



# Quality Indicators FAQ

June 2022

## Family and Community Partnerships

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

*Q. How do I show evidence for providing information to families about children's individual development progress?*

A. Programs and providers can show evidence by uploading communications to families about developmental progress. These communications could be a written letter, a copy of a completed conference form, or an outline for a meeting with families in which they discuss the child's individual developmental progress. Communicating about individual child developmental progress allows providers and families the ability to connect and understand areas of improvement and to plan how all people involved in the child's life can work together to support growth. An approved assessment or screening tool is not required to be implemented in order to meet the intent of this indicator.

*Q. Can I upload the Developmental Milestones website as evidence for this indicator?*

A. No, uploading only evidence from the website will not meet the intent of the indicator. The intent of this indicator is to understand the communication around individual child development between providers and families and the evidence should show how this is done. A program or provider could use the developmental milestones website as a part of their communication process as it does contain helpful information for families to understand child development but and not this is their statement if they chose to.

### **FCP2: Program has a family handbook or contract. The family handbook or contract must include, at a minimum, the following: mission statement, family involvement, represent diverse background, and accommodates/supports disabilities.**

*Q. In order to meet this indicator, do I need to show evidence for all of the bullet points?*

A. Yes, evidence must show the program and provider have a handbook that contains all required sections listed in the indicator.

*Q. Will plans that were submitted in the past for cultural competence and special needs meet the requirements for representing diverse backgrounds and accommodates/supports disabilities?*

A. If the cultural competence and special needs plans are included in the handbook or contract, they will meet the intent of representing diverse backgrounds and accommodates/supports disabilities.

**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 main ideas.**

*Q. Where can I find additional information about Strengthening Families™ Protective Factors Framework?*

A. Additional information about Strengthening Families™ Protective Factors Framework can be found on the [Center for the Study of Social Policy's website](#).

*Q. What should be included in a goal in the Quality Improvement Plan?*

A. The goal should include information about what the program or provider plans to learn or implement in the program. The goal should be detailed and include information on when the goal will be completed, who is responsible for completing the goal, and the impact the goal will have on programming.

*Q. Does the goal have to address all five (5) Protective Factors?*

A. No, the goal does not have to address all five (5) Protective Factors. The goal could be focused on Strengthening Families™ Protective Factors as a whole or one Protective Factor that interests the program or provider.

*Q. Does the goal need to be completed or in progress?*

A. The intent of the indicator is the program or provider has one (1) goal around the Protective Factors that they would like to work on, the goal does not have to be completed.

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

*Q. How do I show evidence for infants, toddlers, and nonverbal children?*

A. Infants, toddlers, and nonverbal children 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. Evidence showing the changes could include anecdotal notes or lesson plans showing child interests for future lessons, classroom setup or adjustments, or a statement on how children's current interests or behaviors are used to adjust and/or accommodate the classroom environment.

*Q. Do I have to upload evidence showing feedback is collected from each age group?*

A. Yes, the intent of the indicator is the program or provider is collecting feedback from all served in the program. Evidence should be provided to show feedback is collected for children, families, and staff of all ages served. If the program or provider does not serve a specific age group of children, then evidence for that age group is not required. If the provider does not have staff, then evidence for staff is not required.

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

*Q. Will my nutrition plan that was submitted in the past meet the requirements for providing a description about nutrition and health food choices count?*

A. A nutrition plan used previously will count for this indicator if it is shared with families.

*Q. Are there any requirements for a description about nutrition and healthy food choices?*

A. The only requirement for the description of nutrition and healthy food choices is it is shared with families. There are no required bullet points. Programs and providers can put in the description the things most

important to their program and the children and families they serve related to nutrition and healthy food choices.

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

*Q. In the example of evidence, how would home culture be shown through photos of the classroom?*

A. The photos might show a family board in the classroom that contains photos of the children and their families, labels, or displays in the classroom in the children's home language, displays of children and families engaged in cultural celebrations, etc.

**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.**

*Q. Are there specifics that need to be included?*

A. The only requirement is the program or provider has a description, there are no required bullet points.

**Inclusive Practices**

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

*Q. What is Child Find?*

A. As stated in the [Family Matters Special Education Child Find Fact Sheet](#), "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." It goes on to say, "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." [Additional information about Child Find.](#)

*Q. What would I provide as evidence for meeting this indicator?*

A. This indicator is asking how information about community services or resources are shared with families. Programs and providers might have something written for families about the resources in their area, how to access these resources or services, or might show a communication with a family who was requesting additional information. This indicator does not require a written plan.

*Q. In the examples of evidence, what is a comprehensive list of resources?*

A. Comprehensive is defined as complete, including all or nearly all elements or aspects of something. Therefore, a comprehensive list of resources would be a complete list of all or most resources in the community that are available for families.

**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.**

*Q. Are there specifics that need to be included?*

A. The only requirement is the program or provider has a description, there are no required bullet points.

*Q. Would working with a Social Emotional Consultant or attending a Social Emotional Provider Café count for this indicator?*

A. No. While working with a Social Emotional Consultant or attending a Social Emotional Provider Café provides great information on addressing and observing social and emotional health and well-being of children and schoolagers, that alone does not meet the intent of the indicator. This indicator is asking for a description for how the program and provider addresses and observes this in children and schoolagers and how it is communicated with families.

*Q. Do I need to choose a published Social Emotional program?*

A. No, programs and providers do not need to use a published Social Emotional program. This indicator is asking for a description for how the program and provider addresses and observes this in children and schoolagers and how it is communicated with families.

*Q. Does there have to be one description for staff and one for families?*

A. The intent of this indicator is the program or provider has a description on how they address and observe social and emotional health and well-being of children and shares that with both families and staff; it does not need to be separate for families and staff but can be if a program or provider chooses to.

**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.**

*Q. Where can I find additional resources about preventing suspension and expulsion?*

A. [MI Kids Matter](#) has many resources about preventing suspension and expulsion in early education settings.

*Q. What is challenging behavior?*

A. 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.

*Q. What guidance has the Michigan State Board of Education shared about suspension and expulsion?*

A. "The State Board of Education (SBE) strongly recommends and encourages all Michigan early education and care program providers to establish a clear and explicit policy that prevents or significantly limits the expulsion and suspension of young children. The SBE supports policies that facilitate family partnerships and the well being, social emotional health and learning of all children. Therefore, expulsion and suspension measures should be a last resort. In extraordinary circumstances where there is a serious safety threat that cannot otherwise be reduced or eliminated through reasonable efforts of intervention, the program provider should assist the child and family in accessing alternate services and placement." [Statement and Guidance for Prevention of Suspension and/or Expulsion of Children Birth through Age 8 in Early Education and Care Programs](#)

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

*Q. Is it expected that a space for nursing moms is made available?*

A. No. While providing a space for nursing mothers is great, it is not a requirement of the indicator. This indicator is asking for a description about how the program or provider supports mothers who breastfeed.

*Q. Will written documents be the only way to document this or can pictures be uploaded?*

A. While pictures can be very informative, this indicator is asking for a written description on how the program or provider supports mothers who breastfeed.

## **Curriculum, Instruction, and Learning Environment (Intentional Teaching Practices)**

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

*Q. In Bullet 3 of the examples of evidence, who is the release form about and who is it shared with?*

A. Often when children and schoolagers are transitioning between programs, the teaching staff in the programs will share information with one another about the child. For example, a prekindergarten teacher may share child assessment information with the kindergarten teacher as the child transitions into kindergarten. Since the information being shared may be confidential, the program may have the family sign a release form to allow the prekindergarten teacher to share the child's information with the kindergarten teacher.

*Q. Does there have to be one description for staff and one for families?*

A. The intent of this indicator is the program or provider has a description on how they support children's transitions and shares that with both families and staff; it does not need to be separate for families and staff but can be if a program or provider chooses to.

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

*Q. Do I have to implement oral care routines?*

A. This indicator is asking the program or provider shares information on the importance of oral care; it does not require programs and providers to implement oral care in the program.

**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, and STEM – Science, Technology, Engineering, Mathematics**

*Q. What program types will receive this indicator?*

A. Any program or provider that has schoolagers enrolled will receive this indicator.

*Q. My program only serves schoolagers before and after the school day, is this indicator appropriate for me?*

A. Yes. Programs or providers who serve schoolagers for any part of the day will receive this indicator. The indicator is asking how the program or provider shares information with families about planned experiences for schoolagers. Programs and providers are not required to upload a lesson plan or schedule showing all content areas daily but a description on how the program plans experiences for schoolagers.

*Q. Does my program have to cover all content areas?*

A. Yes, all content areas must be covered to meet the intent of this indicator. Programs and providers are not required to show how they meet all content areas daily but a description of how the program plans experiences for schoolagers meeting the content areas.

**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.**

*Q. What program types will receive this indicator?*

A. Any program or provider that has schoolagers enrolled will receive this indicator.

**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, Group Play, Care Routines, and Gross Motor Play.**

*Q. Is there a specific outdoor time requirement?*

A. There is no specific requirement for the amount of outdoor time.

*Q. Does the daily routine (schedule) have to use the exact wording in the bullets?*

A. No, the exact wording does not need to be listed on the daily schedule but there must be time on the schedule for each of them. For example, care routines may be listed on the daily schedule as diaper/bathroom break, lunchtime, or nap/rest time.

**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.**

*Q. Do I have to use an approved curriculum to meet this indicator?*

A. Yes, a curriculum from the Great Start to Quality Approved Screening, Assessment, or Curriculum list must be implemented to meet the intent of this indicator.

*Q. Will the Approved Screening, Assessment and Curriculum list be updated again?*

A. The Michigan Department of Education has not released a timeline for review for future updates to the list.

**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.**

*Q. Does the follow up with parents need to be documented?*

A. No. Information about how the program or provider uses the information to follow-up with families is important but not required for this indicator.

*Q. Can I upload a copy of a completed screening tool?*

A. Yes, copies of a completed screening tool can be uploaded. Great Start to Quality asks that any identifying information about the child is blacked out.

*Q. Do I have to use an approved developmental screening tool to meet this indicator?*

A. Yes, a developmental screening tool from the Great Start to Quality Approved Screening, Assessment, or Curriculum list must be implemented to meet the intent of this indicator.

*Q. Why do I need to use the most current version of the tool?*

A. Prior versions of the tools on the list do not meet the intent of the indicator. Often when the publisher releases a newer version (and stops publishing older ones), the tools are no longer tested for validity and reliability. Since there is no testing if the tool is still reliable or valid, Great Start to Quality can no longer (as of April 1, 2022) accept those versions.

*Q. How often should the developmental screening tool be used?*

A. A developmental screening tool must be done at least once per year (annually) on all children. Most programs and providers complete a developmental screening within the first few months of children enrolling in the program. It is also best practice to use the tool again when the child reaches a new developmental milestone or when the family or educator has a concern.

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

*Q. Will the Approved Screening, Assessment and Curriculum list be updated again?*

A. The Michigan Department of Education has not released a timeline for review for future updates to the list.

*Q. Does the evidence have to be from a specific time range?*

A. Yes, evidence should show that the assessment tool was completed within the past 12 months.

*Q. Can I upload a copy of a completed assessment tool?*

A. Yes, copies of a completed child assessment tool can be uploaded. Great Start to Quality asks that any identifying information about the child is blacked out.

*Q. Do I have to use an approved child assessment tool to meet this indicator?*

A. Yes, a child assessment tool from the Great Start to Quality Approved Screening, Assessment, or Curriculum list must be implemented to meet the intent of this indicator.

*Q. Why do I need to use the most current version of the tool?*

A. Prior versions of the tools on the list do not meet the intent of the indicator. Often when the publisher releases a newer version (and stops publishing older ones), the tools are no longer tested for validity and reliability. Since there is no testing if the tool is still reliable or valid, Great Start to Quality can no longer (as of April 1, 2022) accept those versions.

**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.**

*Q. Do I still need to conduct two parent-teacher conferences annually?*

A. Conducting parent-teacher conferences will still meet the intent of the indicator but is not required. This indicator focuses on how the program or provider shares the results of the child assessment with families. This can be done through conferences or another method.

*Q. Will the Approved Screening, Assessment and Curriculum list be updated again?*

A. The Michigan Department of Education has not released a timeline for review for future updates to the list.

*Q. Does the evidence have to be from a specific time range?*

A. Evidence should show that the assessment tool was completed within the past 12 months.

*Q. If the program does not check the approved assessment tool indicator, will they still be able to check this box, or will it prevent them from doing so?*

A. The system will still allow the program or provider to select 'Currently meeting' for this indicator even if the program or provider selected 'Not Meeting at this time,' 'Not meeting at this time – Create a Goal in the program's Quality Improvement Plan,' or 'Does not align to program philosophy' for the assessment tool indicator. However, the program or provider is not meeting the intent of this indicator if they are not implementing an approved assessment tool.

**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.**

*Q. Will anecdotal notes still be used to plan?*

A. Anecdotal notes from an approved assessment tool along with context as to how the program or provider uses them to plan for experiences and interactions will still be accepted.

**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.**

*Q. Why is a program assessment required in the Self-Reflection and later in the Great Start to Quality process through the On-Site Observation?*

A. Completing a program assessment as a self-reflection can help the program prepare and make changes before receiving an on-site observation.

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

*Q. Does this indicator apply to Family/Group Child Care programs that do not have classrooms?*

A. Classroom here means the primary space children use throughout the day. In a family/group child care program that space may be the living room, bedroom(s), basement, etc.

*Q. Can the source of natural light be in a shared space that children use occasionally during the day rather than in each classroom?*

A. No, the source of natural light cannot only be in a shared space that children use occasionally. The source of natural light must be in the primary space that children use. In a center, this means that each classroom must have a source of natural light. In a family/group child care program the natural light must be in the primary space's children use, having natural light in a room the children do not use primarily throughout the day will not meet the intent of the indicator.

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

*Q. In the example of evidence, would two photos showing different trees in the space meet the intent of the indicator?*

A. No, the photo must show two *different* elements of nature in the program's outdoor space. For example, a photo of trees and a garden or a bird feeder and some stumps or flowers and trees. All photos of the elements of nature must be from the program's outdoor space to meet the intent of the indicator.

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

*Q. What about a HighScope membership?*

A. HighScope is a national professional organization, and its membership will still count.

*Q. What is a peer-to-peer group?*

A. Providers, directors, or individual staff members who meet with one another, in person or virtually, to discuss various issues they are facing in their program, staffing, business practices, or for other purposes are considered peer to peer groups. The intent of peer-to-peer groups is to learn from one another's experiences or expertise.

*Q. Will being a member of MiRegistry still count for this indicator?*

A. MiRegistry membership will no longer count towards this indicator.

*Q. Are all staff required to participate in local, state, or national professional organizations?*

A. Not all staff have to have membership, the intent is the participating member would share information and learnings to better the program.

*Q. In the Examples of Evidence, what might a statement of the individual member's personal learning from participation in a professional organization look like?*

A. For example, a program or provider might upload the notes the staff person took during their participation in their professional organization or the document/presentation they created to share with the other staff at the program to share their learnings.

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

*Q. If I have one goal around the Strengthening Families Protective Factors already, does that count as one of the two?*

A. Yes. A program is simply required to have two goals.

## **Professional Development**

### **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.**

*Q. Why are administrators not required to get Child Development training?*

A. This indicator focuses specifically on staff completing training hours on the age group of children they work with daily. While administrators can take training on a specific age group; it is not a requirement of this indicator.

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. How can I find training that is focused on one of these topics?*

A. MiRegistry has a search feature in the training calendar to support programs in identifying professional development opportunities that align with Great Start to Quality indicators. Use the steps below to search for training.

1. Go to MiRegistry.org
2. On the left of the Statewide Training Calendar use the Area of Interest drop down to select Great Start to Quality
3. Once you have made the selection, you will be able to then sort the Area of Interest by topic

*Q. How can I tell if a training course taken in MiRegistry is focused on one of the topics?*

A. Trainings offered in MiRegistry are assigned qualifiers. To see if a qualifier is assigned to a training, select the 'View Overview' button. In the course overview you will find a section titled 'Areas of Interest.' This is where you will find the assigned qualifier like 'Family Engagement' or 'Protective Factors.' Qualifiers that are related to Great Start to Quality indicators are:

- Anti-Bias
- Business Practices

- Challenging Behaviors
- Classrooms Assessment Scoring System (CLASS)
- Environment Rating Scales (ERS-3)
- Cultural Competence/Inclusive Practices
- Family Engagement
- Infants and Toddlers (Birth to 3)
- Mental Health
- Preschool (3 to 5)
- Strengthening Families Protective Factors
- Social Emotional Health
- Social Emotional Learning Program Quality Assessment (SEL PQA)
- Suspension/Expulsion
- Trauma Informed Practices/ACES
- School Age

*Q. If I am searching for a training in MiRegistry, what qualifiers should I look for to ensure it will count for this indicator?*

A.

- Infants and Toddlers (Birth to 3)
- Preschool (3 to 5)
- School Age

**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 of the following: Challenging behaviors, Prevention of Suspension, Expulsion, Mental health, Trauma-informed practices, and Social and emotional health.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. How can I find training that is focused on one of these topics?*

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- Suspension/Expulsion
- Trauma Informed Practices/ACES
- School Age

*Q. If I am searching for a training in MiRegistry, what qualifier should I look for to ensure it will count for this indicator?*

A.

- Challenging Behaviors
- Trauma Informed Practices/ACES
- Social Emotional Health
- Suspension/Expulsion
- Mental Health

*Q. Does the training need to be for a specific age group?*

A. No, the intent of the indicator is the training is in one of the listed topics, not that it is for a specific age group of children.

**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 of the following: Culture, Diversity, Disabilities, and Inclusive practices.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. How can I find training that is focused on one of these topics?*

A. MiRegistry has a search feature in the training calendar to support programs in identifying professional development opportunities that align with Great Start to Quality indicators. Use the steps below to search for training.

1. Go to MiRegistry.org
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*Q. How can I tell if a training course taken in MiRegistry is focused on one of the topics?*

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- Infants and Toddlers (Birth to 3)
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- Strengthening Families Protective Factors
- Social Emotional Health
- Social Emotional Learning Program Quality Assessment (SEL PQA)
- Suspension/Expulsion
- Trauma Informed Practices/ACES
- School Age

*Q. If I am searching for a training in MiRegistry, what qualifier should I look for to ensure it will count for this indicator?*

A.

- Cultural Competence/Inclusive Practices
- Trauma Informed Practices/ACES

*Q. Does the training need to be for a specific age group?*

A. No, the intent of the indicator is the training is in one of the listed topics, not that it is for a specific age group of children.

**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.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. How can I find training that is focused on one of these topics?*

A. MiRegistry has a search feature in the training calendar to support programs in identifying professional development opportunities that align with Great Start to Quality indicators. Use the steps below to search for training.

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*Q. How can I tell if a training course taken in MiRegistry is focused on one of the topics?*

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- School Age

*Q. If I am searching for a training in MiRegistry, what qualifiers should I look for to ensure it will count for this indicator?*

A. Family Engagement

*Q. Does the training need to be for a specific age group?*

A. No, the intent of the indicator is the training is on family engagement, not that it is for a specific age group of children.

**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.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. How can I find training that is focused on one of these topics?*

A. MiRegistry has a search feature in the training calendar to support programs in identifying professional development opportunities that align with Great Start to Quality indicators. Use the steps below to search for training.

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3. Once you have made the selection, you will be able to then sort the Area of Interest by topic

*Q. How can I tell if a training course taken in MiRegistry is focused on one of the topics?*

A. Trainings offered in MiRegistry are assigned qualifiers. To see if a qualifier is assigned to a training, select the 'View Overview' button. In the course overview you will find a section titled 'Areas of Interest.' This is where

you will find the assigned qualifier like 'Family Engagement' or 'Protective Factors.' Qualifiers that are related to Great Start to Quality indicators are:

- Anti-Bias
- Business Practices
- Challenging Behaviors
- Classrooms Assessment Scoring System (CLASS)
- Environment Rating Scales (ERS-3)
- Cultural Competence/Inclusive Practices
- Family Engagement
- Infants and Toddlers (Birth to 3)
- Mental Health
- Preschool (3 to 5)
- Strengthening Families Protective Factors
- Social Emotional Health
- Social Emotional Learning Program Quality Assessment (SEL PQA)
- Suspension/Expulsion
- Trauma Informed Practices/ACES
- School Age

*Q. If I am searching for a training in MiRegistry, what qualifier should I look for to ensure it will count for this indicator?*

A. Protective Factors

*Q. Does the training need to be for a specific age group?*

A. No, the intent of the indicator is the training is on the Strengthening Families™ Protective Factors, not that it is for a specific age group of children.

**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.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. Does the training need to be for a specific age group?*

A. No, the intent of the indicator is the training is on anti-bias approaches, not that it is for a specific age group of children.

*Q. How can I find training that is focused on one of these topics?*

A. MiRegistry has a search feature in the training calendar to support programs in identifying professional development opportunities that align with Great Start to Quality indicators. Use the steps below to search for training.

1. Go to MiRegistry.org
2. On the left of the Statewide Training Calendar use the Area of Interest drop down to select Great Start to Quality
3. Once you have made the selection, you will be able to then sort the Area of Interest by topic

*Q. If I am searching for a training in MiRegistry, what qualifier should I look for to ensure it will count for this indicator?*

A. Anti-Bias

**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.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. Does the training need to be for a specific age group?*

A. No, the intent of the indicator is the training is on effective business practices, not that it is for a specific age group of children.

*Q. How can I find training that is focused on one of these topics?*

A. MiRegistry has a search feature in the training calendar to support programs in identifying professional development opportunities that align with Great Start to Quality indicators. Use the steps below to search for training.

1. Go to MiRegistry.org
2. On the left of the Statewide Training Calendar use the Area of Interest drop down to select Great Start to Quality
3. Once you have made the selection, you will be able to then sort the Area of Interest by topic

*Q. If I am searching for a training in MiRegistry, what qualifier should I look for to ensure it will count for this indicator?*

A. Business Practices

**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-3), Classroom Assessment Scoring System (CLASS), or Social Emotional Learning Program Quality Assessment (SEL PQA) to prepare for the onsite observation.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. Does the training need to be for a specific age group?*

A. Yes, the intent of the indicator is the training is on the program assessment tool that will be used to measure the age group(s) of children served in the program. For example, an Out of School Time program should take training on the SEL PQA.

*Q. How can I find training that is focused on one of these topics?*

A. MiRegistry has a search feature in the training calendar to support programs in identifying professional development opportunities that align with Great Start to Quality indicators. Use the steps below to search for training.

1. Go to MiRegistry.org

2. On the left of the Statewide Training Calendar use the Area of Interest drop down to select Great Start to Quality
3. Once you have made the selection, you will be able to then sort the Area of Interest by topic

*Q. If I am searching for a training in MiRegistry, what qualifier should I look for to ensure it will count for this indicator?*

A.

- Classrooms Assessment Scoring System (CLASS)
- Environment Rating Scales (ERS-3)
- Social Emotional Learning Program Quality Assessment (SEL PQA)

**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.**

*Q. When does the 12 months begin?*

A. Professional Development hours need to be completed within 12 months of the Self-Reflection being submitted for Validation.

*Q. Do the professional development hours from indicators PD1 to PD5 count towards the total number of hours?*

A. Yes, the targeted professional development hours taken to meet indicators PD1 to PD5 count towards the total number of professional development hours.

*Q. Does CPR and First Aid training count towards the overall number of professional development hours taken?*

A. No, CPR and First Aid will still not meet the intent of the indicator for Great Start to Quality.

**Staff Qualifications- Admin/Director, Paid Staff, Admin and Management**

*Q. Where can I find more information about the Career Pathway Level?*

A. Information about the Career Pathway Level can be found on [MiRegistry.org](http://MiRegistry.org)

*Q. Will the Career Pathway Level be revised?*

A. The MiRegistry has not released information about revising the Career Pathway Level.

*Q. Will the Career Pathway Level be updated to include child related fields and coursework?*

A. The Career Pathway currently takes into consideration child related fields and coursework.

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

*Q. Why is this indicator for Family Child Care Only?*

A. This option is available to allow Administrator/Director/Owners who have not completed higher education courses or a degree but have completed 60 unduplicated hours of professional development related to the Core Knowledge and Core Competencies.

*Q. If this indicator is for Family Child Care only, does it need to include the wording “Administrator/Program Director/Schoolage Site Supervisor”?*

A. Yes, the language has been included for consistency purposes as there are not multiple versions of the Self-Reflection, but one set of indicators are being used to populate the Self-Reflection based on enrollment of children.

**AM-1: 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, and Benefits and Paid leave time**

*Q. When a provider pays for CPR or PD, can this count as a benefit?*

A. Yes, when programs pay for professional development hours of any kind it is considered a benefit to the employee.

*Q. Do programs and providers have to cover each requirement in the personnel policies and procedures for this indicator?*

A. Yes, to meet the intent of this indicator, the policies and procedures must cover program orientation, illness/absence policy, benefits, and paid leave time. All the requirements must be covered.

*Q. Would T.E.A.C.H. qualify as being paid leave time?*

A. Yes. Additional information about [T.E.A.C.H. and paid release time](#).

*Q. How would a Family Child Care provider show paid leave time?*

A. Family Child Care providers may show paid leave time in the handbook or contract through stating their policies for taking personal or vacation time. This allows families to understand when the provider may close the program and the expectations for having backup care.

*Q. What qualifies as a benefit?*

A. Over the years, programs and providers across Michigan have reported the following options as benefits, this list is not all inclusive, these are simply common examples of benefits:

- Paid professional development
- T.E.A.C.H.
- Child Care Tuition Assistance
- Medical, dental, or vision insurance
- Retirement plan

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

*Q. What is considered a performance goal?*

A. Performance goals are related to an individual staff person's performance review or evaluation. A performance goal would encourage individual growth in a specific area of development, interaction, or classroom guidance the person wants or needs to work on.

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

*Q. If families complete a program evaluation on my program, would this be accepted as a self-evaluation?*

A. If the program evaluation is used for reflection and to set performance goals, it would be an acceptable form of evidence.

*Q. What is considered a performance goal?*

A. Performance goals are related to an individual staff person's performance review or evaluation. A performance goal would encourage individual growth in a specific area of development, interaction, or classroom guidance the person wants or needs to work on.

## **F-AM4: Program has a Business Sustainability Plan.**

*Q. Are there specifics that need to be included?*

A. The only requirement is the program or provider has a Business Sustainability Plan, there are no required bullet points. Topics that might be included in the plan could include budget planning, cost reduction strategies, financial reporting, maintaining program services, marketing, and/or staff recruitment and retention.

### **Additional Questions**

*Q. Should documentation uploaded be from a certain timeframe?*

A. Yes, documentation uploaded as evidence should be from within the last two years, unless otherwise noted.

*Q. Will there still be a Self-Reflection for programs or providers that only serve schoolage children?*

A. All programs will receive only the indicators in the Self-Reflection that apply to the ages of children enrolled in the program. If the program or provider serves only schoolagers (4 years 9 months to 12 years) the indicators in the Self-Reflection will reflect this.

*Q. What is the difference between the Self-Reflection and the Self-Assessment Survey?*

A. The Self-Reflection is the new version of the Self-Assessment Survey. [Learn more about the new Quality Improvement Process.](#)

*Q. Is documentation required for indicators selected as Currently meeting?*

A. Yes, documentation is required for indicators selected as Currently meeting.

*Q. What if the documentation uploaded does not meet the intent of the indicator?*

A. If the program has requested a validation, the Validator will ask clarifying questions about the documentation and may request additional documentation be uploaded to show how the program is meeting the intent of the indicator.

*Q. Are schoolagers not considered children?*

A. While schoolagers are considered children, Great Start to Quality felt it was important to call schoolagers out in the indicator language as the Early Childhood Standards of Quality cover children up to age eight (8). The Michigan Out of School Time Standards of Quality cover children and youth in grades K-12.

*Q. If the indicator says children, schoolagers, families, and/or staff, do I have to upload evidence for each group listed?*

A. Evidence should be provided for any group listed in the indicator. For example, a written description could include how it serves all of these groups or it may be separately written descriptions. If the program or provider does not serve a specific age group of children, then evidence for that age group is not required. If the provider does not have staff, then evidence is not required.

*Q. Do I have to upload documentation, or can I use the Notes feature in the Self-Reflection?*

A. Yes, documentation will be required to be uploaded. The Notes section can be used to add supporting context.

*Q. Where can I get more information about the indicators?*

A. Additional information can be found in the Quality Indicator Guidance Document on [greatstarttoquality.org](http://greatstarttoquality.org).