Great Start to Quality
Quality Indicator Guidance Document

FY25

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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.

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

- Self-Reflection Tips and Tricks
- Sections of the Self-Reflection Tips and Tricks
- In-depth information about each indicator
- Glossary section- definition of terms used
- 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. Evidence meeting the intent of the indicator is not limited to the examples provided.
- *Selection for this Indicator*- Options of each indicator's selections for the Self-Reflection. An explanation of each selection option can be found in the FAQ.
- *Reflective Questions*- Questions to guide reflection on whether your program is currently meeting the intent of the indicator
- *Does the Evidence Show*- Questions to see if the uploaded evidence meets the requirements of the indicator

For additional support and resources, contact your local Great Start to Quality Resource Center at 1-877-614-7328 or visit http://www.greatstarttoquality.org.

Self-Reflection Tips and Tricks

Comment Box

When uploading evidence, you can enter information into the Comment Box. This information will help the Validator locate the information in the document or better understand how you use or share the document. Things such as page numbers for specific information, how evidence/document is shared/who evidence/document is shared with, to identify which classroom the evidence pertains to, to indicate how often a screening, assessment tool, or evaluation is completed a year can be added.

Indicators with Bullet Points

When you are reviewing the indicators in the Self-Reflection, some include bullets. When determining if you are currently meeting the intent of the indicator make sure that your evidence addresses all bullet points listed.

Description Indicators

Many indicators in the Self-Reflection ask for a description of something and how the description is shared. It is important to know you must look at the description **and** how it is shared as two separate pieces. Programs must show evidence of **both** pieces to meet the intent of the indicator.

Shows Indicators

When an indicator begins with the language "the program shows how..." programs must demonstrate how you communicate the information and the ways you implement it. This requires two pieces of evidence: the first piece should show how the information is shared with families, and the second piece should show how the indicator is being implemented or carried out in the program.

Professional Development and Qualification Indicators

As you think about completing the process and working on quality improvement, now is the time to start taking training in MiRegistry related to the Professional Development (PD) Quality Indicators and completing the membership process. The following are some key points to keep in mind regarding PD and Qualifications and what Validators will be looking for to verify the program is meeting the intent of the indicator.

The Validator will only review the Self-Reflection PD Report and the Staff Qualification Report located in the Self-Reflection. As these reports lock at the time the Self-Reflection is submitted for Validation, the reports should be reviewed right before submitting the Self-Reflection.

Only review the reports located in the Self-Reflection to prepare for the Validation. Please know the reports located in the Reports tab of the Organization Profile are continuously updated. Therefore, you should not review these as you prepare for the Validation as the data may be different than what is reviewed by the Validator.

Evidence

Confirm you have uploaded the required pieces of evidence because indicators have different requirements.

Uploaded evidence (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.

Family and Community Partnerships (FCP) Tips and Tricks

These Indicators Apply to the Following [Age Groups](#):

- FCP1:
  - Infant (0 - 12 months)
  - Toddler (12 - 36 months)
  - Preschool (3 - 5 years)
- FCP2, FCP3, FCP4, FCP5, FCP6, and FCP7:
  - Infant (0 - 12 months)
  - Toddler (12 - 36 months)
  - Preschool (3 - 5 years)
  - School-age (4 years 9 months- 12 years)

All FCP Indicators Apply to the Following [Program Types](#):

- Child Care Center
- Family/Group Child Care

Show Indicators

- FCP1
- FCP4
- FCP6

Description Indicators

- FCP2
- FCP5
- FCP7

Description must be shared with families

- FCP5

Description must be shared with families and [staff](#)

- FCP7

[Family and Communication Partnerships Frequently Asked Questions](#)

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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- What is your process for tracking individual children's development?
- How do you share developmental information with families about their child(ren)?
- How often do you communicate children's development with families?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Policy on completing conferences with families
- Procedure for ongoing communication and collaboration with families on individual child development
- Statement on how the program communicates and collaborates with families on their child's development

AND

Upload **one (1)** of the following supporting documents showing implementation:

- Completed child development records and notes
- Completed conference form with notes shared about the child's development
- Written communication with families on the child's development

Does the Evidence Show:

- ☐ A policy/procedure/statement explaining your process.
- ☐ A supporting piece of evidence showing how the process is implemented.
- ☐ How this process is implemented in every currently operating birth to Kindergarten entry classroom under the license (Child Care Center).
- ☐ How this process is implemented with all enrolled children birth to Kindergarten entry (Family/Group Home).

FCP2: The program has a family handbook or contract.

The family handbook or contract 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, school-agers, families, community, and/or the world
- How the program accommodates and supports **children, school-agers, 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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:
- Does your handbook or contract include all the required bullets?
- What is your overall goal or vision for what children and families will experience in your program?
- What opportunities do families have to participate in their child's education?
- How do you integrate each child's culture into your program?
- What is your overall program goal for supporting children, school-agers, families, and staff with disabilities?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:
- Family handbook(s) or contract

Does the Evidence Show:
- ☐ The program's full handbook(s) or contract.
- ☐ The program's handbook(s) for each funding type.
- ☐ 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, school-agers, families, community, and/or the world.
- ☐ How the program accommodates and supports:
  - o Children with disabilities
  - o School-agers with disabilities
  - o Families with disabilities
  - o Staff with disabilities

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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, school-agers, 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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:
- How do you see the Protective Factors in your current policies and practices?
- Is there one specific Protective Factor you want to learn more about?
- Have the staff been trained on the Strengthening Families Protective Factors?
- How can the program share more information with families about the Strengthening Families Protective Factors?

Examples of Evidence to 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.

Does the Evidence Show:

- ☐ A goal in the Quality Improvement Plan around the Strengthening Families Protective Factors.
- ☐ The goal is assigned to an individual listed in the Employees Tab.
- ☐ The goal is assigned a due date.
- ☐ The goal is either in progress or was completed after the initial Self-Reflection Submission.

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

Why this Indicator is Important

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

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- What is your process for gathering feedback from children, school-agers, families, and staff?
- How are the ideas, opinions, involvement, and initiatives of children, school-agers, families, and staff promoted?
- Why is gathering the ideas, opinions, involvement, and initiatives of children, school-agers, families, and staff important to the program?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Policy on collecting feedback from children, school-agers, families, and staff
- Procedure for collecting feedback from children, school-agers, families, and staff
- Statement on how the program gathers feedback from children, school-agers, families, and staff

AND

Upload **one (1)** of the following supporting documents showing implementation:

- Anecdotal notes or lesson plans showing children and school-agers' current interests or behaviors used for future lessons, environment setup, or to adjust the program environment
- Feedback forms or surveys
- Family advisory committee procedures
- Meeting minutes or notes from staff meeting

Does the Evidence Show:

- ☐ A policy/procedure/statement explaining your process.
- ☐ A supporting piece of evidence showing how the process is implemented.
- ☐ How this process is implemented with all enrolled children and school-agers.
- ☐ How this process is implemented with families.
- ☐ How this process is implemented with staff.

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 school-agers' growth and development of a healthy lifestyle.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- How do you communicate with families about nutrition and healthy food choices?
- How do healthy food choices positively contribute to the growth and development of children?
- What resources do you use to get healthy nutritional information to educate yourself and how do you distribute it to families?
- Is the process written for families?
- Is the written process shared with families?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Description on nutrition and healthy food choices
- Description on nutrition procedures and practices in the program
- Description of participation with Child and Adult Care Food Program (CACFP) and how this supports children and families to live a healthy lifestyle

Does the Evidence Show:

- ☐ A description explaining nutrition and healthy food choices.
- ☐ How the description is shared with all enrolled families under the license number.
  - o Upload a statement or write a comment in the Comment Box

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 school-agers they are likely to feel respected, included, and valued. Partnering with families supports strong connections to their community and culture.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- What is your process for gathering information about family culture, home language, and/or home life?
- How often do you gather information about children's family culture, home language, and/or home life?
- How do you utilize information collected about family culture, home language, and/or home life in the program?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Policy or procedure on how the program gathers information about family culture, home language, and/or home life
- Statement on how the program gathers information about family culture, home language, and/or home life

AND

Upload **one (1)** of the following supporting documents showing implementation:

- Completed survey about home life/family 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 family culture included in the environment

Does the Evidence Show:

- ☐ A policy/procedure/statement explaining your process.
- ☐ A supporting piece of evidence showing how the process is implemented.
- ☐ How this process is implemented in every currently operating birth to Kindergarten entry classroom under the license (Child Care Center).
- ☐ How this process is implemented with all enrolled children birth to Kindergarten entry (Family/Group Home).

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

Why this Indicator is Important

Using children's and school-agers' 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.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- What is your process for encouraging children and school-agers to use their home language?
- How do you communicate the importance of using children and school-agers home language in play and learning experiences to families and staff?
- Is the process written for families?
- Is the process written for staff?
- Is the written process shared with families?
- Is the written process shared with staff?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Description on incorporating children and school-agers home language in play and learning experiences
- Description on how the program communicates and collaborates with families on encouraging home language
- Description on how the program encourages use of non-verbal forms of communication, different dialects, pronunciations, accents, regional lingo, and/or languages other than English

Does the Evidence Show:

☐ A description about how children and school-agers are encouraged to use their home language in play and learning experiences.
☐ How the description is shared with all enrolled families under the license number.
  o Upload a statement or write a comment in the Comment Box
☐ How the description is shared with all staff.
  o Upload a statement or write a comment in the Comment Box

Inclusive Practices (IP) Tips and Tricks

These Indicators Apply to the Following Age Groups:

- IP4:
    - Infant (0 - 12 months)
    - Toddler (12 - 36 months)
- IP1, IP2, IP3:
    - Infant (0 - 12 months)
    - Toddler (12 - 36 months)
    - Preschool (3 - 5 years)
    - School-age (4 years 9 months- 12 years)

All IP Indicators Apply to the Following Program Types:

- Child Care Center
- Family/Group Child Care

Description Indicators

- IP1
- IP2
- IP3
- IP4

Description must be shared with families

- IP1

Description must be shared with families and staff

- IP2
- IP3
- IP4

Inclusive Practices Frequently Asked Questions

IP1: Program provides families a description of how they provide materials and resources about community-based programs, community mental health, food banks, Child Find, 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, school-agers, and families have their basic needs met fosters growth and development.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- How do you refer families to community-based resources?
- How do families know you will help connect them to resources or community services?
- What do you give to families to explain how you would support them in accessing community services?
- Is the process written for families?
- Is the written process shared with families?

Examples of Evidence to Meet the Intent of the Indicator

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

- Description for families on how referrals to community resources are made
- Description for families on how you share resources through an app, social media, etc.
- Description for families on available resources, services, referrals, and/or contact information for a child and family advocate
- Description for families on who to contact at the program if in need of resources or services

Does the Evidence Show:

☐ A description explaining how you refer families to community-based resources.
☐ How the description is shared with all enrolled families under the license number.
  - o Upload a statement or write a comment in the Comment Box

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

Why this Indicator is Important

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

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- How do you plan for daily activities supporting social and emotional health?
- How is social and emotional health observed and monitored?
- How do you communicate observations of children and school-agers social and emotional health and well-being with families?
- Is the process written for families?
- Is the process written for staff?
- Is the written process shared with families?
- Is the written process shared with staff?

Examples of Evidence to Meet the Intent of the Indicator

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

- Description on how social and emotional health is observed and how this is communicated with families
- Description on how the social and emotional health of children and school-agers is addressed through the daily routines and activities
- Description on available resources, services, referrals, and/or contact information for a child and family advocate to address social and emotional health needs

Does the Evidence Show:

- ☐ A description explaining how you address and observe social and emotional health and well-being of children and school-agers every day.
- ☐ How the description is shared with all enrolled families under the license number.
  - o Upload a statement or write a comment in the Comment Box
- ☐ How the description is shared with all staff.
  - o Upload a statement or write a comment in the Comment Box

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 school-agers, they miss chances to connect with other children and adults, learn safe ways to manage emotions and behavior, and have consistent care. When programs share information on challenging behaviors, they help families and staff understand and apply the 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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- How are you addressing challenging behaviors?
- How are individual challenging behaviors communicated to families?
- Is the process written for families?
- Is the process written for staff?
- Is the written process shared with families?
- Is the written process shared with staff?

Examples of Evidence to Meet the Intent of the Indicator

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

- Description on the program's approach to preventing suspension and expulsion
- Description on how challenging behaviors are observed and addressed
- Description on available resources, services, referrals, and/or contact information for a child and family advocate when a child has challenging behaviors

Does the Evidence Show:

- ☐ A description explaining your approach to preventing suspension and expulsion related to challenging behaviors, including how behaviors are observed and addressed.
- ☐ How the description is shared with all enrolled families under the license number.
  - o Upload a statement or write a comment in the Comment Box
- ☐ How the description is shared with all staff.
  - o Upload a statement or write a comment in the Comment Box

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 difference in supporting mothers with continuing their breastfeeding journey. Being welcoming to breastfeeding families leads to positive relationships between the child, mother, and program.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- How do you support mothers to breastfeed in the program?
- How do you provide breastfeeding resources or facilitate connection to lactation consultants, child and family advocates, etc.?
- How do you educate yourself on supporting families who are breastfeeding?
- Is the process written for families?
- Is the process written for staff?
- Is the written process shared with families?
- Is the written process shared with staff?

Examples of Evidence to Meet the Intent of the Indicator

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

- Description on program breastfeeding procedures and practices
- Description on available breastfeeding resources, services, referrals, and/or contact information for a child and family advocate
- Description on who to contact at the program if in need of breastfeeding resources or services

Does the Evidence Show:

- ☐ A description explaining how you support mothers who breastfeed.
- ☐ How the description is shared with all enrolled families under the license number.
  - o Upload a statement or write a comment in the Comment Box
- ☐ How the description is shared with all staff.
  - o Upload a statement or write a comment in the Comment Box

Curriculum, Instruction, and Learning Environment (Intentional Teaching Practices) (CIL) Tips and Tricks

These Indicators Apply to the Following Age Groups:

- CIl3 and CIL4:
    - School-age (4 years 9 months- 12 years)
- CIL6, CIL7, CIL8, CIL9, CIL10:
    - Infant (0 - 12 months)
    - Toddler (12 - 36 months)
    - Preschool (3 - 5 years)
- CIL1, CIL2, CIL5, CIL11, CIL12, CIL13, CIL14, and CIL15:
    - Infant (0 - 12 months)
    - Toddler (12 - 36 months)
    - Preschool (3 - 5 years)
    - School-age (4 years 9 months- 12 years)

All CIL Indicators Apply to the Following Program Types:

- Child Care Center
- Family/Group Child Care

Show Indicators

- CIL6
- CIL7
- CIL8
- CIL9*
- CIL10*

Description Indicators

- CIL1
- CIL2
- CIL3
- CIL4

Description must be shared with families

- CIL2
- CIL3

Description must be shared with families and staff

- CIL1

*To meet the intent of CIL9 and CIL10, the program must meet the intent of CIL8.

Curriculum, Instruction, and Learning Environment (Intentional Teaching Practices) Frequently Asked Questions.

Approved Screening, Assessment, and Curriculum Tool List

Environment Rating Scale (ERS-3) Self-Assessment

Social Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment

CIL1: Program provides families and staff a description on how they support children's and school-agers' 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, school-agers, and families. Knowing what will happen during transitions can reduce worry for children, school-agers, and families.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- What is the process for transitioning children and school-agers in and out of the program and between classrooms?
- How do the transition policies help the children and school-agers feel successful?
- Is the process written for families?
- Is the process written for staff?
- Is the written process shared with families?
- Is the written process shared with staff?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- <u>Description</u> on procedures and practices for children's and school-agers' transitions into the program, between groups, and out of the program
- Description on how the program communicates and collaborates with families on children's and school-agers' transitions into the program, between groups, and out of the program
- Description of support provided as children and school-agers transition into the program, between groups, and out of the program

Does the Evidence Show:

☐ A description explaining your process for transitioning children and school-agers':
  - o Into the program
  - o Between classrooms or groups
  - o Out of the program
☐ How the description is shared with all enrolled families under the license number.
  - o Upload a statement or write a comment in the Comment Box
☐ How the description is shared with all staff.
  - o Upload a statement or write a comment in the Comment Box

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

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.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- How do you communicate with families about the importance of oral care routines?
- How do you communicate with families about the oral care routines in your program?
- How do regular oral care routines positively contribute to the growth and development of children?
- What resources about oral care routines do you use to educate yourself and how do you distribute it to families?
- Is the process written for families?
- Is the written process shared with families?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Description on oral care routine procedures and practices in the program
- Description on the importance of oral care routines for infants, toddlers, preschoolers, and school-agers
- Description of participation with a dental care business and how this supports oral care routines for infants, toddlers, preschoolers, and school-agers

Does the Evidence Show:

☐ A description explaining oral care routines for infants, toddlers, preschoolers, and school-agers.
☐ How the description is shared with all enrolled families under the license number.
  o Upload a statement or write a comment in the Comment Box

CIL3: The program provides families a description of planned intentional experiences for school-agers 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 school-agers are engaged in learning outside of the standard school day.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- How do you plan intentional experiences for school-agers?
- What are the content areas included in the lessons or experiences for school-agers?
- Is the process written for families?
- Is the written process shared with families?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Description on procedures and practices in the program for planning intentional experiences for school-agers including the content areas
- Description on the experiences offered to school-agers including the content areas
- Description on how the content areas is addressed through the daily routines and activities for school-agers

Does the Evidence Show:

- ☐ A description explaining your process for planning intentional experiences for school-agers including the following content areas:
    - o Social-emotional
    - o Physical
    - o Academic
    - o Creative Expression
    - o Culture
    - o Character Development
    - o STEM – Science, Technology, Engineering, Mathematics
- ☐ How the description is shared with all enrolled families under the license number.
    - o Upload a statement or write a comment in the Comment Box

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

Why this Indicator is Important

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

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- How do you encourage youth voice and engagement with school-agers?
- How can school-agers plan and lead activities?
- Is this process written for families?
- Is the written process shared with families?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Description on promoting youth voice and engagement with school-agers
- Description on encouraging school-agers to plan and lead activities
- Description on how staff encourage engagement of school-agers

Does the Evidence Show:

☐ A description explaining how you promote youth voice and engagement by planning intentional opportunities for school-agers to identify and lead activities and hands-on experiences.

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

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

- **Free Play**- (Examples: Children and school-agers can make individual choices, change activities, repeat activities, etc. child-led not teacher-led time)
- **Group Play**- (Examples: Children and school-agers 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 school-agers engage in large movements such as running, jumping, riding, climbing, etc. either indoors or outdoors)

Why this Indicator is Important

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

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- Do you have a daily routine for your program (Family/Group Home)?
- Do you have a daily routine for every classroom (Child Care Center)?
- Does each daily schedule cover all requirements?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- A daily schedule for the program (Family/Group Home)
- A daily schedule for each open and enrolled classroom (Child Care Center)
- A daily schedule for every birth to school-age classroom (Child Care Center)

Does the Evidence Show:

- ☐ A daily schedule for every open and enrolled classroom(s) including:
  - o Free play
  - o Group play
  - o Care routines
  - o Gross Motor Play

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.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- Are you using a curriculum with all children enrolled from birth to kindergarten entry?
- Is the curriculum tool on the Approved Screening, Assessment, and Curriculum Tool List?
- Do you use different curriculum tools throughout the program due to funding type?
- How do you use the curriculum for planning lessons and activities?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Program curriculum statement
- Policy or procedure on how staff use the curriculum to guide decision-making and teaching practices
- Statement that describes the curriculum tool implemented in the program

AND

Upload **one (1)** of the following supporting documents showing the implementation of a curriculum tool:

- Completed lesson plan including curriculum components
- Completed lesson plan on curriculum template
- Communication with families about upcoming curriculum specific lessons, activities, studies, etc.

Does the Evidence Show:

☐ The curriculum is on the Approved Screening, Assessment, and Curriculum Tool List.
☐ A policy/procedure/statement explaining the curriculum implemented with all children enrolled.
☐ A supporting piece of evidence showing how the curriculum is implemented with all age groups enrolled.
☐ How the curriculum tool is implemented with every currently enrolled child aged birth to kindergarten entry under the license.

CIL7: Program shows that it completes a developmental screening tool on all children 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 concern, and find the right services for the child.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- Are you using a developmental screening tool on all children enrolled?
- Is the developmental screening tool from the Approved Screening, Assessment, and Curriculum Tool List?
- How often are all children enrolled screened?
- What is the process for conducting and reviewing the results of the developmental screening tool?
- How are developmental screening results communicated with families?
- If an outside entity completes the developmental screening tool, what is your plan to ensure a screening tool is completed on all children enrolled?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Procedure on how families or staff complete a developmental screening tool on all children enrolled
- Policy for ensuring developmental screening tool is completed on all children enrolled if using an outside entity or if families complete the developmental screening tool
- Statement that describes how the developmental screening tool is implemented in the program

AND

Upload **one (1)** of the following supporting documents showing the implementation of a developmental screening tool:

- Completed copy of developmental screening tool from the last 12 months
- Copy of the completed score page of the developmental screening tool from the last 12 months

Does the Evidence Show:

☐ The screening tool is on the Approved Screening, Assessment, and Curriculum Tool List.
☐ A policy/procedure/statement explaining the screening tool completed with all children enrolled.
☐ A supporting piece of evidence showing the developmental screening tool was completed in the last 12 months.
☐ How the developmental screening tool is conducted on every currently enrolled child aged birth to kindergarten entry under the license.
☐ How the developmental screening tool is conducted at least annually.

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.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- Are you using a child assessment tool on all children enrolled?
- How often are all children enrolled assessed?
- Is the child assessment tool from the Approved Screening, Assessment, and Curriculum Tool List?
- What is the process for assessing and reviewing the results of the child assessment tool?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Procedure on how staff complete a child assessment tool on all children enrolled at least twice per year
- Policy for ensuring a child assessment tool is completed on all children enrolled at least twice per year
- Statement that describes which child assessment tool is implemented in the program at least twice per year

AND

Upload **one (1)** of the following supporting documents showing the implementation of an assessment tool:

- Completed copy of child assessment tool
- Copy of the completed results page of the child assessment tool

Does the Evidence Show:

☐ The child assessment tool is on the Approved Screening, Assessment, and Curriculum Tool List.
☐ A policy/procedure/statement explaining the child assessment tool completed with all children enrolled at least twice per year.
☐ A supporting piece of evidence showing the child assessment tool was completed in the last 12 months.
☐ How the child assessment tool is conducted on every currently enrolled child aged birth to kindergarten entry under the license.

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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- How often are all children enrolled assessed?
- What is the process for assessing and reviewing the results of the child assessment tool?
- How are child assessment results communicated with families?
- How often are child assessment results shared with families?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Procedure on how staff share results of the child assessment tool with families at least twice per year
- Policy on sharing child assessment tool results with families twice per year
- Statement that describes how the child assessment tool results are shared with families at least twice per year

AND

Upload **one (1)** of the following supporting documents showing the implementation of an assessment tool:

- Completed conference forms with summary/notes about assessment results
- Completed assessment tool family reports/conference forms
- Copy of the completed results page of the child assessment tool signed by parents

Does the Evidence Show:

- ☐ The child assessment tool is on the Approved Screening, Assessment, and Curriculum Tool List.
- ☐ A policy/procedure/statement explaining how the child assessment tool results are shared with families at least twice per year.
- ☐ A supporting piece of evidence showing the child assessment results are shared with families at least twice per year.
- ☐ How the child assessment tool is conducted on every currently enrolled child aged birth to kindergarten entry under the license twice per year.

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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- What is the process for assessing and reviewing the results of the child assessment tool?
- How are child assessment results used to plan experiences and interactions?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Procedure on how staff use results of the child assessment tool to plan for children's development
- Policy on using child assessment tool data to plan for children's experiences and interactions
- Statement that describes how results of the child assessment tool are used to plan for children's development

AND

Upload **one (1)** of the following supporting documents showing the implementation of an assessment tool:

- Individualized lesson plans based on assessment results
- Lesson plans with individualization based on assessment objectives
- Assessment results/data with notes about planning

Does the Evidence Show:

- ☐ The child assessment is on the Approved Screening, Assessment, and Curriculum Tool List.
- ☐ A policy/procedure/statement explaining how the child assessment tool is used to plan for experiences and interactions.
- ☐ How child assessment results are used to plan for development and learning.
- ☐ How the child assessment tool is conducted on every currently enrolled child aged birth to kindergarten entry under the license twice per year.

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

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy
- ☐ This program is NAEYC, NAFCC, or NAC Accredited or received 100% GSRP, Head Start, or Early Head Start funding.

Reflective Questions:

- Have you completed an ERS-3 and/or SEL PQA Self-Assessment in each classroom?
- How often are self-assessments conducted in all classrooms?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Completed ERS-3 Self-Assessment for each birth to Kindergarten entry classroom
- Completed SEL PQA Self-Assessment for each school-age classroom

Does the Evidence Show:

- ☐ A completed ERS-3 or SEL PQA for programs that are not NAEYC/NAFCC Accredited.
- ☐ A completed ERS-3 or SEL PQA for all classrooms that are not GSRP/Head Start/Early Head Start.

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

Why this Indicator is Important

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

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- What are the primary care spaces of the program?
- Does each primary care space have natural light?
- If not all primary care spaces have natural light, how might you improve this?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Photo of each primary care space showing natural light
  - Natural light could come from:
    - A door with a window to the outdoor
    - Glass door to the outdoors
    - Skylight
    - Tubular skylights/light tubes
    - Window to the outdoors

Does the Evidence Show:

☐ A photo of each primary care space with the source of natural light.
☐ Each photo is labeled with the name of the space.
  - Name of document or write a comment in the Comment Box

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

Why this Indicator is Important

Spending time outdoors exploring elements of nature is important for creativity, problem solving, physical development and learning. Time in natural settings supports children and school-agers to get fresh air, be healthier, and feel calmer.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- Are natural elements included in the outdoor play space?
- What types of natural elements are present in the outdoor play space?
- What is the process for adding natural elements to the outdoor play space?
- Are natural elements present in all outdoor play spaces?
- Do children of all ages have access to natural elements in the outdoor play space?
- How are children encouraged to explore or interact with natural elements?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1)** of the following pieces of evidence showing high-quality practice:

- Policy or procedure on how children will explore elements of nature in each outdoor play space
- Statement that explains how children are encouraged to explore natural elements in each outdoor play space

AND

Upload photo(s) of each outdoor play space including at least two (2) elements of nature

- Natural elements could include:
  - Bird or animal feeders
  - Dirt, mud, or sand
  - Flowers, plants, or garden
  - Grasses or moss
  - Logs, stumps, or rocks
  - Natural ground covering
  - Pinecones, acorns, or leaves
  - Rain or snow
  - Trees or shrubbery
  - Other natural materials

Does the Evidence Show:

- ☐ A policy/procedure/statement explaining how children are encouraged to interact with natural elements.
- ☐ Photo(s) of each outdoor play space including at least two (2) elements of nature.

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
- Director's Group meetings
- 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 learning leads to the overall growth of the staff members, program, and resources available to families.

Selection for this Indicator

- Currently meeting
- Not meeting at this time
- Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- Not aligned to program philosophy

Reflective Questions:

- Are you participating in a national, state, or local early childhood or school-age organization?
- How often do you engage in the organization?
- How have you utilized learnings from the organization?

Examples of Evidence to Meet the Intent of the Indicator

Upload one (1) of the following showing at least one staff member's membership or association in a professional organization:

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

AND

Upload one (1) of the following supporting documents showing at least one staff member's participating in a professional organization:

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

Does the Evidence Show:

- ☐ Membership or association in a professional organization.
- ☐ A supporting piece of evidence showing participation in a professional organization.

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.

Selection for this Indicator

- Currently meeting
- Not meeting at this time
- Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- Not aligned to program philosophy

Reflective Questions:

- What indicators are not currently reflected in your current policies and practices?
- Are there specific indicators you want to learn more about?
- What is a realistic timeline for meeting goals?
- Who might you want to assign the goals to?
- How could you make your goals into SMARTIE (Specific, Measurable, Achievable, Relevant, and Time-Bound, Inclusive, and Equitable) goals?

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.

Does the Evidence Show:

- ☐ Two (2) goals in the Quality Improvement Plan focused on the Self-Reflection.
- ☐ The goal is assigned to an individual listed in the Employees Tab.
- ☐ The goals are assigned a due date.
- ☐ The goals are either in progress or completed after the initial Self-Reflection Submission.

Professional Development (PD) Tips and Tricks

These Indicators Apply to the Employee Position Titles:

- **PD7 and PD8:**
  - Administrator/Program Director/Owner
- **PD1:**
  - Lead
  - Assistant
  - School-age Teacher
- **PD2, PD3, PD4, PD5, PD6, and PD9:**
  - Administrator/Program Director/Owner
  - Assistant Director
  - Lead
  - Assistant
  - School-age Teacher

All PD Indicators Apply to the Following Program Types:

- Child Care Center
- Family/Group Child Care

Timeframe

Professional development must be taken within 12 months from the Self-Reflection submission date for Validation.

Proration

Great Start to Quality prorates the amount of professional development hours required if:

- A staff member was hired within the last year (12 months)
- The Program opened within the last year (12 months)

Use the Proration for Professional Development charts to determine the number of professional development clock hours needed for staff hired within the last year and/or for programs that opened within the last year.

PD Requirements

- PD hours must be taken through MiRegistry.
- The Administrator/Director/Owner is connected to the Organization Profile and the Classrooms Tab.
- All <u>staff</u> must be connected to the Organization Profile.
- All <u>staff</u> must have a <u>Membership Status</u> of Awaiting Print, Current, Expired.
- All <u>staff</u> have an <u>Employment Verification Status</u> of 'Verified by Program'.
- All staff must have the correct <u>position titles</u>.
  - If currently serving in more than one position, the staff has all position titles and is listed on the Employees tab for each position (e.g., Director and Lead Teacher)
  - Staff working with School-agers must have the School-age position title

New Hires

Staff hired within the last 90 days

- Must be connected to the Organization Profile
- Must have an Employment Verification Status of 'Verified by Program'
- Must have the correct position title
- Does not need a Membership Status
- PD hours are not reviewed

If all staff have been hired within the last 90 days, at least one staff must have the required PD hours taken through MiRegistry to meet the intent of the indicator.

[Professional Development Frequently Asked Questions](#)

[PD Indicator Requirement by Position and Proration Charts](#)

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

Why this Indicator is Important

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

Selection for this Indicator

- Currently meeting
- Not meeting at this time
- Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for staff to have training based on the ages of children they serve?
- How can we ensure staff have taken training in the last 12 months on this professional development indicator?
- Have each of the staff taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ All currently employed Lead, Assistant, and School-age staff.
- ☐ All staff have the correct *Position Title*.
- ☐ All staff have an *Employment Verification* Status of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status*.
- ☐ Staff hired for more than 90 days have at least two hours of professional development hours on this professional development indicator.
- ☐ Staff hired for more than 90 days have the correct *Age Group* of children served listed.

PD2: All Administrator/Program Director/School-age Site Supervisor/Owner, Lead, Assistant, and School-age 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.

Selection for this Indicator

- Currently meeting
- Not meeting at this time
- Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors/Owner and staff to have training based on challenging behaviors, prevention of suspension, expulsion, mental health, trauma-informed practices, and/or social and emotional health?
- How can we ensure staff have taken training in the last 12 months on this professional development indicator?
- Have each of the staff taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ All currently employed Administrators/Directors/Owner, Lead, Assistant, and School-age staff.
- ☐ Administrator/Director/Owner is connected to the *Classrooms Tab.*
- ☐ All staff have the correct *Position Title.*
- ☐ All staff have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status.*
- ☐ Staff hired for more than 90 days have at least two hours of professional development hours on this professional development indicator.

PD3: All Administrator/Program Director/School-age Site Supervisor/Owner, Lead, Assistant, and School-age 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, school-agers, and families.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors/Owner and teachers to have training based on culture, diversity, disabilities, and/or inclusive practices?
- How can we ensure staff have taken training in the last 12 months on this professional development indicator?
- Have each of the staff taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ All currently employed Administrators/Directors/Owner, Lead, Assistant, and School-age staff.
- ☐ Administrator/Director/Owner is connected to the *Classrooms Tab.*
- ☐ All staff have the correct *Position Title.*
- ☐ All staff have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status.*
- ☐ Staff hired for more than 90 days have at least two hours of professional development hours on this professional development indicator.

PD4: All Administrator/Program Director/School-age Site Supervisor/Owner, Lead, Assistant, and School-age 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 school-agers.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors/Owner and teachers to have training based on family engagement?
- How can we ensure staff have taken training in the last 12 months on this professional development indicator?
- Have each of the staff taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ All currently employed Administrators/Directors/Owner, Lead, Assistant, and School-age staff.
- ☐ Administrator/Director/Owner is connected to the *Classrooms Tab*.
- ☐ All staff have the correct *Position Title*.
- ☐ All staff have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status*.
- ☐ Staff hired for more than 90 days have at least two hours of professional development hours on this professional development indicator.

PD5: All Administrator/Program Director/School-age Site Supervisor/Owner, Lead, Assistant, and School-age 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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors/Owner and teachers to have training based on the Strengthening Families Protective Factors?
- How can we ensure staff have taken training in the last 12 months on this professional development indicator?
- Have each of the staff taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ All currently employed Administrators/Directors/Owner, Lead, Assistant, and School-age staff.
- ☐ Administrator/Director/Owner is connected to the *Classrooms Tab.*
- ☐ All staff have the correct *Position Title.*
- ☐ All staff have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status.*
- ☐ Staff hired for more than 90 days have at least two hours of professional development hours on this professional development indicator.

PD6: All Administrator/Program Director/School-age Site Supervisor/Owner, Lead, Assistant, and School-age 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, school-agers, 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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors and teachers to have training based on anti-bias approaches?
- How can we ensure staff have taken training in the last 12 months on this professional development indicator?
- Have each of my staff taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ All currently employed Administrators/Directors/Owner, Lead, Assistant, and School-age staff.
- ☐ Administrator/Director/Owner is connected to the *Classrooms Tab.*
- ☐ All staff have the correct *Position Title*.
- ☐ All staff have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status*.
- ☐ Staff hired for more than 90 days have at least two hours of professional development hours on this professional development indicator.

PD7: All Administrator/Program Director/School-age 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/school-age site supervisor/owner to keep up to date on best business practices. Understanding these topics supports the success of the business/program.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors/Owner to have training based on business practices?
- How can we ensure Administrators/Directors/Owner have taken training in the last 12 months on this professional development indicator?
- Has the Administrator/Director/Owner taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

☐ A person linked as the Administrator/Director/Owner.
☐ Administrator/Director/Owner is connected to the *Classrooms Tab*.
☐ The Administrator/Director/Owner has the correct *Position Title*.
☐ The Administrator/Director/Owner has an *Employment Verification Status* of 'Verified by Program'.
☐ Administrator/Director/Owner has a Valid *Membership Status*.

PD8: All Administrator/Program Director/School-age 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/school-age site supervisor/owner to keep up to date on best practices. Understanding how to use these tools to evaluate programming supports quality improvement.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors/Owner to have training based on Environment Rating Scale (ERS), Classroom Assessment Scoring System (CLASS), and/or Social Emotional Learning Program Quality Assessment (SEL PQA)?
- How can we ensure Administrators/Directors/Owner have taken training in the last 12 months on this professional development indicator?
- Has the Administrator/Director/Owner taken two hours of training in the last 12 months on this professional development indicator?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ A person linked as the Administrator/Director/Owner.
- ☐ Administrator/Director/Owner is connected to the *Classrooms Tab.*
- ☐ The Administrator/Director/Owner has the correct *Position Title.*
- ☐ The Administrator/Director/Owner has an *Employment Verification Status* of 'Verified by Program'.
- ☐ Administrator/Director/Owner has a Valid *Membership Status.*

PD9: All Administrator/Program Director/School-age Site Supervisor/Owner, Lead, Assistant, and School-age 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, school-agers, and families.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)

Reflective Questions

- Why is it important for Administrators/Directors/Owner and staff to have training beyond licensing requirements?
- How can we ensure staff have taken training in the last 12 months?
- Have each of the staff taken eight hours of training beyond licensing requirements in the last 12 months?
- Do staff employed less than 12 months meet the prorated professional development hours?

Does the Professional Development Report Show

- ☐ All currently employed Administrators/Directors/Owner, Lead, Assistant, and School-age staff.
- ☐ Administrator/Director/Owner is connected to the *Classrooms Tab.*
- ☐ All staff have the correct *Position Title.*
- ☐ All staff have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status.*
- ☐ Staff hired for more than 90 days have at least eight total hours of professional development beyond licensing.

Staff Qualifications (SQ Indicators) Tips and Tricks

These Indicators Apply to the Employee Position Titles:

- SQ1:
  - o Person linked as the Administrator/Director in the Classrooms Tab
- SQ2:
  - o Lead
  - o Assistant
  - o School-age Teacher

All SQ Indicators Apply to the Following Program Types:

- Child Care Center
- Family/Group Child Care

These AM Indicators Apply to the Following Program Types:

- C-AM2:
  - o Child Care Center
- F-AM3:
  - o Family/Group Child Care
- AM1 and AM4:
  - o Child Care Center
  - o Family/Group Child Care

Show Indicators

- C-AM2
- F-AM3

Staff Qualification Requirements

- The Administrator/Director is connected to the Organization Profile and the Classrooms Tab.
- All staff must be connected to the Organization Profile.
- All staff must have a Membership Status of Awaiting Print, Current, Expired.
- All staff have an Employment Verification Status of 'Verified by Program'.
- All staff must have the correct position titles.
  - o If currently serving in more than one position, the staff has all position titles and is listed on the Employees tab for each position (e.g., Director and Lead Teacher)
  - o Staff working with School-agers must have the School-age position title

New Hire Requirements

Great Start to Quality will not look at qualifications for employees hired within 90 days of the Self-Reflection submission. However, staff hired within the last 90 days must meet the following requirements:

- Must be connected to the Organization Profile
- Must have an Employment Verification Status of 'Verified by Program'
- Must have the correct position title
- Does not need a Membership Status

When there is only one staff person for each position (e.g., Administrator/Director/Owner, Lead, Assistants) and they were hired within the last 90 days their Qualifications will be reviewed and need to meet all the Staff Qualifications Requirements

Staff Qualification Frequently Asked Questions

MiRegistry Staff Position Titles

SQ1: Administrator/Program Director/School-age Site Supervisor/Owner Qualifications

Administrator/Program Director/School-age 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.

Selection for this Indicator

- ☐ 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.

Reflective Questions

- Why is it important the Administrator/Director/Owner have training and education?
- How can we ensure the Administrator/Director/Owner has provided MiRegistry with their qualifications?
- Has the Administrator/Director/Owner applied for Individual Membership with MiRegistry?

Does the Qualification Report Show

- ☐ All currently employed Administrator/Director/Owner.
- ☐ All Administrator/Director/Owner have the correct *Position Title*.
- ☐ All Administrator/Director/Owner have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Administrator/Director/Owner has a Valid *Membership Status*.
- ☐ Administrator/Director/Owner is connected to the *Classrooms tab.*

SQ2: Program Staff Qualifications

50% of Lead, <u>Assistant</u>, and School-age <u>staff</u> 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 School-age 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.

Selection for this Indicator

50% of Lead, Assistant, and School-age 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 School-age 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.

Reflective Questions

- Why is it important staff have training and education?
- How can we ensure staff have provided MiRegistry with their qualifications?
- Have each of the staff applied for Individual Membership with MiRegistry?

Does the Qualification Report Show

- ☐ All currently employed Lead, Assistant, and School-age staff.
- ☐ All staff have the correct *Position Title*.
- ☐ All staff have an *Employment Verification Status* of 'Verified by Program'.
- ☐ Staff hired for more than 90 days have a Valid *Membership Status*.

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.

Selection for this Indicator

- Currently meeting
- Not meeting at this time
- Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- Not aligned to program philosophy

Reflective Questions:

- What policies or procedures do you have related to:
  - Program/Staff orientation or onboarding
  - Staff illness, absence, or attendance
  - Benefits
  - Paid leave time
- Are these policies or procedures written?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1) or more** pieces of evidence showing high-quality practice:

- Personnel policies or procedures including, at a minimum:
  - Program Orientation
  - Illness/Absence Policy
  - Benefits
  - Paid leave time

Does the Evidence Show:

- ☐ A written policy or procedure including, at a minimum:
  - Program Orientation
  - Illness/Absence Policy
  - Benefits
  - Paid leave time
- ☐ If there are separate policies or procedures for different programming types (e.g., Tuition, GSRP, Montessori, etc.) or position titles (e.g., leads, assistants), evidence must be included for each one.

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.

Selection for this Indicator

☐ Currently meeting
☐ Not meeting at this time
☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
☐ Not aligned to program philosophy

Reflective Questions:

- What policies or procedures do you have related to staff evaluations and individual performance goals
- Are these policies or procedures written?
- How often do you complete evaluations and individual performance goals?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1) or more** pieces of evidence showing high-quality practice:

- Personnel policies or procedures around staff evaluations and individual performance goals
- Evaluation forms
- Goal-setting forms

Does the Evidence Show:

☐ Evaluations are completed on all staff annually.
☐ How staff set individual performance goals annually.

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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- What policies or procedures do you have related to evaluations and individual performance goals
- Are these policies or procedures written?
- How often do you complete evaluations and individual performance goals?
- How do staff create individual performance goals based on the self-evaluation?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1) or more** pieces of evidence showing high-quality practice:

- Personnel policies or procedures around staff evaluations and individual performance goals
- Evaluation forms
- Goal-setting forms

Does the Evidence Show:

- ☐ Evaluations are completed on all staff annually.
- ☐ How staff set individual performance goals annually.

AM4: Program has a Business Sustainability Plan.

Sample topics, including but not limited to:
- Budget planning
- Cost reduction strategies
- Financial reporting
- 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.

Selection for this Indicator

- ☐ Currently meeting
- ☐ Not meeting at this time
- ☐ Not meeting at this time, would like to consider for the Quality Improvement Plan (QIP)
- ☐ Not aligned to program philosophy

Reflective Questions:

- ☐ Do you have a Business Sustainability Plan?
- ☐ Do you have anything describing the various ways your program plans to sustain its business?
- ☐ Is it written?

Examples of Evidence to Meet the Intent of the Indicator

Upload **one (1) or more** pieces of evidence showing high-quality practice:

- A written Business Sustainability Plan should include at least one aspect of how the program plans to maintain and/or grow the program.
- The Business Sustainability Plan could be about one of the following topics:
  - o Budget planning
  - o Cost reduction strategies
  - o Financial reporting
  - o Maintaining program services
  - o Marketing
  - o Staff recruitment and retention

Does the Evidence Show:

- ☐ A written plan describing at least one aspect of how the program plans to maintain and/or grow the program.

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. Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios. It does not include aides, subs, floats, nonteaching support staff, kitchen staff, bus staff, or emergency backup caregivers. Rather than using the Assistant position, these staff should use the titles Non-Teaching Support Staff, Substitute, Support Staff, Volunteer, or Other.

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)

Employment Verification Status

That status a program gives to an individual to indicate their employment with the program.

Expulsion

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

Family Culture

The values, ideas, attitudes, and environment that a person inherits from family. It can include things like celebrations, cultural or religious traditions, values, or customs that are important to a family.

Feedback from children

Infants, toddlers, and nonverbal children and school-agers 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 school-agers 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 school-agers engage in large movements such as running, jumping, riding, climbing, etc. either indoors or outdoors.

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

Home Language
The language that children are exposed to in their homes and communities. It can include languages, non-verbal forms of communication, specific words or phrases used by a family, different dialects, pronunciations, accents, regional lingo, and oral traditions such as spoken word, call and response, and oral storytelling.

Home Life
The way of life a child experiences in their individual family. Home life can include family dynamics, home environment, and family routines, hobbies, or interests.

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

Membership Status
That status an individual receives to indicate where they are at in the MiRegistry membership process.

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

Position Title
The role a program indicates that the staff member fills in the Organization Profile.

Primary care space
The space(s) used regularly throughout the day by children for activities and learning experiences.

Program Staff
Lead, assistant, and school-age 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 school-agers, 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, school-agers, 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.

Quality Indicators FAQ

Q. Should documentation uploaded be from a certain timeframe?

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

Q. If the indicator says children, school-agers, 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 these groups, or it may be a separately written description. 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 Comment Box feature in the Self-Reflection?

A. Yes, documentation will be required to be uploaded. The Comment Box section can be used to add supporting context like page numbers for specific information, how you share the document with families and/or staff, or use it to label the evidence with classroom names

Q. What do the indicator selections in the Self-Refection mean?

A. *Currently meeting* - Make this selection when meeting the intent of the indicator. This selection will require uploaded evidence to show how the program is meeting the intent of the indicator.

Not meeting at this time - Make this selection when not yet meeting the intent of the indicator and not yet ready to make a goal to work on it. This selection will not require uploaded evidence.

Not meeting at this time - Create a Goal in the Quality Improvement Plan - Make this selection when not yet meeting the intent of the indicator and are ready to make a goal to work on it. Selecting this option will automatically create a goal, based on the indicator, in the Quality Improvement Plan. This selection will not require uploaded evidence.

Not aligned to program philosophy - Make this selection when not meeting the intent of the indicator and it is not something that aligns with the program. For example, a program might not use a curriculum from the approved list; they may choose to use a different curriculum or approach based on their philosophy, beliefs, or practices. This selection will not require uploaded evidence.

Q. Should personal identifying information be removed from uploaded evidence?

A. 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 but, when possible, children and staff should not be included in the photos.

Family and Community Partnerships

FCP2

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 has a handbook that contains all required bullet points listed in the indicator.

Q. Why do I need to include families and staff for the bullet point 'How the program accommodates and supports children, school-agers, families, and staff with disabilities' when my handbook/contract is about how we support children?

A. We know that not all programs have families or staff with disabilities. However, they may be a family or staff who has a need, but they are not sure if they can or should ask for accommodation or support. When the program calls it out in their handbook it might give them the space to feel comfortable asking. Therefore, the handbook/contract should include information about how they are accommodating children, families, and staff. If each of these groups is not included, the program will not meet the intent of the indicator.

FCP3

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

A. The easiest way to identify a goal is to be as clear as possible when naming your goal in the Quality Improvement Plan (QIP). When a Validator reviews the Self-Reflection, QIP, and evidence, they look at each simplified goal in the QIP to determine if the goal is assigned to a staff person, when the due date is, and if the goal aligns with an indicator. Validators will not open each goal to read the notes or attached documentation, so all identifying information should be available on the main QIP page.

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.

FCP4

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 collects feedback from all served in the program. Evidence should be provided to show feedback is collected for children, families, and staff at the program. If the program 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.

FCP7
Q. What does 'home language' mean?

A. Home language includes but is not limited to, non-verbal forms of communication, different dialects, pronunciations, accents, regional lingo, and/or languages other than English.

Inclusive Practices

IP1
Q. What would I provide as evidence for meeting this indicator?

A. The program should upload a description of how they provide materials and resources about community-based programs, community mental health, food banks, Child Find, and/or medical/dental resources. This could be a policy, a procedure, a letter to families, or something else written that explains the process. Examples of resources/flyers given, or a photo of a resource area does not meet the intent of the indicator because a written description is required. The indicator also asks how the description is shared with families. This means that the description itself (i.e. the policy, procedure, letter to families, or other written information) is given to families. Evidence of how this is shared can be in the form of a statement (i.e. a summary or note) that is added to the Comment Box or uploaded as a separate document.

IP4
Q. What are some ways to support breastfeeding mothers?

A. Create a comfortable environment for nursing or expressing milk, share information with mothers about breastfeeding topics such as common breastfeeding challenges and how to address them, provide resources to professional supports like lactation consultants or breastfeeding support groups, and respect mothers' choices in their individual feeding journey without pressure or judgment. Safe and proper storage and handling of breastmilk is required by licensing and is not considered a support.

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

CIL1
Q. What would I provide as evidence for meeting this indicator?

A. The program should upload a description of how they support children's and school-agers' transition into the program, between programs or classrooms, and entering new schools. This could be a policy, a procedure, a letter to families, or something else written that explains the process. There must be something written about each of the three different transitions (1. into the program, 2. between programs or classrooms, and 3. entering new

schools), this can be in the same or separate descriptions. The indicator also asks how the description is shared with both families and staff. This means that the description itself (i.e. the policy, procedure, letter to families, or other written information) is given to both families and staff. Evidence of how this is shared can be in the form of a statement (i.e. a summary or note) that is added to the Comment Box or uploaded as a separate document.

CIL7

Q. What evidence is needed if an outside entity completes the developmental screening tool?

A. If an outside entity completes the developmental screening tool, the program must have evidence showing how they ensure the screening tool is completed on all children. This may include but is not limited to tracking and monitoring results from the outside entity and doing a follow-up screening for any children that did not have one completed by the outside entity.

CIL11

Q. Which classrooms are required to complete an ERS-3 Self-Assessment or SEL PQA Self-Assessment?

A. Only the following program types have the option to select "The program is NAEYC, NAFCC, or NAC accredited or received GSRP funding?"

- NAEYC Accredited
- NAFCC Accredited
- NAC Accredited
- 100% funded GSRP
- 100% funded Head Start
- 100% funded Early Head Start
- 100% funded combination GSRP, Head Start, Early Head Start

If these do not apply to the program, and the program selects the "Currently meeting" option for Indicator CIL11, an ERS-3 Self-Assessment or SEL PQA Self-Assessment is required for every age group/classroom.

CIL12

Q. What should be shown in the natural light photos?

A. The photos must show the source of natural light in each space/classroom. This means that the photos should be clearly labeled to indicate which space/classroom it is from. The photos should be taken from far enough away to see the location of the natural light in the space/classroom, a close-up photo of a window does not show its location in the space/classroom. Photos taken from the exterior of a home or building do not meet the intent of the indicator.

CIL14

Q. Does the staff member who participates in the professional organization need to work at the program?

A. Yes, the staff member participating in a professional organization must be linked as an Employee in the Organization Profile. The person can be a regional support, administration, or supervisory staff who is not in the program day to day if they are linked to the Organization Profile.

Q. Does the evidence of both the membership/association and participation in the professional organization need to be from the same person?

A. Yes, evidence showing both membership/association in a professional organization and participating in a professional organization should be from the same person.

Q. Does the evidence of both the membership/association and participation in the professional organization need to be from the same organization?

A. Yes, evidence showing both membership/association in a professional organization and participating in a professional organization should be from the same organization. Evidence of membership/association in one organization and participation in another does not meet the intent of the indicator.

Professional Development

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

- Classroom Assessment Scoring System (CLASS)
- Environment Rating Scales (ERS-3)
- Cultural Competence/Inclusive Practices
- Family Engagement
- Infant and Toddlers Development (Birth to 3)
- Mental Health
- Preschool Development (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 Development

PD9

Q. Are the eight hours beyond licensing separate from the other PD indicators or do those count toward this indicator?

A. The training staff has for the indicators PD1-PD8 can be used toward the total in PD9. However, if staff has taken training on other topics, those hours could also count for PD9 even if they do not count for PD1-PD8. Additionally, staff could have taken a training that met multiple topics from PD1-PD8 so the training could count for more than one of those indicators, but it would only count once in the total of PD9.

Q. How many hours are needed to total the eight hours beyond licensing?

A. The total is based on the program type as follows:

- Child Care Center (Administrator/Director/Owner and Lead Educator, Assistant Educator, Program staff) requirement of 24 hours (i.e. 24 = 8 + 16 required by licensing)
- Family Care Care (Administrator/Director/Owner and Lead Educator) requirement of 18 hours (i.e. 18 = 8 + 10 required by licensing)
- Family Child Care (Assistant) requirement of 13 hours (i.e. 13 = 8 + 5 required by licensing)

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

SQ1 & SQ2

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

SQ2

Q. Can all programs select the Foundational Level Two Career Pathway Level option?

A. No. The only programs that can select a Foundational Level Two Career Pathway Level are Family Child Care programs and Centers 5 to 12. A Center serving children under the age of 5 should not select this option.

AM1

Q. Is separate evidence required for benefits and paid time?

A. Yes. A program needs to show evidence of its policies or procedures related to both paid time off and benefits separately. Paid time off does not count as a benefit.

Q. Does a program need to offer both paid time off and benefits?

A. No. We know not all programs can do this for financial or other reasons. However, a program should still have a policy or procedure related to this even if that policy or procedure says it is not offered at this time, outlines the plans to offer it in the future, or explains what is done in place of offering this.

Q. Do policies or procedures for sick time count for illness/absence?

A. No. Sick time policies would fall under time off. Illness/absence policies or procedures should be related to what staff do when they are ill or absent. This could include but is not limited to policies or procedures regarding attendance, call-ins, or unexpected illnesses/absences.

AM4

Q. What is a Business Sustainability Plan?

A. A Business Sustainability Plan is a written plan showing the various ways the program plans to sustain its business. It could include their plans, goals, steps, or strategies related to budget planning, cost reduction strategies, financial reporting, maintaining program services, marketing, and/or staff recruitment and retention. A statement of funding sources or a budget would not meet the intent of the indicator.

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

Approved Screening, Assessment, and Curriculum Tools

Screening

- Ages & Stages Questionnaires® (ASQ-3™) (1-66 months)
- BRIGANCE® Early Childhood Screens III
  - BRIGANCE® Early Childhood Screens III (0 - 35 months)
  - BRIGANCE® Early Childhood Screens III (3 - 5 years)
- Devereux Early Childhood Assessment (DECA)
  - DECA for Infants and Toddlers (DECA-IT) (1 - 36 months)
  - DECA for Preschool (DECA-P2) (3 - 5 years)
- Developmental Indicators for the Assessment of Learning (DIAL-4)* (2 years 6 months – 5 years 11 months)
- Early Screening Inventory 3 (ESI™-3)
  - ESI-3-P (3 years - 4 years 5 months)
  - ESI-3-K (4 years 6 months - 5 years 11 months)

Assessment

- BRIGANCE® Inventory of Early Development (Birth - 7 years 11 months)
- COR Advantage (formerly Child Observation Record Advantage) (Birth - 6 years)
- Early Learning Accomplishment Profile (E-LAP™) (Birth - 36 months)
- Learning Accomplishment Profile (LAP-3™) (37 months - 6 years)
- Experience Early Learning Assessment System (A.K.A. Mother Goose Time) (Home-based Family Child Care only) (Birth-5 years)
- Desired Results Developmental Profile (DRDP) (Birth – 12 years)
- GOLD® (formerly Teaching Strategies Gold®) (Birth - Kindergarten)
- The Ounce Scale™ (Birth - 3 years 6 months)
- The Work Sampling System® (3 years - 3rd Grade)

Curriculum

Home Based

- The Bank Street Approach (Birth-To-Three only)
- The Creative Curriculum® for Family Child Care
- The Creative Curriculum® for Infants
- The Creative Curriculum® for Toddlers
- The Creative Curriculum® for Preschool
- The Creative Curriculum® for Pre-K
- Experience Early Learning Curriculum (A.K.A. Mother Goose Time)
- Great First Eight Infant and Toddler Curriculum
- Great First Eight PreK-4/TK Curriculum
- HighScope for Family Child Care
- The Montessori Model
- The Project Approach
- The Reggio Emilia Model

Centers Birth-To-Three
- The Bank Street Approach
- The Creative Curriculum® for Infants (Birth-11 months)
- The Creative Curriculum® for Toddlers (12-27 months)
- Experience Baby Early Learning Curriculum (3-18 months only)
- Great First Eight Infant and Toddler Curriculum
- HighScope Infant and Toddler Curriculum
- The Montessori Model
- The Project Approach
- The Reggio Emilia Model

Centers Preschool
- The Creative Curriculum® for Preschool (3-5 years)
- Great First Eight PreK-4/TK Curriculum
- HighScope Preschool Curriculum
- The Montessori Model
- The Project Approach
- The Reggio Emilia Model

Centers PreK
- Connect4Learning (4-year-old/Pre-K, school-year only)
- The Creative Curriculum® for Preschool (3-5 years)
- The Creative Curriculum® for Pre-K (4-5 years)
- Early Foundations (GSRP classroom in KinderCare programs only)
- Great First Eight PreK-4/TK Curriculum
- HighScope Preschool Curriculum
- The Montessori Model
- The Project Approach
- The Reggio Emilia Model

* Pearsons Qualification Level B (https://www.pearsonassessments.com/professional-assessments/ordering/how-to-order/qualifications/qualifications-policy.html)

Environment Rating Scale Self-Assessment

The Environment Rating Scale Self-Assessment is a tool to support reflection on the quality of the learning environment and is not meant to be a substitute for an On-Site Observation. The completed Environment Rating Scales Self-Assessment can be uploaded to the Self-Reflection as evidence for indicator 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*. Completing a Self-Assessment with the Environment Rating Scale can also help you identify areas in the program or classroom that you would like to improve. These results can also be discussed with your Quality Improvement Coach, to help you focus efforts on changes within the program to improve quality. If you would like to learn more about the Environment Rating Scales, including the various items and indicators, refer to the appropriate Environment Rating Scale book: ITERS-3 (Infant/Toddler ERS), ECERS-3 (Early Childhood ERS), or FCCERS-3 (Family Child Care ERS).

Program Name:

Classroom/Group Name:

Age range:

Date:

Staff/Provider conducting the Self-Assessment:

Choose one*:   ☐ FCCERS   ☐ ITERS   ☐ ECERS
                 Home-Based Child Care   Infant/Toddler Classroom   Early Childhood/Preschool Classroom

*Complete a separate Self-Assessment for every age group/classroom

Space and Furnishings	YES	NO	N/A
1. Indoor space and furnishings for children and adults are sufficient. Space is in good repair, clean and well-maintained.			
2. Some adult seating is available for routine care. **ITERS only**			
3. Individual space for storage of children's individual belongings which do not touch other children's belongings is made available. Most furniture is child-sized, sturdy and in good repair. Some storage used for extra toys and supplies is available. Furnishings built for specific purposes accessible.			
4. Furnishings and toys providing a substantial amount of softness are accessible to children. Toys are clean and in good repair. A protected cozy area is provided for one or two children to play without intrusion by others.			
5. Three to five interest areas OR experiences and/or routine care areas are defined and conveniently equipped. **ITERS & ECERS only**			
6. Areas for quiet and active play are separated. **ITERS & ECERS only**			
7. Space is provided to allow different kinds of play to go on at the same time. **FCCERS only**			
8. Toys are stored for easy access by children.			
9. Space is set aside for privacy. **ECERS only**			
10. Space is arranged to provide visual supervision of children at all times.			
11. Pictures, photos, posters, and children's work are displayed at child's eye-level where children can see them, and staff/provider talk with children about display materials. Most of the display is work done by the children, is rotated frequently, and reflects recent activities, interests, and developmental levels of the children.			
12. Sufficient outdoor space is easily accessible for children in the group. Gross motor spaces are generally safe, indoor & outdoor. Children play outside daily, weather permitting. **ECERS only**			
13. Gross motor equipment is age-appropriate for children. Ample materials and equipment for vigorous physical activity are available so children have access without long periods of waiting. Both stationery and portable equipment is used. **ECERS only**			

NOTES

Personal Care Routines	YES	NO	N/A
1. Well-balanced and scheduled meals/snacks are served appropriate to the age group. Meals and snacks meet the USDA guidelines. Water is offered or available to all children, 12 months and older, who are eating solid food, between meals. Sanitary procedures are maintained, food allergies are posted, and food/beverage substitutes are posted.			
2. Staff/provider provide a pleasant and relaxed meal time by sitting and talking with the children. Independent eating is encouraged as appropriate for the age and ability of the children in the group.			
3. Nap/rest is appropriately scheduled to meet the needs of the children. Nap space conducive to resting is well supervised and children are aided in relaxing as needed. All cots, mats and/or cribs are 3 feet apart. Cots and mats are covered with a clean blanket or sheet. Crib mattresses are covered with a tight-fitting sheet.			
4. Diapering/toileting schedules meet the individual needs of children. Sanitary conditions are maintained. The stand-up and lay down procedures are used when appropriate.			
5. Adults and children consistently follow hand washing procedures at all required times. Non-antibacterial soap and running water or acceptable alternative are used.			
6. No major safety hazards are present indoors or outdoors.			

NOTES

Language and Literacy/Language and Books	YES	NO	N/A
1. A wide selection of books is accessible: More than 20 appropriate books are accessible with at least 6 for each age group. **FCCERS only** More than 20 books are accessible throughout the observation for infants and toddlers. **ITERS only** At least 30 books appropriate for preschool children are accessible daily. **ECERS only**			
2. Book times are warm and interactive. Staff/provider informally read books to children daily.			
3. Staff/provider have conversations with all children frequently throughout the day during routines and free play. Verbal communication is positive, encouraging, and personalized.			
4. Materials and activities that encourage children to communicate are appropriate and accessible during free play and routines.			
5. Staff/provider use words that name and describe people, places, things, and actions as children experience them in their daily routines and play.			
6. Staff/provider use opportunities from the materials, displays, and other experiences frequently to introduce and define words to children.			
7. Staff/provider add information to expand on ideas presented by children.			
8. Staff/provider add words to the actions they take in responding to children throughout the day. Staff/provider respond in a timely manner.			
9. Staff/provider talk about logical relationships while children use materials that simulate reasoning. Children are encouraged to talk through or explain their reasoning when solving problems. Concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences. **ECERS & FCCERS**			

NOTES

Activities/Learning Activities	YES	NO	N/A
1. Many and varied developmentally appropriate fine motor materials of each type are accessible to children. Materials are stored separately, at child level, are well-organized with similar toys stored together.			
2. Many and varied art materials, which are safe and non-toxic, are accessible to children. Individual expression and use of art material is encouraged for all ages. Staff/provider facilitate appropriate use of materials.			
3. Many and varied music materials, including instruments are accessible to children. Various types of music are used.			
4. A variety of blocks and accessories are accessible to children. Blocks and accessories are organized according to type. Blocks must be stackable (legos, duplos, magnatiles, etc. are considered fine motor).			
5. A special block area is set aside out of traffic, with enough space, storage, and a suitable building surface.			
6. Sand and/or water activities are provided regularly, and a variety of accessories are accessible when age appropriate. Supervision is close.			
7. Many and varied age-appropriate dramatic play materials are accessible to children. A dramatic play area is clearly defined with organized storage.			
8. Developmentally appropriate nature/ science games, materials or activities are accessible to children. Daily events are used as a basis for learning about nature/science.			
9. Many developmentally appropriate math/number materials of various types are accessible to children.			
10. Books, props, pictures, and materials used to represent diversity are accessible, developmentally appropriate, non-violent, and culturally sensitive and depict gender diversity.			
11. All media screen time/technology (if used) follows recommended guidelines. Children under 2 do not have access. Adults are engaged in technology time. All content is developmentally appropriate.			
12. Safe gross motor space is available indoors and outdoors and is ample enough for children to move freely. Space has enough developmentally appropriate portable and stationary equipment for children to be active in a safe manner. **ITERS/FCCERS only**			
NOTES			

Interactions	YES	NO	N/A
1. Staff/provider/child interactions are pleasant, frequent, and helpful. Staff/provider show awareness of the whole group, react quickly to solve problems in a comforting and supportive way, and act to prevent dangerous situations before they occur.			
2. Careful supervision indoors and outdoors occurs in order to assure children's safety of all ages. Staff/provider give children help and encouragement when needed. Arrangement of the space makes it possible for staff/provider to see all children at a glance. Supervision is appropriate based on the materials and the child's development.			
3. Expectations are generally realistic and based on age and ability of children. Staff/provider use non-punitive discipline methods effectively and the program is set up to avoid conflict and promote appropriate interaction. Staff/provider do not use physical punishment or severe discipline.			
4. Staff/provider respond to children in a warm, supportive manner through the use of appropriate verbal and physical contact that is respectful and sympathetic to children who are upset, hurt or angry.			
5. Staff/provider facilitate positive peer interactions among children. This includes stopping negative or hurtful interactions and modeling positive social skills.			
6. Children are provided many open-ended activities daily. Teaching is individualized often during the day. **ECERS only**			
NOTES			

Program Structure	YES	NO	N/A
1. The schedule provides a balance of structure and flexibility with a variety of play activities, indoor and outdoor weather permitting daily. Children should not wait longer than 3 minutes with nothing to do during transitions.			
2. Indoor and outdoor free play occurs daily, weather permitting, with supervision that protects children's health and safety. For the purposes of ERS observations in Michigan, weather permitting means every day, unless there is active precipitation, extremely hot (90º or above) or cold (10º or below) feels like temperature, or public announcements that advise people to remain indoors due to weather conditions or high levels of pollution that might cause health problems.			
3. Staff/provider are actively involved in facilitating children's play. Ample and varied toys, games, and equipment are accessible for children to use in free play.			
4. Whole group gatherings are limited to short periods suitable for the age and individual needs of children. Some routines are done in small groups or individually. Children are never forced to participate in whole group.			
5. Alternative activities are accessible for children not participating in whole group.			

NOTES

Social and Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment Guide

The Social Emotional Learning Program Quality Assessment (SEL PQA) Self-Assessment is a tool to support reflection on the quality of the schoolage learning environment and is not meant to be a substitute for an On-Site Observation. The completed SEL PQA Self-Assessment can be uploaded to the Self-Reflection as evidence for indicator 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.* Completing a Self-Assessment with the SEL PQA can also help you identify areas in the program or classroom that you would like to improve. These results can also be discussed with your Quality Improvement Coach, to help you focus efforts on changes within the program to improve quality. For more information on the Social Emotional Learning Program Quality Assessment visit the SEL PQA page on the Great Start to Quality Website. The SEL PQA can be downloaded free of charge from The Forum for Youth Investment.

Facility Name:

Classroom:

Name:

Date:

Staff/Provider:

Complete the following SEL PQA Self-Assessment guide in all schoolage classrooms.

CREATING SAFE SPACES Staff provide a safe and welcoming environment	YES	NO	N/A
1. The emotional climate is always positive. Young people and staff are observed offering encouragement, affirmations, or support to others.			
2. Staff use positive and warm words, tone of voice, and body language that convey enthusiastic welcome, sincere affection, or genuine interest in young people's well-being.			
3. Staff create a safe space for young people to share and provide young people with specific guidance or supports for creating a safe space.			
4. Staff group management style is characterized by proactive and/or positive approaches.			
5. Staff consistently hold young people and themselves accountable to an agreed-upon set of guidelines, behavior expectations, or consequences.			
6. There is no evidence of bias on the part of staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion.			

NOTES

EMOTION COACHING Staff prompt young people to be aware of and constructively handle their emotions	YES	NO	N/A
1. Staff consistently acknowledge, validate, and name emotions of young people.			
2. Staff ask all young people to name or describe their emotions or identify the intensity of their emotions.			
3. Staff ask young people about or discuss constructive handling of their emotions.			
4. Staff tell young people about possible causes of their emotions.			

NOTES

SCAFFOLDING LEARNING Staff scaffold tasks for optimal learning	YES	NO	N/A
1. Staff break down difficult tasks into smaller or simpler steps which are outlined or explained to young people before they begin.			
2. Staff model skills for all young people.			
3. Staff encourage all young people to try out skills or attempt higher levels of performance.			
4. Staff monitor or state an observation of the level of challenge for individuals or the group and adjust supports to maintain an appropriate level of challenge, if necessary.			

NOTES

FOSTERING GROWTH MINDSET Staff support young people in developing achievement effort beliefs	YES	NO	N/A
1. Staff guide or support young people in attempting to figure out for themselves how to improve.			
2. Staff support contributions or accomplishments of young people by acknowledging what they've said or done with specific, non-evaluative language.			
3. Staff attribute success to effort, strategy, attention, practice, or persistence.			

NOTES

FOSTERING TEAMWORK Staff provide opportunities to collaborate and work cooperatively with others	YES	NO	N/A
1. Staff provide opportunities for young people to participate in small groups that require active collaboration.			
2. Staff provide opportunities for all young people to work toward shared goals.			
3. Staff provide all young people multiple or extended opportunities to understand and practice group-process skills.			
NOTES			

PROMOTING RESPONSIBILITY AND LEADERSHIP Staff provide young people with opportunities to grow in responsibility and leadership	YES	NO	N/A
1. Staff provide all young people with opportunities to be responsible for assigned tasks or activities.			
2. 2. Staff never take over or intervene intrusively in assigned tasks or activities, supporting young people to carry out roles or responsibilities as independently as possible.			
3. Staff provide young people opportunities to mentor an individual.			
4. Staff provide young people opportunities to lead a group.			
5. Staff provide young people with an opportunity to share their ideas or work with the entire group.			
NOTES			

CULTIVATING EMPATHY Staff support young people in practicing empathy skills	YES	NO	N/A
1. Staff provide young people an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is the sole focus of the activity.			
2. Staff ask young people to discuss the causes or consequences of other people's emotions.			
3. Staff provide explicitly opportunities for all young people to affirm, appreciate, or show kindness to others.			
4. Staff provide formal opportunities to learn about, discuss, and value differences.			

NOTES

FURTHERING LEARNING Staff encourage young people to deepen their learning	YES	NO	N/A
1. Staff have young people make connections between session activities and young people's previous knowledge.			
2. Staff support young people in linking concrete examples to content-related principles or categories.			
3. Staff encourage young people to deepen or extend knowledge.			
4. Staff support young people to use logical reasoning.			
5. Staff frequently make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning.			

NOTES

SUPPORTING YOUTH INTERESTS Staff shape opportunities for young people to make choices based on their interests	YES	NO	N/A
1. Staff provide opportunities for young people to make at least one open-ended choice within the framework of the activities.			
2. Staff provide all young people with multiple opportunities for choice among or within activities.			
3. Staff support young people in using their creativity, curiosity, or imagination.			

NOTES

SUPPORTING PLANS AND GOALS Staff provide opportunities to plan, set goals, and solve problems	YES	NO	N/A
1. Staff provide multiple opportunities for young people (individual or group) to set goals, or make or revise plans for projects and activities.			
2. Staff provide opportunities for young people to record or represent their plans.			
3. Staff have young people monitor progress toward goals the young people set for themselves.			
4. Staff support young people to try more than one way to achieve a goal or solve a problem.			

NOTES

Professional Development Quality Indicator by Position and Proration Charts

Purpose

This document is for use as a quick reference tool to help you determine the professional development requirements in the Self-Reflection for each staff based on position and length of employment. It may help you as you plan annual staff professional development, search for training in MiRegistry, and prepare for the submission of the Self-Reflection.

Importance

Continued learning allows the administrator, program director, school-age site supervisor, owner, lead, assistant, and school-age staff to keep up to date on current practices. Understanding these topics supports staff development, staff retention, adult-child interactions, and improves business policies and practices.

Reminders

- Professional development hours must be taken through MiRegistry.
- Professional development must be taken within the 12 months prior to the Self-Reflection submission date.
- The Administrator/Director is connected to the Organization Profile and the Classrooms Tab.
- All staff must be connected to the Organization Profile.
- All staff must have a Membership Status.
- All staff must have a verified Employment Status.
- Assistant staff are defined as regularly scheduled staff who are included in licensing adult to child ratios. It does not include aides, subs, floats, nonteaching support staff, kitchen staff, bus staff, or emergency backup caregivers. Rather than using the Assistant position, these staff should use the titles Non-Teaching Support Staff, Substitute, Support Staff, Volunteer, or Other.

Proration Charts

Great Start to Quality prorates the amount of professional development hours required if
- A staff member was hired within the last year (12 months)
- The program opened within the last year (12 months)

Refer to the following charts to determine the number of clock hours needed for staff hired within the last year and/or for programs opened within the last year.

Child Care Center (Administrator/Director, Lead Educator, Assistant Educator, Program Staff)

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

Chart 1- Child Care Center (Administrator/Director, Lead, Assistants, Program Staff)

Family Child Care (Administrator/Director/Owner and Lead Educator) and Small Capacity Center*** (Administrator/Director, Lead Educator, Assistant Educator, Program Staff)

Months Since Hire Date	0-3	4	5	6	7	8	9	10	11	12+
Number of PD hours needed	0-5	6	8	10	11	13	15	16	17	18

*Chart 2- Family Child Care (Administrator/Director/Owner/Operator and Lead Educator) and Small Capacity Center*** (Administrator/Director, Lead Educator, Assistant Educator, Program Staff)*

Family Child Care (Assistant)

Months Since Hire Date	0-3	4	5	6	7	8	9	10	11	12+
Number of PD hours needed	0-2	3	4	5	6	7	8	9	11	13

Chart 3- Family Child Care (Assistant)

*Staff hired for less than 90 days do not require a certain number of professional development hours.
**CPR and First Aid hours do not count toward the total professional development hours.
***Small capacity center means a child care center that receives 20 or fewer children less than 13 years of age.

Professional Development Quality Indicator by Position

Indicator Topic(s)	# of Hours	Admin/ Director/ School-age Site Supervisor/ Owner	Assistant Director	Lead Caregiver/ Teacher (of children ages birth kindergarten entry)	Assistant Teacher/ Family Child Care Assistant (of children ages birth through age 12)	School-age Teacher (of children ages kindergarten entry through age 12)
PD1: Focused on the age grouping served by the staff including: • Infants (birth to one year) • Toddlers (one year to 36 months) • Preschool (36 months to kindergarten entry) • School-age (kindergarten entry through age 12)	2			✓	✓	✓
PD2: Focused on one (1) of the following: • Challenging behaviors • Prevention of suspension • Expulsion • Mental health • Trauma-informed practices • Social and emotional health	2	✓	✓	✓	✓	✓

Indicator Topic(s)	# of Hours	Admin/ Director/ School-age Site Supervisor/ Owner	Assistant Director	Lead Caregiver/ Teacher (of children ages birth kindergarten entry)	Assistant Teacher/ Family Child Care Assistant (of children ages birth through age 12)	School-age Teacher (of children ages kindergarten entry through age 12)
PD3: Focused on one (1) of the following: • Culture • Diversity • Disabilities • Inclusive practices	2	✓	✓	✓	✓	✓
PD4: Focused on family engagement	2	✓	✓	✓	✓	✓
PD5: Focused on the Strengthening Families™ Protective Factors Framework which 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	2	✓	✓	✓	✓	✓
PD6: Focused on antibias approaches	2	✓	✓	✓	✓	✓
PD7: Focused on effective business practices	2	✓				

Indicator Topic(s)	# of Hours	Admin/ Director/ School-age Site Supervisor/ Owner	Assistant Director	Lead Caregiver/ Teacher (of children ages birth kindergarten entry)	Assistant Teacher/ Family Child Care Assistant (of children ages birth through age 12)	School-age Teacher (of children ages kindergarten entry through age 12)
PD8: Focused on Environment Rating Scale (ERS), Classroom Assessment Scoring System (CLASS), or Social Emotional Learning Program Quality Assessment (SEL PQA) to prepare for the On-Site Observation	2	✔				
PD9: Training beyond licensing requirements in areas of interest or that align with individual professional development goals	8	✔	✔	✔	✔	✔

January 2025

MiRegistry Staff Position Titles

The following are the position title options for staff to select in MiRegistry while completing their employment information. Knowing programs may use different names for various staff titles, there are common examples of staff titles. If the program uses any of the example staff titles listed, use the corresponding position title option in MiRegistry.

MiRegistry Position Title	Definition	Examples of commonly used staff position names
Administrator/Program Director/School-age Site Supervisor	The individual who oversees the daily operation of the program and is onsite for the majority of the day serving children of all ages.	• Administrator/Administrative Director • Early Childhood Program Director • Interim Director • Program Director • School-age Program Director • Site Supervisor
Assistant Director	The individual who supports the Administrator/Program Director/School-age Site Supervisor in the daily operation of the program and is onsite for the majority of the day serving children of all ages.	• Assistant Program Director • Assistant Site Supervisor • Early Childhood Assistant Program Director • Interim Assistant Director • School-age Assistant Program Director
Owner/Operator/Licensee	The individual who owns and/or runs the business.	• Family Child Care Owner/Administrator • Program Owner

MiRegistry Position Title	Definition	Examples of commonly used staff position names
Lead Caregiver/Teacher	The individual who is regularly scheduled **and** is included in licensing adult-to-child ratios. This individual works with children ages birth through kindergarten entry.	• Co-Lead Teacher • Directress/Guide • Family Child Care Lead Teacher • Head Teacher • Interim Lead • Lead Teacher
School-age Teacher	The individual who is regularly scheduled **and** is included in licensing adult-to-child ratios. This individual works with school-agers ages kindergarten entry through age 12.	• Interim Staff • School-age Assistant Staff • School-age Head Teacher • School-age Lead Teacher • School-age Staff
Assistant Teacher/Family Child Care Assistant	The individual who is regularly scheduled **and** is included in licensing adult-to-child ratios working with children ages • Family Group Homes- Birth through age 12. • Centers- Birth through kindergarten entry.	• 3rd Person • Assistant Caregivers • Assistant Teachers • Classroom Aide • Family Child Care Assistants • Interim Assistant Staff

MiRegistry Position Title	Definition	Examples of commonly used staff position names
Non-Teaching Professional Staff	The individual who provides specific support to the program, staff, or children. This individual is **not** included in licensing adult-to-child ratios.	• Atelierista • Behavioral Support Staff • Coaches • Curriculum Coordinator • Early Childhood Specialist • Family Advocate • Home Visitor • Occupational Therapist • Office Staff • Parent Coordinator • Speech Therapist
Non-Teaching Support Staff	The individual who supports the daily operations of the program. This individual is **not** included in licensing adult-to-child ratios.	• Bus Driver • Cook • Custodian • Maintenance • Office Staff
Support Staff	The individual who provides additional classroom support and works with children in the classroom. This individual is **not** included in licensing adult-to-child ratios.	• Float • Individual Child Aide • Paraprofessional
Substitute	The individual who fills in for another staff member who is absent from work. This individual **is** included in licensing adult-to-child ratios. This individual works with children ages birth through 12.	• Ancillary Teacher • Family Child Care Emergency Caregiver On-call Teacher • Subs

MiRegistry Position Title	Definition	Examples of commonly used staff position names
Intern	The individual who provides direct child care functions and related duties. This individual works under the supervision of program staff. This individual is **not** included in licensing adult-to-child ratios. This individual works with children ages birth through 12.	• College Intern • Student Teacher
Volunteer	The individual who provides service for a child care center that is not compensated This individual is supervised at all times when children are in care.	• Community Member • Co-Op Individual • Family Member • Grandparent
Other	Any individual that supports a program in a way not defined by another MiRegistry position title.	• Family Child Care Emergency Caregiver

February 2023