 2016, you would need to <b>provide evidence of the professional development trainings you took showing 20 hours</b> 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>○ Your name</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 20 clock hours.</li>   <li>• To calculate the number of <a href="#">professional development</a> clock/training hours, please use the list (or see page 45): <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>   <li>• If you opened your program within the last year (12 months), please see the chart to determine the number of clock hours you need for professional development (PD). <ul style="list-style-type: none"> <li>○ If you opened less than 90 days ago then you do <u>not</u> need to have a certain number of professional development hours.</li> </ul> </li> </ul>										
<b>Months Since Hire Date</b>	0-3	4	5	6	7	8	9	10	11	12
<b>Number of PD hours needed</b>	0-5	6	8	10	11	13	15	16	18	20

<b>Professional Development</b>
<b>Indicator</b>
<b>Professional development training attended by provider includes at least 2 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.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider participates in a variety of ongoing professional development trainings that exceed the number of hours licensing requires each year. This supports the provider's knowledge in cultural competence or inclusive practices (e.g., culture, diversity, special needs, inclusion, etc.).
<b>Description of How to Meet the Indicator</b>
<p>You have completed at least 2 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.</p> <ul style="list-style-type: none"> <li>• For example, if you submitted your Self-Assessment Survey in November 2016, you would need <b>to provide evidence of the training(s) you took focused that was focused on cultural competence or inclusive practices</b> from November 2015 to November 2016.</li> <li>• The 2 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>○ Your name</li> <li>○ Training topic</li> <li>○ Date of training</li> <li>○ Length of training</li> </ul> </li> <li>• If you opened your program less than 90 days ago, then you do <u>not</u> need to have completed 2 hours of professional development focused on cultural competence or inclusive practice.</li> <li>• CPR and First Aid hours do <u>not</u> count toward the 2 clock hours.</li> <li>• See <a href="#">Formulas</a> (on page 44) for converting credits, CEUs, semester hours, term hours, SCECHs and minutes to clock hours.</li> </ul>

Possible Points for Professional Development	
Indicator	Points
Lead provider/educator annually completed at least 20 clock hours of professional development.	2
Professional development training attended by provider includes at least 2 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
<b>Indicator</b>
<b>Lead provider/educator has graduate degree in Early Childhood or Child Development or a related field</b>
<b><u>OR</u></b>
<b>Works at least monthly with an Early Childhood Specialist with graduate degree in Early Childhood or Child Development or a related field.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider receives ongoing (at least monthly) individualized coaching and consultation from an Early Childhood Specialist or works on their own to improve the quality of care through: observations, action plans, meeting notes, emails, etc.
<b>Description of How to Meet the Indicator</b>
You can meet the intent of this indicator by having at least one of the following: <ul style="list-style-type: none"> <li>• You have a Master’s degree in Early Childhood Education, Child Development or a child-related field (see <a href="#">Glossary</a> on page 40 for definition), and can <b>provide a copy of degree and/or a copy of completed transcripts including major.</b></li> <li>• <b>Evidence that your Early Childhood Specialist has their Master’s degree (or higher) in Early Childhood Education, Child Development or child-related field (see <a href="#">Glossary</a> on page 40 for definition), <u>and</u> 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> </ul>

<b>Other Staffing</b>
<b>Indicator</b>
<b>Program 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 provider 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>• You have <b>evidence of your written Quality Improvement Plan</b> that includes: <ul style="list-style-type: none"> <li>○ Goal(s) for you and your program (i.e., how you will increase qualifications)</li> <li>○ What you will need to reach your goal(s) (e.g., steps of how your goal(s) will be completed, resources needed, etc.)</li> <li>○ Target date/follow-up (e.g., when your goal(s) will be completed, how progress will be monitored, etc.)</li> <li>○ Who is monitoring the progress of your plan</li> </ul> </li> <li>• A Quality Improvement Plan is a document that states your goals for improving your qualifications, how you plan to reach those goals and 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 you are working to improve staff qualifications</b>.</li> <li>• Evidence showing you will develop a Quality Improvement Plan in the future does not meet the intent of this indicator.</li> <li>• Professionals other than Quality Improvement Consultants (e.g., Early Childhood Specialists), 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 40 for definition).</li> <li>• If you have a graduate degree (Master’s degree or higher), you may support your program in achieving the goals on your Quality Improvement Plan.</li> </ul>

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

FAMILY AND COMMUNITY PARTNERSHIPS
Family Partnerships and Family Strengthening
Indicator
<b>Program offers parenting education opportunities.</b>
Intent (Purpose/Goal) of Indicator
Provider offers parents 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.
Description of How to Meet the Indicator
You have 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 your 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>

<b>Family Partnerships and Family Strengthening</b>
<b>Indicator</b>
<b>Provider/educator engages in informal communication with parents.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider 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>
<p>You have evidence showing how you communicate with families about their child's day during pick up, drop off and throughout the day.</p> <ul style="list-style-type: none"> <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>Program engages in 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>
Provider interacts 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 you schedule to meet with parents/families to talk about their child's growth, learning and development.</p> <p>You have evidence showing conferences and/or home visits are offered to the families of <u>all</u> children, no matter the child's age.</p> <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>

Family Partnerships and Family Strengthening	
<b>Indicator</b>	
<b>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.).</b>	
<b>Intent (Purpose/Goal) of Indicator</b>	
Parents/guardians are provided information about their child in ways that meet the individual needs of the parents/guardians.	
<b>Description of How to Meet the Indicator</b>	
<p>You have evidence showing how you communicate with families in a way that meets their individual needs/preferences.</p> <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 (e.g., email, text, phone calls, etc.)</li> <li>○ Have a different family structure (e.g., separated parents, single parents, grandparents, etc.)</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>	

Possible Points for Family Partnerships and Family Strengthening	
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>• Program offers parenting education opportunities.</li> <li>• Provider/educator engages in informal communication with parents.</li> <li>• Program engages in 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> </ul>	2
<p><i>Meeting the intent (purpose/goal) of <b>all 4</b> of the indicators listed below:</i></p> <ul style="list-style-type: none"> <li>• Program offers parenting education opportunities.</li> <li>• Provider/educator engages in informal communication with parents.</li> <li>• Program engages in 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> </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>
The provider connects families with public and/or private community services/resources and educational programs to meet the needs of children and families. By connecting families, the provider is able to help share information about available services and increase awareness of available resources in the community.
<b>Description of How to Meet the Indicator</b>
You have evidence showing how you 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>

<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 provider has a plan to work together with programs in the community to facilitate the children’s transition into and out of their program (e.g., to kindergarten).
<b>Description of How to Meet the Indicator</b>
<ul style="list-style-type: none"> <li>• You have evidence showing how you help children transition into and out of your program.</li> <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>○ New child policies/plans</li> <li>○ Kindergarten information for families</li> </ul> </li> <li>• These transition plans are in place for all children (no matter their age), and are not limited to those going to kindergarten. <ul style="list-style-type: none"> <li>○ For example, there is a transition plan for children new to your home, children going to preschool and for children going to kindergarten.</li> </ul> </li> </ul>



Community Partnerships
Indicator
<b>Participation in community associations.</b>
Intent (Purpose/Goal) of Indicator
Provider is affiliated with a local, state and/or national professional organization that enhances their early childhood or business practices.
Description of How to Meet the Indicator
<p>You have evidence showing how you currently participate with a professional organization that enhances your early childhood or business practices.</p> <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 (e.g., National Association for the Education of Young Children [NAEYC], National Association for Family Child Care [NAFCC], HighScope, etc.)</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>

Possible Points for Community Partnerships	
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>• 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
<b>Indicator</b>
<b>Program has a basic contract for services rendered, which may include: Description of payment schedule, provider and child vacation policy, sick leave for child, alternative care options and the termination policy.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider has a written contract of provided services that is presented to parents before the child is enrolled in care.
<b>Description of How to Meet the Indicator</b>
You have a contract that is a formal agreement signed by the parents and yourself for the services that you will be providing for a specific child or children.

Administration and Management
<b>Indicator</b>
<b>Provider has opportunity for consultation on business practices with a lawyer, accountant, or child care professional group.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider consults with a professional who works to support the business practices or financial aspects of their program.
<b>Description of How to Meet the Indicator</b>
You have evidence showing you work with someone to support your business practices or the financial aspects of your 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>○ Working with an accountant on your taxes</li> <li>○ A lawyer advising you on your contract</li> <li>○ Consulting with an agent on your program's insurance</li> </ul> </li> <li>• You do not have to pay for the service/support you receive.</li> </ul>

Possible Points for Administration and Management	
Indicator	Points
Program has a basic contract for services rendered, which may include: Description of payment schedule, provider and child vacation policy, sick leave for child, alternative care options and the termination policy.	4
Provider has opportunity for consultation on business practices with a lawyer, accountant, or child care professional group.	2

ENVIRONMENT	
<b>Physical Environment</b>	
<b>Indicator</b>	
<b>Program is in a physical location that is free from 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>	
<p>Your program is in good standing with licensing.</p> <ul style="list-style-type: none"> <li>• This is verified by Great Start to Quality staff during the rating process.</li> <li>• No additional evidence is required.</li> </ul>	

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

Ratios	
<b>Indicator</b>	
<b>Program demonstrates that it has smaller group size and better teacher: child ratio than required by licensing.</b>	
<b>Intent (Purpose/Goal) of Indicator</b>	
Provider creates an optimum educational environment by having more staff than required by licensing, resulting in smaller group sizes.	
<b>Description of How to Meet the Indicator</b>	
<p>You have evidence showing you always maintain better ratios than required by licensing.</p> <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 you will never exceed a certain ratio</li> <li>○ Attendance sheets stating the maximum ratio</li> <li>○ Sign-in sheets stating the maximum ratio</li> </ul> </li> <li>• For example, if you have attendance sheets showing there are never more than 5 children in your care at one time then you have: <ul style="list-style-type: none"> <li>▪ Smaller ratios than licensing (licensing ratio is 1 teacher to 6 children)</li> </ul> </li> </ul> <p>For more information or further guidance on licensing ratios and rules, please visit the <a href="#">licensing</a> site (or see page 40).</p>	

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

<b>Health Environment</b>
<b>Indicator</b>
<p>Program 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>
<b>Intent (Purpose/Goal) of Indicator</b>
<p>Provider addresses the nutritional health of children by providing food service and nutritional education.</p>
<b>Description of How to Meet the Indicator</b>

You can meet the intent of this indicator by having one of the following:

- Evidence showing you are **currently participating with CACFP** and have a **written nutrition plan**
- Evidence showing you **follow seasonal menus that meet CACFP meal requirements** and have a **written nutrition plan**
- Evidence showing you **follow seasonal menu guidelines that meet CACFP requirements if you only serve snack**
- Evidence showing how you **provide nutrition information to families if they provide meals from home**

Your program has evidence of a written nutrition plan.

***A written nutrition plan needs to address how it helps families and staff understand:***

- ***The purpose of the nutrition plan and why it is important to children, families, and staff***
- ***The tools and resources being used in the program and how they are being used. For example, Child and Adult Care Food Program, MyPlate, National Farm to Preschool, dieticians, families, curriculum/materials, trainings***
- ***How the plan meets the needs of children, families, and staff***
- ***How this information will be shared with children, families, and staff***

***A written plan is required when the program is participating with CACFP OR Following CACFP meal pattern guidelines. Nutrition plans are not required when the program ONLY serves snack (following seasonal CACFP meal pattern guidelines) OR if the program does NOT provide food.***

<b>Health Environment</b>
<b>Indicator</b>
<b>30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider has outside time each day during which the children engage in a variety of physical activities.
<b>Description of How to Meet the Indicator</b>
<p>You have evidence that the children have 30 minutes of outside time for every 3 hours you are open.</p> <ul style="list-style-type: none"> <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 minutes you are open multiplied by .166 = the minimum number of minutes required for outdoor time <ul style="list-style-type: none"> <li>▪ For 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</li> </ul> </li> <li>○ See <a href="#">Formulas</a> (on page 44), 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, you 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>
Provider establishes and follows a written plan 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>
<p>Your program has evidence of a written health plan.</p> <p><b><i>A written health plan needs to address how it helps families understand:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>The purpose of the health plan and why it is important to children, families, and staff</i></b></li> <li>• <b><i>The program's process for updating the Child-In-Care statement</i></b></li> <li>• <b><i>How staff encourage parents to stay up-to-date on their child's well-child checks and immunizations</i></b></li> <li>• <b><i>The ways the program provides information on local pediatricians or health care centers, immunization recommendations, developmental milestones, and/or health screenings</i></b></li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Child's Health</a></li> <li>• <a href="#">Child Visits – C.S. Mott Children's Hospital Michigan Medicine</a></li> <li>• <a href="#">Immunizations and Developmental Milestones for Your Child from Birth Through 6 Years Old</a></li> <li>• <a href="#">Immunizations and Developmental Milestones for Your Child from Birth Through 6 Years Old - Spanish</a></li> <li>• <a href="#">Michigan Care Improvement Registry</a></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>
Provider 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>
You have evidence of how you 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>

<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>
Provider has an oral care routine in place to support all children’s oral health.
<b>Description of How to Meet the Indicator</b>
You have evidence of an oral care routine for <u>all</u> children. <ul style="list-style-type: none"> <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> </ul> <p>You can find more information on the <a href="#">importance of oral care</a> (or see page 47).</p>

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>• Program is participating in the CACFP in good standing and has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal patten 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>• Program is participating in the CACFP in good standing and has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal patten 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>
Provider has a written statement of beliefs about how they will serve the children and families involved in the program.
<b>Description of How to Meet the Indicator</b>
<p>You have evidence of your mission and/or philosophy statement.</p> <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>

<b>Curriculum and Instruction</b>
<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>
Provider creates and consistently implements a daily routine that meets the individual needs of all of the children.
<b>Description of How to Meet the Indicator</b>
<p>You have evidence of your current daily schedule.</p> <ul style="list-style-type: none"> <li>• The daily schedule includes: <ul style="list-style-type: none"> <li>• Indoor activities</li> <li>• Outside time</li> <li>• Rest time</li> <li>• Transitions</li> </ul> </li> </ul>

<b>Curriculum and Instruction</b>
<b>Indicator</b>
<b>An approved curriculum.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider uses a comprehensive and documented curriculum model or educational approach to guide teaching practices.
<b>Description of How to Meet the Indicator</b>
<p>You have evidence showing you use a comprehensive, age appropriate <a href="#">curriculum</a> (an educational approach to working with and teaching children).</p> <ul style="list-style-type: none"> <li>• If your curriculum is not on <a href="#">Great Start to Quality's approved curriculum list</a>, then you must upload evidence showing your curriculum meets the following <a href="#">criteria</a> (or see page 46): <ul style="list-style-type: none"> <li>○ <b>Developmentally Appropriate:</b> the curriculum is appropriate for all ages of children in care and is able to meet their individual needs and abilities.</li> <li>○ <b>Evidence-Based:</b> the curriculum has been researched, evaluated and previously implemented to show how it leads to meaningful and measurable child outcomes.</li> <li>○ <b>Comprehensive:</b> covers all developmental areas of children's growth and learning; including social-emotional, cognitive, language, creative and physical development.</li> </ul> </li> <li>• The curriculum(s) should be used with <u>all</u> children in each age group.</li> <li>• See <a href="#">Glossary</a> (on page 40), for further guidance and definitions of terms/phrases above.</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>
Provider 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>
Your program has evidence of a written cultural competence plan.  <b><i>A written cultural competence plan needs to address how it helps families and staff understand:</i></b> <ul style="list-style-type: none"> <li>• <b><i>The purpose of the cultural competence plan and why it is important to children, families, and staff</i></b></li> <li>• <b><i>The tools and resources being used in the program and how they are being used. For example, specialists/consultants from Intermediate School District (ISD), MSU Extension, local Resource Center, or community partners, families, curriculum/materials, trainings</i></b></li> <li>• <b><i>How the plan meets the needs of children, families, and staff</i></b></li> <li>• <b><i>How this information will be shared with children, families, and staff</i></b></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>
Provider 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>
Your program has evidence of a written special needs plan.  <b><i>A written special needs plan needs to address how it helps families and staff understand:</i></b> <ul style="list-style-type: none"> <li>• <b><i>The purpose of the special needs plan and why it is important to children, families, and staff</i></b></li> <li>• <b><i>The tools and resources being used in the program and how they are being used. For example, specialists/consultants from Early On, Build Up, Intermediate School District (ISD), Education Service Agency (ESA) families, or community partners, curriculum/materials, screening tools, assessment tools, trainings</i></b></li> <li>• <b><i>How the plan meets the needs of children, families, and staff</i></b></li> <li>• <b><i>How this information will be shared with children, families, and staff</i></b></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
<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>• 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>	6

<b>Screening and Assessment</b>
<b>Indicator</b>
<b>Lead provider/educator incorporates anecdotal notes/observations as a basis for working/teaching with each child.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider records and discusses anecdotal notes/ observations as the basis for planning for individual children of all age groups.
<b>Description of How to Meet the Indicator</b>
<p>You have evidence showing notes/observations are taken on all children as a tool for working with and planning for each child.</p> <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 46)</li> <li>▪ Progress a child has made in a developmental area</li> </ul> </li> </ul>

<b>Screening and Assessment</b>
<b>Indicator</b>
<b>Complete annual developmental screening on each child.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider uses a valid and reliable developmental screening tool to identify concerns and to support children’s development and learning for all age groups.
<b>Description of How to Meet the Indicator</b>
<p>You have evidence showing you use an age appropriate <a href="#">screening tool</a> (a tool used to check for any concerns about a child’s development).</p> <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 screening policy</li> <li>○ Copies of the screening tool</li> <li>○ How the tool is reviewed with parents/guardians</li> </ul> </li> <li>• The screening tool must be completed at least once a year on <u>all</u> children.</li> <li>• If your screening tool is not on <a href="#">Great Start to Quality’s approved screenings list</a>, then you must upload evidence showing your screening tool meets the following <a href="#">criteria</a> (or see page 46): <ul style="list-style-type: none"> <li>○ <b>Developmentally Appropriate:</b> aligned to the age, abilities and individual needs of the specific age groups of the children you care for and are screening.</li> <li>○ <b>Valid:</b> obtaining results based on what the screening tool was designed to measure.</li> <li>○ <b>Reliable:</b> screening tools that have been found to produce consistent results regardless of when and where the tool was done and who completed it.</li> </ul> </li> <li>• See <a href="#">Glossary</a> (on page 40), for further guidance and definitions of terms/phrases above.</li> </ul>

Screening and Assessment
Indicator
<b>Uses an approved child assessment tool at least two times a year.</b>
Intent (Purpose/Goal) of Indicator
Provider 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
<p>You have evidence showing you use an age appropriate <a href="#">assessment tool</a> (a tool used to get and track ongoing information on a child's growth and development).</p> <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 assessment policy</li> <li>○ Copies of the assessment tool</li> <li>○ How assessment results are shared with parents/guardians</li> </ul> </li> <li>• The assessments must be completed at least two times a year on <u>all</u> children.</li> <li>• If your assessment tool is not on <a href="#">Great Start to Quality's approved assessment list</a>, then you must upload evidence showing your assessment tool meets the following <a href="#">criteria</a> (or see page 46): <ul style="list-style-type: none"> <li>○ <b>Developmentally Appropriate:</b> the assessment tool is appropriate for all ages of children in care and is able to meet their individual needs and abilities.</li> <li>○ <b>Valid:</b> obtaining results based on what the assessment tool was designed to measure.</li> <li>○ <b>Reliable:</b> assessment tools that have been found to produce consistent results regardless of when and where the tool was done and who completed it.</li> <li>○ <b>Comprehensive:</b> covers all developmental areas of children's growth and learning; including social-emotional, cognitive, language, creative and physical development.</li> </ul> </li> <li>• See <a href="#">Glossary</a> (on page 40), for further guidance and definitions of terms/phrases above.</li> </ul>



<b>Screening and Assessment</b>
<b>Indicator</b>
<b>Uses child assessment results in parent-teacher conferences at least two times a year.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider 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.
<b>Description of How to Meet the Indicator</b>
<p>You have evidence showing you share children's assessment results with parents.</p> <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> <li>• If you are not using an approved assessment tool or one that meets the <a href="#">criteria in the assessment tool indicator</a> (on page 48), then you will not meet the intent of this indicator.</li> </ul>

<b>Screening and Assessment</b>
<b>Indicator</b>
<b>Uses assessment to inform individual, small group, and whole group instruction and interaction.</b>
<b>Intent (Purpose/Goal) of Indicator</b>
Provider uses children's assessments to plan activities for the children's daily experiences and to support the children's ongoing development and learning.
<b>Description</b>
<p>You have evidence of how you use assessment results and notes to plan for <u>all</u> children.</p> <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> <li>• If you are not using an approved assessment tool or one that meets the <a href="#">criteria in the assessment tool indicator</a> (on page 48), then you will not meet the intent of this indicator.</li> </ul>

<b>Possible Points for Screening and Assessment</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>• Lead provider/educator incorporates 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>• Lead provider/educator incorporates 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>• Lead provider/educator incorporates 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

# 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 46)

**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 47) 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.

**Cultural competence:** Refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components:

- Awareness of one's own cultural worldview
- Attitude towards cultural differences
- Knowledge of different cultural practices and worldviews
- Cross-cultural Skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures (Martin, M. Vaughn, B., 2007).

**Culture:** Is made up of things, customs, beliefs, and values. Culture can be thought of in terms of concrete:

- *Items and objects we see, hold, and use, as well as specific activities.* Items such as clothing, artwork, and food, and activities such as dance are tangible symbols of a person's culture.
- Experiences in *how people live out their lives as well as what they believe and what values they hold dear.* Family roles, child-rearing patterns, communication styles, and holiday traditions are ways in which culture influences how we as individuals live our daily lives.
- *Worldviews and beliefs about human nature and humanity.* Culture shapes how we see ourselves (our identity), how we learn, and how we interact with others (York, 78).

**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 46)

**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 46)

**Diversity:** Is a continuous approach to working with children, parents, families, and colleagues every day for children in the program to:

- Learn about their backgrounds and the background of people who are different from them
- See themselves, their families, and their communities represented throughout the program
- Continually be exposed to activities, materials, and concrete experiences that to overcome stereotypes

- learn to enjoy, appreciate, and seek out differences to reduce harassment and intolerance
- Discover there are usually a whole variety of ways to solve a problem, complete a task, or answer a question (Wardle, 2003a)

**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 47)

**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 detailed, written procedure for doing or achieving something.

**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 46)

**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 (e.g., 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 47) 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 38).

Formula 1	Total number of program minutes multiplied by .166 = the minimum number of minutes required for outdoor time
	<p>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</p> <p>12.5 hours X 60 minutes = 750 total class minutes 750 X .166 = 125 minutes of outside time required</p>

Formula 2	<p>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</p>
	<p>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</p> <p>10 hours X 10 minutes = 100 minutes ½ hour = 5 minutes 100 + 5 = 105 minutes of outside time required</p>

**Clock Hour Conversions:** How to change the number of credits, CEUs, etc. to number of clock hours for [Professional Development](#) (on page 16).

- 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 14): The number of clock hours of professional development training required if you opened your program 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>	0-5	6	8	10	11	13	15	16	18	20



## 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/ECSO\\_IT\\_approved\\_422341\\_7.pdf](https://www.michigan.gov/documents/mde/ECSO_IT_approved_422341_7.pdf)

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

[https://www.michigan.gov/documents/mde/ECSO\\_OK\\_Approved\\_422339\\_7.pdf](https://www.michigan.gov/documents/mde/ECSO_OK_Approved_422339_7.pdf)

**Great Start to Quality Updating Accepted Screening, Assessment and Curriculum tools:**

[http://greatstarttoquality.org/sites/default/files/Great%20Start%20to%20Quality%20Updates%20Effective%20July%202015%2C%202015%20-%20Home%20Base d%20Providers\\_0.pdf](http://greatstarttoquality.org/sites/default/files/Great%20Start%20to%20Quality%20Updates%20Effective%20July%202015%2C%202015%20-%20Home%20Based%20Providers_0.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 Family and Group Child Care Homes:**

[http://www.michigan.gov/documents/lara/lara\\_BCAL\\_PUB-724\\_0715\\_494800\\_7.pdf](http://www.michigan.gov/documents/lara/lara_BCAL_PUB-724_0715_494800_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)