Great Start to Quality Quality Indicators Guidance Document

June 2022

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Introduction

Great Start to Quality is Michigan's quality recognition and improvement system that supports programs, while also helping families find and choose quality programs that meet their children's needs. There are more than 40 different program quality indicators Great Start to Quality uses to measure the quality of programs. A program quality indicator is a standard used to measure the quality of a program in a specific area. Each program quality indicator falls into one of five categories in the Self-Reflection.

The categories on the Self-Reflection are:
- Family and Community Partnerships (FCP)
- Inclusive Practices (IP)
- Curriculum, Instruction and Learning Environment (Intentional Teaching Practices) (CIL)
- Professional Development (PD)
- Staff Qualifications (SQ)

How to Use the Guidance Document

The document is for planning and reflection purposes only and can help when completing the Self-Reflection. It can help organize the documentation to upload as evidence or help plan for the quality improvement process. It is intended to be a working document used throughout the quality improvement process.

Completed documentation (e.g., conference form, staff evaluation, child assessment tool forms) should have all identifying information about the children, families, and staff blacked out. Any photos submitted will only be used for the quality improvement process and will not be published.

Throughout the document, you will notice words, phrases, and sentences that are blue and underlined; these are links.

After selecting a link, you can return to the previous spot by selecting the **Alt** and **Left Arrow** key.

What is Included in the Guidance Document

- In depth information about each indicator
- **Glossary** section- definition of terms used
- **Resources** section- resources to support further learning and quality improvement
  - **FAQ** document- answers to frequently asked questions about the indicators

What Support is Provided for Each Indicator

- *Why this Indicator is Important*- An explanation about why the indicator is best practice and demonstrates equity and high quality
- *Examples of Evidence to Meet the Intent of the Indicator*-Samples of common documentation that could meet the intent of the indicator
- *Selection for this Indicator*- Options of each indicator for the Self-Reflection
- *This Indicator Applies to the Following Age Groups*- If the program serves at least one of the listed age groups, the indicator is applicable to the program
- *This Indicator Applies to the Following Program Type*- Indicates if the indicator applies to a Child Care Center and/or Family/Group Child Care
- *This Indicator Applies to the Following Employee Title*-Lists the Employee titles (staff position) that apply to the indicator

For additional support, contact your local Great Start to Quality Resource Center at 1-877-614-7328.

General Information

Program Name:

License Number:

MiRegistry Organization ID Number:

MiRegistry Login Information

Email Address:

Password:

Great Start to Quality Login Information

Email Address:

Password:

Quality Level Information

Current Quality Level:

Expiration Date:

Desired Quality Level:

Support and Resources

Quality Improvement Specialist:

Contact Information:

Quality Improvement Coach:

Contact Information:

Employment- MiRegistry Tracking

Date:

This section can be used by the program to assure staff have all information in MiRegistry and that it has been verified. **MiRegistry Membership Toolkit** contains helpful information on how MiRegistry verifies qualifications and professional development.

Name	Position	Employment Verified on Organization Profile (Y/N)	Qualifications verified by MiRegistry (Y/N)	Career Pathway Level assigned by MiRegistry	Professional Development Verified by MiRegistry (Y/N)

Select the Alt and Left Arrow keys to return to the previous spot in the document

FCP1: Program shows how it gives information to families about children's individual developmental progress.

Why this Indicator is Important

Sharing information about each child's development helps families know about their child's growth. This helps families and staff work together to support the child's growth.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Completed child development records and notes
- ☐ Completed conference form with notes shared about development
- ☐ Policy on completing conferences with families
- ☐ Process for ongoing communication and collaboration with families on individual child development
- ☐ Process used for communicating and collaborating with families on individual child development
- ☐ Written communication with families on child's development

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not meeting at this time**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

FCP2: Program has a family handbook or contract.

The family handbook or contact must include, at a minimum, the following:
- **The program's mission statement, philosophy, or program values**
- **How the program encourages family involvement**
- **How the program incorporates and represents diverse backgrounds of children, schoolagers, families, community, and/or the world**
- **How the program accommodates and supports children, schoolagers, families, and staff with disabilities**

Why this Indicator is Important

A written handbook or contract helps families understand the program's guidelines and expectations. This helps families know how they are welcomed and supported in the program.

How a Program May Meet the Intent of the Indicator

Program uploads a handbook or contract showing high-quality practice.

High-quality evidence could include:

- ☐ Program contract including, at a minimum, the four (4) bullets within the indicator
- ☐ Program handbook including, at a minimum, the four (4) bullets within the indicator

Selection for this Indicator

- ☐ **Currently meeting**

  Document Name and Location:

- ☐ **Not currently meeting**

- ☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**
- ☐

  Goal and plan for future implementation:

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FCP3: Program has at least one (1) goal, in the Quality Improvement Plan, that supports improvement based on the Strengthening Families™ Protective Factors Framework which are ideas that are used to guide programs in supporting families to promote healthy child and family outcomes.

The Protective Factors Framework contains five (5) main ideas:

- **Parental Resilience**
- **Social Connections**
- **Knowledge of parenting and child development**
- **Concrete support in times of need**
- **Social and emotional competence of children**

Why this Indicator is Important

Strengthening Families™ Protective Factors Framework is an approach to improve outcomes for children, schoolagers, and families. Staff who understand the Protective Factors help families build resilience, form relationships, and access services and resources in the community. Having a goal shows the program's plan for progress.

How a Program May Meet the Intent of the Indicator

A goal (current or completed after the initial Self-Reflection submission) in the Quality Improvement Plan focused on the Strengthening Families™ Protective Factors Framework.

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FCP4: Program shows how children, schoolagers*, families, and staff have opportunities to provide verbal or written feedback about the program.

Why this Indicator is Important

Gathering feedback from children, schoolagers, families and staff helps inform program improvements. This shows them their input is valued and improving quality is important.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Anecdotal notes or lesson plans showing child interests for future lessons, environment setup, or adjustments
- ☐ Completed feedback forms or surveys
- ☐ Lesson plan or daily schedule showing scheduled time for feedback
- ☐ Meeting minutes or notes from family advisory committee
- ☐ Meeting minutes or notes from staff meeting
- ☐ Statement on how children's and schoolagers' current interests or behaviors are used to adjust and/or accommodate the program environment
- ☐ Statement on how the program gathers feedback

Evidence must represent all ages of children and schoolagers enrolled, families, and staff.

*Infants, toddlers, and nonverbal children and schoolagers provide feedback through their behaviors and actions, staff should observe behaviors and actions to make changes to the classroom environment, materials available, and/or routines.

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FCP5: Program provides families a description about nutrition and healthy food choices.

Why this Indicator is Important

Detailed policies and procedures help programs run successful businesses and allows families and staff to understand the program's guidelines. Providing families with nutritional information supports children's and schoolagers' growth and development of a healthy lifestyle.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Policy or procedure on how nutrition information is provided to families
- ☐ Policy or procedure on nutrition and healthy food choices
- ☐ Program specific nutrition plan
- ☐ Statement of participation with Child and Adult Care Food Program (CACFP) and how this supports children and families to live a healthy lifestyle

Selection for this Indicator

☐ **Currently meeting**

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- Family/Group Child Care

FCP6: Program shows how it gathers information about family culture, home language, and/or home life.

Why this Indicator is Important

Gathering information from families about their culture helps program staff to bridge the gap between home and program. When information from families is used to adapt approaches with children and schoolagers they are likely to feel respected, included, and valued. Partnering with families supports strong connections to their community and culture.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Completed survey about home life/home culture
- ☐ Copy of enrollment paperwork with questions about home language and/or home life
- ☐ Note section on the family conference sheet about the family culture
- ☐ Photos of home culture included in the environment
- ☐ Statement on how the program gathers information about family culture, home language, and/or home life

Selection for this Indicator

☐ **Currently meeting**

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This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

FCP7: Program provides families and staff a description about how children and schoolagers are encouraged to use their home language in play and learning experiences.

Why this Indicator is Important

Using children's and schoolagers' home language (both verbal and non-verbal) has many benefits including language skills, social skills, and a positive self-image. Programs should encourage home language use in the program, activities, and interactions throughout the day, not just during cultural celebrations.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:
- ☐ Statement on how the program encourages the use of children's and schoolagers' home language
- ☐ Statement or policy on how staff members fluently speak the home language(s) of the children throughout the day
- ☐ Statement or policy on how staff plans activities that support the children's, schoolagers, and families home language
- ☐ Statement or policy on how staff use greetings or phrases daily from the home languages of the children and families
- ☐ Statement or policy on how staff use nonverbal forms of communication with children, schoolagers, and families such as hand gestures, facial expressions, raised eyebrows, verbal clicks as ticks, umm hmms, etc. to help express their thoughts, needs, dislikes, and approvals

Selection for this Indicator

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This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

IP1: Program provides families a description on how they provide materials and resources about community-based programs, community mental health, food banks, <u>Child Find</u>, and/or medical/dental resources.

Why this Indicator is Important

Connecting families with public or private community resources supports them in finding the services they need. Ensuring children, schoolagers, and families have their basic needs met fosters growth and development.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Comprehensive list of resources in the community with contact information and how this is shared with families
- ☐ Policy on how referrals to community resources are made
- ☐ Process for connecting families to community resources
- ☐ Statement on available resources, services, referrals, and/or contact information for a child and family advocate

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This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

IP2: Program provides families and staff a description on how they address and observe social and emotional health and well-being of children and schoolagers every day.

Why this Indicator is Important

Social and emotional health has a direct connection to growth and learning. Supporting development of social and emotional skills leads to more interest in school, peer connections, and growth.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Process for using observations or behavior logs to address social and emotional health
- ☐ Program specific mental health and well-being plan
- ☐ Program specific social and emotional health plan
- ☐ Staff policy or procedure on how to observe social and emotional health and how this is communicated with families
- ☐ Statement on how the social and emotional health of children and schoolagers is addressed through the daily routines and activities
- ☐ Statement on how the program addresses and observes social and emotional health on a daily basis

Evidence must include families and staff.

Selection for this Indicator

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Document Name and Location:

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Goal and plan for future implementation:

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This Indicator Applies to the Following Age Groups:
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This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

IP3: Program has a description for families and staff on their approach to preventing suspension and expulsion related to challenging behaviors, including how behaviors are observed and addressed.

Why this Indicator is Important

When programs suspend or expel children and schoolagers, they miss chances to connect with other children and adults, learn safe ways to manage emotions and behavior, and have consistent care. Data shows that children in preschool are expelled at three times the rate of children in K-12 schools. When programs share information on challenging behaviors, they help families and staff understand and apply best ways to work with challenging behaviors. This helps retain staff, keep consistent routines, reduce work and school absences for families, create positive self-concept, and reduce expulsions.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

☐ Process for using observations or behavior logs to address challenging behaviors
☐ Program-specific anti-suspension and expulsion plan
☐ Staff policy or procedure on preventing **suspension** and **expulsion** related to addressing challenging behaviors and how this is communicated with families
☐ Statement on how **challenging behaviors** are addressed through daily routines and activities

Evidence must include families and staff.

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

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Goal and plan for future implementation:

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This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

IP4: Program provides families and staff a description about how it supports mothers who breastfeed.

Why this Indicator is Important

Breastfeeding is a personal decision, made by the family. All feeding choices should be respected. Breastfeeding is an important way for mothers to bond with their child and provides health benefits to the mother and child. Programs can make a big difference in supporting mothers with continuing their breastfeeding journey. Being welcoming to breastfeeding families leads to positive relationships between the child, mother, and program.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Staff policy or procedure on supporting breastfed children
- ☐ Statement indicating designated, comfortable, and private breastfeeding or lactation areas
- ☐ Statement on how the program supports breastfeeding

Evidence must include families and staff.

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan)**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)

This Indicator Applies to the Following Program Type:
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- Family/Group Child Care

CIL1: Program provides families and staff a description on how they support children's and schoolagers' transition into the program, between programs or classrooms, and entering new schools.

Why this Indicator is Important

Detailed policies and procedures help programs run successful businesses and allow families and staff to understand the program's guidelines. Transitions can be difficult for children, schoolagers, and families. Knowing what will happen during transitions can reduce worry for children, schoolagers, and families.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Completed communication release form, what information can and will be released, and how families will be notified of information sharing
- ☐ Comprehensive list of schools in the community with contact information and how this is shared with families
- ☐ Copy of enrollment information and process for transitioning out of the program
- ☐ Policy or procedure on how the program supports children and schoolagers as they welcome new children, transition between classrooms, and transition to new programs

Evidence must include families and staff.

Selection for this Indicator

☐ **Currently meeting**

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This Indicator Applies to the Following Age Groups:
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This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

CIL2: Program provides families a description about oral care routines for infants, toddlers, preschoolers, and schoolagers.

Why this Indicator is Important

Dental care routines help reinforce healthy habits by preventing tooth decay and gingivitis. Modeling how to care for teeth and gums supports families who do not have access to dental care.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Communications sent to families about the importance of oral care
- ☐ Daily schedule including dedicated time for oral care along with statement of oral care routine
- ☐ Photos of children engaging in oral care along with statement of oral care routine
- ☐ Policy or procedure on **oral care**

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

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This Indicator Applies to the Following Program Type:
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- Family/Group Child Care

CIL3: The program provides families a description of planned intentional experiences for schoolagers that must include the following content areas:

- **Social-emotional**
- **Physical**
- **Academic**
- **Creative Expression**
- **Culture**
- **Character Development**
- **STEM – Science, Technology, Engineering, Mathematics**

Why this Indicator is Important

Planned, intentional experiences ensure schoolagers are engaged in learning outside of the standard school day.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Communications sent to families including all required content areas
- ☐ Policy or process for planning intentional experiences including all required content areas
- ☐ Program curriculum statement for schoolagers including all required content areas

Selection for this Indicator

☐ **Currently meeting**

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☐ **Not currently meeting**

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Goal and plan for future implementation:

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This Indicator Applies to the Following Age Groups:
- Schoolage (4 years 9 months - 12 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

CIL4: Program provides a description on how they promote youth voice and engagement by planning intentional opportunities for schoolagers to identify and lead activities and hands-on experiences.

Why this Indicator is Important

Schoolagers benefit from having a say in their education. Programs that create a space in which schoolagers feel safe, heard, and respected empower schoolagers to thrive. Youth voice encourages engagement in education, a sense of belonging, and builds leaderships skills in schoolagers.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Daily schedule with time for feedback along with statement of youth voice and engagement
- ☐ Program curriculum statement on **youth voice** and engagement
- ☐ Program statement on how schoolagers identify and lead activities
- ☐ Statement on how youth voice and engagement is promoted

Selection for this Indicator

- ☐ **Currently meeting**

  Document Name and Location:

- ☐ **Not currently meeting**

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  Goal and plan for future implementation:

- ☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Schoolage (4 years 9 months - 12 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
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Select the Alt and Left Arrow keys to return to the previous spot in the document

CIL5: Program has a daily routine (schedule) that is predictable, yet flexible, and supportive of each child and schoolager.

The daily routine must include, at a minimum, the following:

- **Free Play- (Examples: Children and schoolagers can make individual choices, change activities, repeat activities, etc. child-led not teacher-led time)**
- **Group Play- (Examples: Children and schoolagers can engage in small or large groups with their peers, a balance of child-led and teacher-led time)**
- **Care Routines- (Examples: Time for snacks, meals, restroom breaks, diaper changes, handwashing, naps, etc.)**
- **Gross Motor Play- (Examples: Children and schoolagers engage in large movements such as running, jumping, riding, climbing, etc. either indoors or outdoors)**

Why this Indicator is Important

Children and schoolagers benefit from consistent routines. Daily routines provide children and schoolagers with a sense of comfort and safety in knowing what will happen next.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads a daily routine (schedule) for each classroom that includes, at a minimum:

- ☐ **Free Play**
- ☐ **Group Play**
- ☐ **Care Routines**
- ☐ **Gross Motor Play**

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CIL6: Program shows that it implements a curriculum from the list. The curriculum tool used must be appropriate to the license type and ages of children served.

Why this Indicator is Important

Curriculum tools provide staff with a guide to scaffold children's development and learning. Curriculum tools that are based on research and best practices support staff understanding of how to best support each child's development.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Communications with families about what lessons children engaged in throughout the day or week
- ☐ Completed lesson plans including curriculum components
- ☐ Completed lesson plans on curriculum template
- ☐ Policy or procedure on how staff use the curriculum to guide decision making and teaching practices
- ☐ Program curriculum statement
- ☐ Staff planning notes or reflections regarding activities and/or modifications

Approved Screening, Assessment, and Curriculum Tools List

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

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CIL7: Program shows that it completes a developmental screening tool annually from the list. The screening tool used must be appropriate to the license type and ages of children served.

Why this Indicator is Important

Developmental screening tools collect current information about the child's overall development. Staff and families can use the data to identify strengths, areas of concerns, and find the right services for the child.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

☐ Policy or procedure on how staff use developmental screening tools to identify areas of concern and make referrals for services
☐ Policy or procedure on how staff use developmental screening tools to plan activities for children
☐ Process for communicating screening results with families
☐ Process for conducting or reviewing completed developmental screening tools
☐ Statement that describes the **developmental screening tool** implemented in the program

Approved Screening, Assessment, and Curriculum Tools List

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CIL8: Program shows that it completes a child assessment tool at least two (2) times per year from the list. The assessment tool used must be appropriate to the license type and ages of children served.

Why this Indicator is Important

Child assessment tools provide ongoing information about the child's developmental progress. This ensures instruction and content meet the developmental needs of each child.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Copy of a completed child assessment tool
- ☐ Process for completing child assessments
- ☐ Statement on how staff use child assessment results to identify areas for growth
- ☐ Statement on how staff use child assessment results to plan activities for children
- ☐ Statement that describes the **child assessment tool** implemented in the program and how often it is completed

Approved Screening, Assessment, and Curriculum Tools List

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

CIL9: Program shows that it shares results of a completed child assessment tool from the list in an intentional way with families twice per year for all children. The assessment tool used must be appropriate to the license type and ages of children served.

Why this Indicator is Important

Sharing a child's developmental progress allows families and staff to work together. Using the assessment results to discuss the child's development, staff and families can create short- and long-term goals for the child and bridge the gap between home and the program.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:
- ☐ Communications with families about child assessments
- ☐ Copy of completed family conference forms
- ☐ Process for communicating child assessment results with families
- ☐ Staff policy on how they communicate assessment results with families and work together to set individual goals for children
- ☐ Statement on how anecdotal notes or observations used to inform assessment tool are shared with families
- ☐ Statement on how staff and families use child assessment results to identify areas for growth

Credit for this indicator cannot be earned if credit for the child assessment tool indicator (CIL8) is not earned.

Approved Screening, Assessment, and Curriculum Tools List

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan)**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

CIL10: Program shows that it uses a child assessment tool from the list on all children to plan experiences and interactions. The assessment tool used must be appropriate to the license type and ages of children served.

Why this Indicator is Important

Documenting children's development allows staff to plan daily experiences and support ongoing learning. Staff use the child assessment results to plan experiences for each individual child, groups of children, and the whole class.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Individualized lesson plans based on assessment results
- ☐ Process for using child assessment results to inform lesson planning
- ☐ Statement on how staff use child assessment results to plan activities for children
- ☐ Statement that describes the child assessment tool implemented in the program and how results are used to plan instruction

Credit for this indicator cannot be earned if credit for the child assessment tool indicator (CIL8) is not earned.

Approved Screening, Assessment, and Curriculum Tools List

Selection for this Indicator

- ☐ **Currently meeting**

  Document Name and Location:

- ☐ **Not currently meeting**

- ☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

  Goal and plan for future implementation:

- ☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

CIL11: Program has completed the Environment Rating Scale (ERS-3) or Social Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment for every age group/classroom.

Why this Indicator is Important

Children and schoolagers learn through experiences with people and spaces. Spaces that are supportive of each child and schoolager provide opportunities for learning, comfort, independence, and exploration. Safe and organized spaces reduce the risk of injury and promote development.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads a copy of the ERS-3 or SEL PQA Self-Assessment for every age group/classroom.

High-quality evidence could include:

- ☐ Copy of completed ERS-3 Scoring pages for every age group/classroom
- ☐ Copy of completed ERS-3 Self-Assessment for every age group/classroom
- ☐ Copy of completed SEL PQA Self-Assessment for every group/classroom

Environment Rating Scale (ERS-3)

- The Infant/Toddler Environment Rating Scale®, 3rd ed. (ITERS-3™)
- Early Childhood Environment Rating Scale®, 3rd ed. (ECERS-3™)
- The Family Child Care Environment Rating Scale®, 3rd ed. (FCCERS-3™)

Social Emotional Learning Program Quality Assessment (SEL PQA) used for centers with classrooms serving schoolagers.

Selection for this Indicator

- ☐ **Currently meeting**

  Document Name and Location:

- ☐ **Not currently meeting**

- ☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

  Goal and plan for future implementation:

- ☐ **Not aligned to program philosophy**

- ☐ **This program is NAEYC or NAFCC Accredited or receives GSRP, Head Start, or Early Head Start funding.**

This Indicator Applies to the Following Age Groups:

- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)
- Schoolage (4 years 9 months - 12 years)

This Indicator Applies to the Following Program Type:

- Child Care Center
- Family/Group Child Care

Select the Alt and Left Arrow keys to return to the previous spot in the document

CIL12: Each primary care space used by children and schoolagers throughout the day has a source of natural light.

Why this Indicator is Important

Natural light has calming effects for children and schoolagers which helps control their daily schedule for sleep and wakefulness. Exposure to natural light also supports continued focus and learning throughout the day.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** photos for each classroom showing high-quality practice.

High-quality evidence could include:

- ☐ Door with window to the outdoors
- ☐ Glass door to the outdoors
- ☐ Skylight
- ☐ Window to the outdoors

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)
- Schoolage (4 years 9 months - 12 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

CIL13: Program has access to explore an outdoor space that includes elements of nature.

Why this Indicator is Important

Spending time in nature is important for creativity, problem solving, physical development and learning. Time in natural settings supports children and schoolagers to get fresh air, be healthier, and feel calmer.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** photos showing high-quality practice.

High-quality evidence must include at least **two (2)** of the following natural materials:

- ☐ Bird or animal feeders
- ☐ Dirt or sand
- ☐ Flowers or plants
- ☐ Grasses
- ☐ Logs or stumps
- ☐ Moss
- ☐ Natural ground covering
- ☐ Rocks
- ☐ Trees or shrubbery
- ☐ Other natural materials

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)
- Schoolage (4 years 9 months - 12 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

CIL14: Program provides evidence of participation in a local, state, or national professional organization which enhances the program's early childhood practices.

Sample organizations, including but not limited to:

- **National and statewide early childhood or school-age organization membership**
- **Peer to Peer groups (in person/virtual meetings monthly)**
- **Director's Group meetings (in person/virtual meetings monthly)**
- **Chamber of Commerce membership**
- **Great Start Collaborative**

Why this Indicator is Important

Participating in professional organizations allows staff and programs to improve the services they provide. These opportunities increase understanding of issues faced by child cares programs, best practices, and new research for staff. Ongoing learnings lead to the overall growth of the staff members, program, and resources available to families.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **two (2) or more** pieces of evidence showing high-quality practice.

Upload **one (1)** of the following showing membership or association in a professional organization:

- Copy of membership card
- Copy of meeting agenda
- Copy of meeting minutes
- Copy of membership roster

Upload **one (1)** of the following supporting documents showing participating in a professional organization:

- Statement of the individual member's personal learning from participation in a professional organization
- Example of how information is utilized
- Communications with other group members
- Photos of individual staff member(s) participating in an official organization's activity
- Documentation of participation in peer learning (discussion board)

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:

- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)
- Schoolage (4 years 9 months - 12 years)

This Indicator Applies to the Following Program Type:

- Child Care Center
- Family/Group Child Care

CIL15: Program has at least two (2) goals, in the Quality Improvement Plan, that support improvement based on the program's Self-Reflection.

Why this Indicator is Important

The Self-Reflection is based on current high-quality practices for child care. Planning for areas of improvement based on the Self-Reflection shows the program's dedication to providing high-quality care. Having a goal shows the program's plan for progress.

Examples of Evidence to Meet the Intent of the Indicator

Two (2) goals (current or completed after the initial Self-Reflection submission) in the Quality Improvement Plan focused on the Self-Reflection.

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan)**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Age Groups:
- Infant (0 - 18 months)
- Toddler (18 - 36 months)
- Preschool (3 - 5 years)
- Schoolage (4 years 9 months - 12 years)

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

PD1: All Lead, Assistant, and Schoolage staff have completed at least two (2) hours of professional development training within the last 12 months* focused on the age grouping served.

Why this Indicator is Important

Continued learning allows the lead, assistant, and schoolage staff to keep up to date on age-appropriate practices. Understanding the age group served allows staff to provide high-quality care.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This includes lead, assistant, and schoolage staff. It does not include administrator, program director, assistant directors, aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Staffing

☐ **All staff are connected to the Organization Profile**
☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan)**

Goal and plan for future implementation:

This Indicator Applies to the Following Employee Titles:
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

PD2: All Administrator/Program Director/Schoolage Site Supervisor/Owner, Lead, Assistant, and Schoolage staff completed at least two (2) hours of professional development training within the last 12 months* focused on one (1) of the following:

- **Challenging behaviors**
- **Prevention of suspension**
- **Expulsion**
- **Mental health**
- **Trauma-informed practices**
- **Social and emotional health**

Why this Indicator is Important

Continued learning allows staff to keep up to date on best practices. Understanding these topics helps retain staff, keep consistent routines, reduce work and school absences for families, create positive self-concept, and reduce expulsions.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This includes person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Staffing
- ☐ **All staff are connected to the Organization Profile**
- ☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

This Indicator Applies to the Following Employee Titles:
- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

PD3: All Administrator/Program Director/Schoolage Site Supervisor/Owner, Lead, Assistant, and Schoolage staff have completed at least two (2) hours of professional development training within the last 12 months* focused on one (1) of the following:

- Culture
- Diversity
- Disabilities
- Inclusive practices

Why this Indicator is Important

Continued learning allows staff to keep up to date on best practices. Understanding these topics supports the staff to incorporate the diversity and different abilities of children, schoolagers, and families.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This includes the person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Staffing

- ☐ **All staff are connected to the Organization Profile**
- ☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

This Indicator Applies to the Following Employee Titles:

- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:

- Child Care Center
- Family/Group Child Care

PD4: All Administrator/Program Director/Schoolage Site Supervisor/Owner, Lead, Assistant, and Schoolage staff have completed at least two (2) hours of professional development training within the last 12 months* focused on family engagement.

Why this Indicator is Important

Continued learning allows staff to keep up to date on best practices. Understanding these topics supports staff members' knowledge of family engagement as it relates to caring for and serving children and schoolagers.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This includes the person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Staffing
- ☐ **All staff are connected to the Organization Profile**
- ☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

- ☐ **Currently meeting**

  Document Name and Location:

- ☐ **Not currently meeting**

- ☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

  Goal and plan for future implementation:

This Indicator Applies to the Following Employee Titles:
- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

PD5: All Administrator/Program Director/Schoolage Site Supervisor/Owner, Lead, Assistant, and Schoolage staff have completed at least two (2) hours of professional development training within the last 12 months* focused on the Strengthening Families™ Protective Factors.

The Protective Factors Framework contains five (5) main ideas:

- **Parental Resilience**
- **Social Connections**
- **Knowledge of parenting and child development**
- **Concrete support in times of need**
- **Social and emotional competence of children**

Why this Indicator is Important

Continued learning allows staff to keep up to date on best practices. Understanding the Protective Factors helps families build resilience, form relationships, and access services and resources in the community.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This includes the person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Staffing

☐ **All staff are connected to the Organization Profile**
☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

This Indicator Applies to the Following Employee Titles:

- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:

- Child Care Center
- Family/Group Child Care

PD6: All Administrator/Program Director/Schoolage Site Supervisor/Owner, Lead, Assistant, and Schoolage staff have completed at least two (2) hours of professional development training within the last 12 months* focused on anti-bias approaches.

Why this Indicator is Important

Unconscious bias can cause harm to children, schoolagers, and families. Being aware of individual bias allows staff to create and sustain a safe, inclusive, and respectful learning environment that supports all children and families.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This includes the person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Staffing

☐ **All staff are connected to the Organization Profile**
☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

This Indicator Applies to the Following Employee Titles:
- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

PD7: All Administrator/Program Director/Schoolage Site Supervisor/Owner have completed two (2) hours of professional development training within the last 12 months* focused on effective business practices.

Why this Indicator is Important

Continued learning allows the administrator/program director/schoolage site supervisor/owner to keep up to date on best business practices. Understanding these topics supports the success of the business/program.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This applies to the person linked as the Administrator/Director in the Classrooms Tab. It does not apply to the assistant director, lead, assistant, schoolage staff, aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Staffing

☐ **Administrator/Director is connected to the Organization Profile and the Classrooms Tab**
☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

This Indicator Applies to the Following Employee Title:
- Person linked as the Administrator/Director in the Classrooms Tab

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

PD8: All Administrator/Program Director/Schoolage Site Supervisor/Owner have completed two (2) hours of professional development training within the last 12 months* focused on Environment Rating Scale (ERS), Classroom Assessment Scoring System (CLASS), or Social Emotional Learning Program Quality Assessment (SEL PQA) to prepare for the onsite observation.

Why this Indicator is Important

Continued learning allows the administrator/program director/schoolage site supervisor/owner to keep up to date on best practices. Understanding how to use these tools to evaluate programming supports quality improvement.

Examples of Evidence to Meet the Intent of the Indicator

Professional development hours **must** be taken through MiRegistry

This applies to the person linked as the Administrator/Director in the Classrooms Tab. It does not apply to the assistant director, lead, assistant, schoolage staff, aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Staffing

- ☐ **Administrator/Director is connected to the Organization Profile and the Classrooms Tab**
- ☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

- ☐ **Currently meeting**

  Document Name and Location:

- ☐ **Not currently meeting**

- ☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

  Goal and plan for future implementation:

This Indicator Applies to the Following Employee Title:
- Person linked as the Administrator/Director in the Classrooms Tab

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

PD9: All Administrator/Program Director/Schoolage Site Supervisor/Owner, Lead, Assistant, and Schoolage staff have completed an additional eight (8) hours of training beyond licensing requirements in areas of interest or that align with individual professional development goals within the last 12 months*.

Why this Indicator is Important

Continued learning allows staff to keep up to date on best practices. Understanding these topics supports the needs of children, schoolagers, and families.

Examples of Evidence to Meet the Intent of the Indicator

This includes the person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Professional development hours taken through MiRegistry

Staffing
- ☐ **All staff are connected to the Organization Profile**
- ☐ **Reviewed the Professional Development Report**

*Professional development must be taken within 12 months from the Self-Reflection submission date

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

This Indicator Applies to the Following Employee Titles:
- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

SQ1: Administrator/Program Director/Schoolage Site Supervisor/Owner Qualifications

Administrator/Program Director/Schoolage Site Supervisor/Owner has at least a:

- Foundational Level Two Career Pathway in MiRegistry. *(Family Child Care only)*
- Professional Level One Career Pathway in MiRegistry.
- Professional Level Two Career Pathway in MiRegistry.
- Professional Level Three B Career Pathway in MiRegistry.
- Professional Level Three A Career Pathway in MiRegistry.

Why this Indicator is Important

Education and training support staff to provide quality care and support children's growth and learning.

Examples of Evidence to Meet the Intent of the Indicator

MiRegistry Career Pathway Level

Selection for this Indicator

- ☐ **Foundational Level Two Career Pathway in MiRegistry (Family/Group Child Care only)**
- ☐ **Professional Level One Career Pathway in MiRegistry**
- ☐ **Professional Level Two Career Pathway in MiRegistry**
- ☐ **Professional Level Three B Career Pathway in MiRegistry**
- ☐ **Professional Level Three A Career Pathway in MiRegistry**
- ☐ **Not currently meeting**
- ☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

    Goal and plan for future implementation:

Staffing

- ☐ **Administrator/Director is connected to the Organization Profile**
- ☐ **Administrator/Director is connected to the Classrooms Tab**
- ☐ **Qualifications sent to MiRegistry for verification**

This Indicator Applies to the Following Employee Title:

- Person linked as the Administrator/Director in the Classrooms Tab

This Indicator Applies to the Following Program Type:

- Child Care Center
- Family/Group Child Care

SQ2: Program Staff Qualifications

50% of Lead, Assistant, and Schoolage staff have at least a:

- Foundational Level Two Career Pathway in MiRegistry. *(Family Child Care and Centers 5 to 12 only)*
- Professional Level One Career Pathway in MiRegistry.
- Professional Level Two Career Pathway in MiRegistry.
- Professional Level Three Career Pathway in MiRegistry.

100% of Lead, Assistant, and Schoolage staff have at least a:

- Foundational Level Two Career Pathway in MiRegistry. *(Family Child Care and Centers 5 to 12 only)*
- Professional Level One Career Pathway in MiRegistry.
- Professional Level Two Career Pathway in MiRegistry.
- Professional Level Three Career Pathway in MiRegistry.

Why this Indicator is Important

Education and training support staff to provide quality care and support children's growth and learning.

Examples of Evidence to Meet the Intent of the Indicator

This includes lead, assistant, and schoolage staff. It does not include, aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

MiRegistry Career Pathway Level

Selection for this Indicator

50% of Lead, Assistant, and Schoolage staff have at least

- ☐ Foundational Level Two Career Pathway in MiRegistry (Family/Group Child Caren and Centers 5 to 12 only)
- ☐ Professional Level One Career Pathway in MiRegistry
- ☐ Professional Level Two Career Pathway in MiRegistry
- ☐ Professional Level Three Career Pathway in MiRegistry

100% of Lead, Assistant, and Schoolage staff have at least

- ☐ Foundational Level Two Career Pathway in MiRegistry (Family/Group Child Caren and Centers 5 to 12 only)
- ☐ Professional Level One Career Pathway in MiRegistry
- ☐ Professional Level Two Career Pathway in MiRegistry
- ☐ Professional Level Three Career Pathway in MiRegistry

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

Staffing

- ☐ **All Program Staff are connected to the Organization Profile**
- ☐ **All Program Staff are connected to the Classrooms Tab**
- ☐ **All Program Staff Qualifications were sent to MiRegistry for verification**

This Indicator Applies to the Following Employee Titles:

- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:

- Child Care Center
- Family/Group Child Care

AM1: Program has written personnel policies and procedures.

The written personnel policies and procedures must include, at a minimum, the following:

- **Program Orientation**
- **Illness/Absence policy**
- **Benefits and Paid leave time**

Why this Indicator is Important

Written policies and procedures help staff understand the program's guidelines and expectations. This helps staff know how they are welcomed and supported in the program.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads written policies or procedures showing high-quality practice.

High-quality evidence could include:

- ☐ Personnel policies or procedures including, at a minimum, the three (3) bullets within the indicator
- ☐ Staff contract including, at a minimum, the three (3) bullets within the indicator
- ☐ Staff handbook including at a minimum, the three (3) bullets within the indicator

Selection for this Indicator

☐ **Currently meeting**

   Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

   Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Program Type:

- Child Care Center
- Family/Group Child Care

C-AM2: Program shows how it completes annual evaluations and individual performance goals.

Why this Indicator is Important

Annual evaluations help staff understand their performance and see areas of growth. Creating performance goals helps staff continue learning and supports personal growth.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

☐ Evaluation forms including the individual goal section
☐ Evaluation policies/procedures
☐ Completed evaluation form
☐ Completed performance goal setting form

Evidence must represent providers and staff.

This includes the person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include, aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Employee Titles:
- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:
- Child Care Center

F-AM3: Provider and staff show how they complete an annual self-evaluation to create individual performance goals.

Why this Indicator is Important

A self-evaluation helps the provider and staff understand their current performance and see areas of growth. Creating performance goals helps the provider continue learning and supports personal growth.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads **one (1) or more** pieces of evidence showing high-quality practice.

High-quality evidence could include:

- ☐ Self-evaluation forms including the individual goal section
- ☐ Self-evaluation policies/procedures
- ☐ Completed self-evaluation form
- ☐ Completed performance goal setting form

Evidence must represent providers and staff.

This includes the person linked as the Administrator/Director in the Classrooms Tab, assistant director, lead, assistant, and schoolage staff. It does not include, aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios.

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Employee Titles:
- Person linked as the Administrator/Director in the Classrooms Tab
- Assistant Director
- Lead Caregiver/Teacher
- Assistant Teacher/Family Child Care Assistant
- Schoolage Teacher

This Indicator Applies to the Following Program Type:
- Family/Group Child Care

AM4: Program has a Business Sustainability Plan.

Sample topics, including but not limited to:
- **Budget planning**
- **Cost reduction strategies**
- **Financial reporting**
- **Great Start Collaborative**
- **Maintaining program services**
- **Marketing**
- **Staff recruitment and retention**

Why this Indicator is Important

A written Business Sustainability Plan helps programs and providers run and maintain a successful program. This leads to better child outcomes and continued access to care for families.

Examples of Evidence to Meet the Intent of the Indicator

Program uploads a Business Sustainability Plan showing high-quality practice.

Selection for this Indicator

☐ **Currently meeting**

Document Name and Location:

☐ **Not currently meeting**

☐ **Not meeting at this time- Create goal in the Quality Improvement Plan**

Goal and plan for future implementation:

☐ **Not aligned to program philosophy**

This Indicator Applies to the Following Program Type:
- Child Care Center
- Family/Group Child Care

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.

Assistant staff
Regularly scheduled staff who are included in licensing adult to child ratios.

Care Routines
Time for snacks, meals, restroom breaks, diaper changes, handwashing, naps, etc.

Career Pathway Level
The Career Pathway is a model for Early Childhood and School Age Professionals to advance their education and training. MiRegistry members are awarded a Career Pathway Level based on the education and training that is verified in the MiRegistry system. Members can view their Career Pathway Level by logging in to their account.

Challenging behavior
As young children are learning to develop self-control; challenging behavior is common and expected. Challenging behavior may be defined as a pattern of behavior that interferes with or is at risk of interfering with the child's optimal learning and could include behaviors like crying, aggression, or defiance.

Character Development
Qualities such as caring, responsibility, respect for oneself and others, fairness, trustworthiness, citizenship, and self-restraint. It promotes a healthy, safe, and supportive learning environment that supports the primary mission of the school, which is to educate.

Child 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.

Child Find
Child Find is part of the federal special education law known as the Individuals with Disabilities Education Act (IDEA), that requires schools identify, locate, and evaluate all children, aged birth through 21 years, who have disabilities and may be entitled to special education and related services. Michigan is the only state which has a state law mandating (or requiring) special education for students with disabilities birth to 26 years of age. Child Find is an active process for identifying students suspected of having a disability. The first step requires providing information to the public regarding the availability of special education services.

Comprehensive Curriculum, Developmental Screening, and Child Assessment tools
Covers all developmental areas of children's growth and learning, including social-emotional, cognitive, language, creative, and physical development.

Comprehensive list of resources
A complete list of all or most resources in the community that are available for families.

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, 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.

Developmental screening tool
A tool used to check for any concerns in regard to the child's development, growth, and learning.

Developmentally appropriate
Any activity or tool that, dependent on the age of the child, can meet their needs and abilities.

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 m, complete a task, or answer a question (Wardle, 2003a)

Expulsion
The permanent removal of a child from a child care setting.

Feedback from children
Infants, toddlers, and nonverbal children and schoolagers provide feedback through their behaviors and actions, staff should observe behaviors and actions to make changes to the classroom environment, materials available, and/or routines.

Formal communication
A scheduled time to meet with 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.

Free Play
Time when children and schoolagers can make individual choices, change activities, repeat activities, etc. Child-led, not teacher-led time.

Goal
The specific goals and steps an organization have entered in the Quality Improvement Plan.

Gross Motor Play
Time when children and schoolagers engage in large movements such as running, jumping, riding, climbing, etc. either indoors or outdoors.

Group Play
Time when children and schoolagers can engage in small or large groups with their peers. A balance of child-led and teacher-led time.

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

Organized environment
A space where toys, materials, and equipment are stored, labeled, divided into different areas, etc.

Program Staff
Lead, assistant, and schoolage staff. It does not include, aides, subs, floats, non-teaching support staff, kitchen staff, bus staff, or emergency backup caregivers.

Safe environment
A space where hazards are out of reach, posted safety procedures, safety equipment in place, equipment is clean and well maintained, no broken toys, mouthed toys are sanitized, adults monitor children and schoolagers, space checked for hazards, no broken equipment, age-appropriate equipment, impacting absorbing surfaces, etc.

Strengthening Families™ Protective Factors Framework
The five protective factors at the foundation of Strengthening Families are characteristics that have been shown to make positive outcomes more likely for young children, schoolagers, and their families, and to reduce the likelihood of child abuse and neglect.

Suspension
When a child is not allowed to attend an early learning or care program for a period of time.

T.E.A.C.H. Early Childhood® Michigan
Links education, compensation, and commitment to improving the quality of early education. Is a statewide scholarship program designed to help child care center teaching staff, preschool teachers, family child care providers, group home owners, center directors, early childhood professionals, and administrators meet their professional development goals, while continuing their current employment in regulated early childhood and school age care settings.

Youth voice
The ideas, opinions, involvement, and initiative of youth.

Resources

Child Find
(https://www.michiganallianceforfamilies.org/child-find/)

Environment Rating Scale ERS-3
(https://ers.fpg.unc.edu/environment-rating-scales)

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Farm to School
(https://www.farmtoschool.org/)

Great Start to Quality
- **Great Start to Quality website** (http://www.greatstarttoquality.org)
- **Great Start to Quality Approved Screening, Assessment, and Curriculum tools** (https://greatstarttoquality.org/wp-content/uploads/2022/03/Approved-Screening-Assessment-and-Curriculum-Tools_List_3.2022-1-1.pdf)
- *Great Start to Quality Indicators FAQ* (https://greatstarttoquality.org/reflecting-on-quality)
- **Great Start to Quality Resource Centers Information** (https://greatstarttoquality.org/resource-centers/) or call 1-877-614-7328

Head Start
- **Culture & language** (https://eclkc.ohs.acf.hhs.gov/culture-language)
- **Nutrition** (https://eclkc.ohs.acf.hhs.gov/nutrition)
- **Oral Health** (https://eclkc.ohs.acf.hhs.gov/oral-health)

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)

Licensing Rules
(https://www.michigan.gov/lara/0,4601,7-154-89334_106253_106343---,00.html)

MiRegistry
- **MiRegistry website** (http://www.MiRegistry.org/)
- **Career Pathway Level** (https://www.miregistry.org/wp/wp-content/uploads/Career-Pathway.pdf)
- *MiRegistry Membership Toolkit* (https://www.miregistry.org/resources/toolkit-membership/)

MI Kids Matter
- **MI Kids Matter website** (https://www.michigan.gov/mikidsmatter)
- **Preventing Suspension and Expulsion in Early Education and Care Programs** (https://www.michigan.gov/mikidsmatter/programs/preventing-suspension)

National Association for the Education of Young Children
- **National Association for the Education of Young Children website** (https://www.naeyc.org/)
- **Anti Bias** (https://www.naeyc.org/taxonomy/term/106/)

- **Guidance and Challenging Behaviors** (https://www.naeyc.org/resources/topics/guidance-and-challenging-behaviors)

Oral Care
- **Brush Resources and Training** (https://www.brushdental.org/)
- **Health Mouths Health Lives** (http://2min2x.org/about-kids-teeth/)

Positive Parenting Newsfeed
(https://positiveparentingnews.org/)

Social Emotional Learning Program Quality Assessment (SEL PQA)
(https://form.jotform.com/Weikart/sel-pqa-download)

Standards of Quality Documents
- **Early Childhood Standards of Quality for Infant and Toddler Programs** (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)
- **Michigan Out of School Time Standards of Quality** (https://static1.squarespace.com/static/60341a5b18e26342403dea54/t/61f0519f6eaad53820f46c8e/1643139491671/MDE_MOST_SBE_FINAL+%282%29.pdf)

Strengthening Families Protective Factors Framework
(https://cssp.org/our-work/project/strengthening-families/)

T.E.A.C.H. Early Childhood® Michigan Scholarship Program
(https://www.miaeyc.org/professional-development/t-e-a-c-h-scholarships/)