A School Age Design of Great Start to Quality

August 2015

Great Start to Quality

Start here for Quality Early Childhood Education

Acknowledgements

The project staff is deeply appreciative of the diverse and valuable contributions made by so many who assisted with this project the School Age Design of Great Start to Quality. The project benefitted greatly from the insights of many with a range of experiences related to the elements of the project. A huge thank you is owed to each member and their dedication to the project and the out-of-school time field in Michigan.

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Introduction

PURPOSE

The purpose of this report is to provide the Michigan Department of Education-Office of Great Start (MDE-OGS) with recommendations as to how Great Start to Quality, Michigan's tiered quality rating and improvement (QRIS) system, might be expanded to be inclusive of programs that serve schoolagers and their families. Schoolagers, children who are starting kindergarten and up to the age of twelve, are cared for in different types of settings and within different programs. To capture this unique age group and the field that serves them the term "out-of-school time care and education" was developed as a product of this project; this terminology was created be inclusive, out-of-school time care and education occurs in many settings, and is provided by a diverse group entities. By developing this term the Steering Committee felt it was important to not only name the field, but to provide a definition of high quality Michigan licensed and registered out-of-school time care and education providers and programs.

HISTORY/BACKGROUND

In 2014 the Michigan Department of Education-Office of Great Start awarded funds to the Early Childhood Investment Corporation (Investment Corporation) to learn about the out-of-school time care and education field in Michigan. The Investment Corporation contracted with the American Institute for Research (AIR) with three key objectives:

1. Develop a definition of school age with input from Michigan stakeholders;

2. Review current quality improvement efforts in Michigan and nationally;

3. Make recommendations to build a comprehensive quality rating and improvement system (QRIS) for school age programming in Michigan.

As part of the project, AIR submitted three reports to provide insight and information from the field on the current landscape for out-of-school time programs in Michigan and nationally. Based on this work, the Investment Corporation submitted a set of recommendations to MDE–OGS in September 2014. With input from an Advisory Committee and the Investment Corporation, as well from information collected from 11 other states, AIR recommended a definition of school age children for the system: *kindergarten through age*

12. The remaining recommendations fell into six key areas. Table 1. shows each category and its associated recommendation.

Table 1. Recommendations by QRIS Category

QRIS Category	Recommendation
System Models	The school age QRIS should be incorporated into Great Start to Quality
Tiered Program Standards	The Michigan Out-of-School Time Standards of Quality (M-OST Standards) should be used as the foundational for indicators of program quality.
Monitoring	Monitoring (e.g. assessment measures and tools, the role and qualifications of the assessors, and the process of assessment) should include the School Age Program Quality Assessment Tool for programs serving a school age population. Other monitoring should remain the same.
Public Availability of Quality Ratings	Ratings for programs serving a school age population should be listed on the Great Start to Quality website.
Support to Meet Progressive Standards	Support to programs should take into account the age group being served to tailor content accordingly.
Operating System	The same operating system, e.g. STARS and WorkLife should be used.

For fiscal year 2015, MDE–OGS again awarded funds to the Early Childhood Investment Corporation to implement the next step of development a school age design of Great Start to Quality. Using the recommendations produced in FY14, as well as the information gathered during the previous fiscal year, the Investment Corporation determined a scope of work that would engage stakeholders in dialogue regarding the FY14 recommendations for a school-age quality rating and improvement system. These stakeholders included: families who would use the a school age design of Great Start to Quality, Michigan's QRIS, people providing and managing/leading programs and services that would be potentially related to the QRIS both state and local, people from community organizations who touch families and children who would be trusted advisors to families about a QRIS. The goal of these dialogues being the development of comprehensive recommendations as to how Great Start to Quality could be expanded to include out-of-school time care and education programs. The work as

described in detail in this report has been guided by three summary statements from the recommendations in Table 1.

- School age children are between the ages of kindergarten entry and twelve years old.
- The school age system should feel similar to Great Start to Quality. The term "feel similar" speaks to the need for the end users, families and providers, to be able to engage with, navigate and use the system successfully regardless of the age of the child(ren) they care for.
- The indicators used to measure program quality in out-of-school time settings will take into account work done to develop the Michigan Out-of-School Time Standards of Quality.

Overall Design of the Project

STAKEHOLDER PRESENTATION

One of the key attributes of the project, which was felt to be crucial by both the Early Childhood Investment Corporation and the Michigan Department of Education-Office of Great Start, was that Michigan's out-of-school time field be robustly represented in the development of recommendations. The work was structured into committees to allow for many voices from the field to contribute to the developed recommendations.

STAKEHOLDER RECRUITMENT AND ORIENTATION

The recruitment of Steering Committee (the leading body of this work) members was informed by MDE-OGS and built from the Advisory Committee members for the FY14 work. Additional members were added to more robustly reflect the field including notably - the Michigan After School Partnership (MASP) and the Michigan Afterschool Association (MAA). A survey was distributed publically using both the networks of Steering Committee and the communication mechanisms available to the Early Childhood Investment Corporation and the Michigan Department of Education-Office of Great Start to recruit interested parties from the out-of-school time field. All Steering Committee members were asked to assist in soliciting other members of the out-of-school time field to serve on various Workgroups.   Nearly fifty potential Workgroup members were contacted and briefed on the overall project, their own duties and responsibilities and invited to join a specific Workgroup. The membership of each Workgroup and the Steering Committee is noted on the Acknowledgement page. A webinar, open to the public, was held to provide details on the history of the project and the goals of the work in FY15.

WORKGROUP STRUCTURE AND RELATIONSHIP TO STEERING COMMITTEE

The design of the Workgroups focused on representing the diversity of the out-of-school time field, including geographic spread. There was a need to balance group size, with the ability to complete a defined scope of work within the agreed upon timeframe. All Workgroups allowed for members to join via conference call or webinar technology. Workgroups members all also agreed to gather at least twice in person.   Each Workgroup was facilitated by volunteer members of the Steering Committee. By selecting volunteer co-facilitators for the Workgroups from the Steering Committee, communication lines were kept open, helping to ensure that everyone was on the same page as to not only the overall goals

of each Workgroup, but the goals of each other's Workgroups. Each Workgroup also worked with a contractor who has specialized experience and expertise in the relevant topic(s). See Figure 1 (below) for a depiction of the structure and flow of information. Each of the Workgroups shared iterative drafts of their recommendations with the others, and the Steering Committee, to gain further insight and feedback. This multi-way feedback loop helped to support all Workgroups, including the Steering Committee, to understand both the process and thinking behind each recommendation related to any topic. Workgroups also took advantage of the expertise in the other groups having members of the Steering Committee or other Workgroups come and present on their specialties. For example, Mary Sutton of Michigan After School Partnership shared with the Quality Improvement and Technical Assistance about the Partnerships' work in the field and emerging trends, such as digital badging. Steering Committee members generously and regularly made themselves available to answer any questions possible for all of the Workgroups.
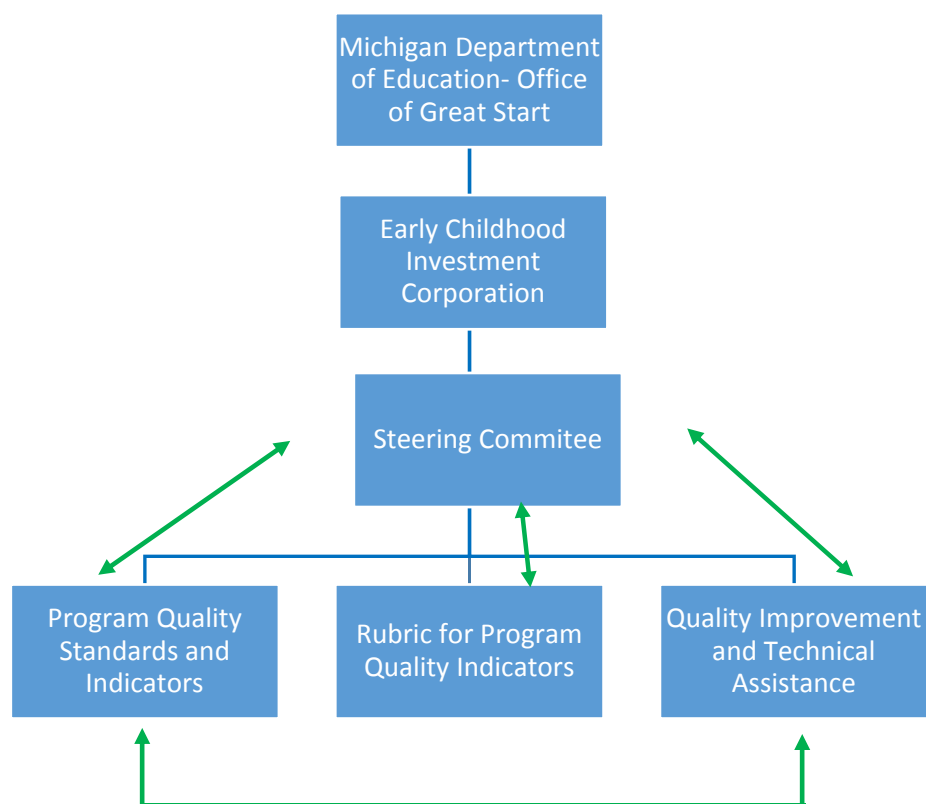
Figure 1. The blue boxes display how the committees were structured. The green arrows show how information moved between Workgroups and the Steering Committee. The blue lines show how the final recommendations moved from Workgroups to the Steering Committee, and then to the Investment Corporation.

DEFINITION OF OUT-OF-SCHOOL TIME CARE AND EDUCATION

The Steering Committee felt the development of a definition of quality out-of-school time care and education based on Michigan's related standards of program quality, the Michigan Out-of-School Time Standards of Quality and the Core Knowledge and Core Competencies for staff serving this population, would be an important unifying factor in support of quality for the field. It was important to the Steering Committee that all those who provide licensed and registered out-of-school time care and education be able to "see themselves" in the definition. Recommended Definition: "A high quality out-of-school time care and education program is led by a strong and effective Program Director who fosters a culture that recognized and encourages strong leadership skills among staff and schoolagers. The program provides developmentally appropriate activities that meet the needs of all children. Activities are consistently offered to address social-emotional development life skills, character education and academics. Schoolagers, through facilitative guidance, have their voices heard and validated via youth-adult partnerships where discovery and learning are celebrated. The program and staff engage families and provides expanded learning opportunities and multiple avenues for children and their families to connect to the community in dynamic ways. Programs, schoolagers and their families have positive relationships where they feel emotionally safe and supported. Programs pursue and are provided with ongoing training, coaching and other supports for implementation of best practice among all three groups: leadership team/staff, management and schoolagers."

FOCUS GROUPS

To ensure the recommendations were robustly informed by the perspectives of key stakeholders three focus groups were also conducted as a part of this project. Schoolagers and their caregivers: Focus groups were hosted with schoolagers and their caregivers across the state to understand more about what schoolagers and their families want and need from their out-of-school time care. The findings from these focus groups can be found in Appendix 3. Providers of out-of-school time care and education: Focus groups are being hosted with providers of out-of-school time care; these focus groups will gather feedback from providers and staff of programs providing care to schoolagers on the overall recommendations and an in depth exploration of the indicators of program quality. Due to this reality, the findings are not incorporated into the report but will be submitted to MDE-OGS for consideration before the close of FY 15. Great Start to Quality Resource Center Directors: Great Start to Quality Resource Center Directors were engaged in August 2015 to review the recommendations. Directors will be provided with a copy of the full report and surveyed to gather their insights,

focused on the recommendations around the provision of quality improvement supports to the out-of-school time field. Their comments, questions and concerns will be submitted to the MDE-OGS before the close of FY 15.

Recommendations

The following sections share the recommendations from each of the three Workgroups, with the Program Quality Indicators and Rubric for Program Quality Indicators combined into a single section, the recommendations for system-level considerations from the Steering Committee; and further considerations.

PROGRAM QUALITY INDICATORS AND RUBRIC

The work of the Program Quality Indicators Workgroup (Indicator Workgroup) and the Rubric for Program Quality Indicators Workgroup (Rubric Workgroup) informed the recommended indicators and rubric.

The Indicator Workgroup, comprised of eight members and one facilitator, met eight times between March 2015 and June 2015. Indicator Workgroup members included parents and technical assistance providers, as well as those working in child care licensing, the MDE–OGS, the Early Childhood Investment Corporation, and out-of-school time programs.
The Indicator Workgroup was charged with developing sets of indicators based on the

Michigan Out-of-School Time Standards of Quality (M-OST), as well as the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals (Core Knowledge and Competencies). The goal of the Indicator Workgroup was to design differentiated indicators for all licensed or registered settings, develop program quality indicators for all programs that serve school age children, and recommend a program quality self-assessment tool.

The Rubric Workgroup met four times between March 2015 and June 2015, and included 10 members and two co-facilitators. Rubric Workgroup members were training and technical assistance providers, and those working in the MDE–OGS, out-of-school time programs, and the Michigan After School Partnership.

The Rubric Workgroup was charged with considering the weight and points of indicators in the early childhood version of Great Start to Quality and to ensure clear, differentiated levels of quality in the recommended out-of-school time rubric. The Rubric Workgroup was charged to develop a rubric that assigns weights and points to the program quality indicators recommended by the Indicator Workgroup.

INDICATOR DEVELOPMENT

The Indicator Workgroup used the M-OST Standards and the Core Knowledge and Competencies as the foundation for the school age indicators, as recommended by AIR in its

2014 report titled *Recommendations for a School Age Design of Great Start to Quality* submitted to MDE–OGS. The Indicator Workgroup began by reading the M-OST Standards and Core Knowledge and Competencies to become familiar with the content. The Indicator Workgroup worked section by section through the current early childhood indicators in Great Start to Quality to determine the following:

1. Did the early childhood indicator related to programs serving a school age population not need to change?
2. Did the early childhood indicator related to programs serving a school age population need only small changes to wording (e.g., if the early childhood indicator referenced children, then the school age indicator was updated to reference schoolagers)?
3. Was the early childhood indicator not applicable to programs serving a school age population and not included as part of the recommendations for school age indicators?
4. Was a new indicator needed for specific programs serving a school age population?

The Indicator Workgroup used worksheets (see Figure 2 for an example) to capture information related to (a) the recommended indicator, (b) the intent behind the indicator, (c) the evidence required to meet the indicator, (d) which setting the indicator applied to (center or family or group homes, with or without assistant(s), and (e) the aligned source (i.e., one or more M-OST Standards, Core Knowledge and Competencies).

Figure 2. Example Worksheet for Recommended Indicators

Indicator Workgroup members completed worksheets for each indicator and conveyed information to the Rubric Workgroup and the Steering Committee so they could develop weights and points for each indicator and to finalize the indicator recommendations. Staff from the Early Childhood Investment Corporation had the opportunity to review and provide feedback on the indicators as they were being developed. The group requested review by those within the Investment Corporation who were familiar with the current indicators to gain insight and information about whether those being developed would feel similar to the current early childhood indicators. Final worksheets with the recommended indicators for center-based settings can be found in Appendix A. starting on page 37. Final worksheets with the recommended indicators for home-based settings can be found in Appendix A. starting on page 69.

When the Indicator Workgroup completed an initial draft of the indicators, the AIR team reviewed the M-OST Standards that had been identified as aligning to the indicators (see line E in Figure 2). The AIR team then compared those with the full domain of standards to determine which standards, if any, were not currently being addressed. During its meeting on May 18, 2015, the Indicator Workgroup reviewed each outstanding M-OST Standard to determine if there was a current indicator that fit the standard, if the standard was addressed through licensing (the basis for participation in Great Start to Quality), or if the standard was addressed through the on-site Assessment Tool. Eventually, each M-OST Standard was addressed through this process.

The Indicator Workgroup recommended 30 to 41 indicators (depending on the setting) in five categories: Staff Qualification and Professional Development, Family and Community Partnerships, Administration and Management, Environment, and Curriculum and Instruction. These categories are identical to the categories of early childhood indicators. The Workgroup decided that the additional topics of the M-OST could be incorporated into existing categories rather than creation of additional categories.

The completed worksheets are in Appendix A contain summary tables for the center-based settings (page 103) and family or group home settings (page 111), respectively.

Finally, the Indicator Workgroup was charged with recommending the tool deemed most appropriate to assess program quality for programs eligible for a 4 or 5 Star rating. The Indicators Workgroup choose the School Age Program Quality Assessment (PQA) for center-based school age programs. The School Age PQA is aligned with the following M-OST Standards: Health and Safety, Human Relationships, Indoor and Outdoor Environment, and Program Activities. The School Age PQA was developed by the David P. Weikart Center for Youth Program Quality. It is an observation tool and interview protocol designed for use in programs that serve Grades K–6. It can be used as a self-assessment tool or by external observers for the purposes of program improvement and monitoring as well as research and evaluation initiatives. Constructs measured by the PQA include safe environment, supportive

environment, interaction, and engagement. The Indicators Workgroup recommended the School Age PQA for the following reasons:

- It is free of charge;

- It has both internal and external assessment components. This means that staff in the program could the tool to assess the program (internal assessment), and that the tool can be used by external evaluators as well (external assessment;

- It is not duplicative of the indicators for the Self-Assessment Survey (SAS). The SAS measures environmental quality, those pieces that speak to how the overall program is structured and run. The School Age PQA measures process quality, how the staff and children interact and engage in activities together and separately;

- It is specific to age range served by out-of-school time programs as defined by the Michigan Department of Education;

- It is consistent with the current tools used in Great Start to Quality in Michigan for center-based and family or group homes;

- It is the program quality assessment tool used in 21st Century Community Learning Centers programs in Michigan;

- It has the same process for observing and scoring as PQA versions used in Great Start to Quality so it will not require as intensive training as would a new process.

The Indicators Workgroup recommended the Family Child Care PQA, which is already in use as well in Great Start to Quality, as the Quality Assessment Tool for family and group homes serving schoolagers. Family and group home providers may have infants, toddlers, and schoolagers in its care, and quality for all age groups is captured in the current tool. Not only is the Family Child Care PQA inclusive of all ages but maintaining consistency will not add a burden to family and group home providers.

RUBRIC DEVELOPMENT

The Rubric Workgroup developed recommendations for the weights and points for the indicators.

As with the Indicator Workgroup, the Rubric Workgroup based its assignment of weights and points on the Michigan Out-of-School Time Standards of Quality (M-OST) and the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals (CKCC). The Rubric Workgroup used the same worksheets (see Figure 2) to indicate the point value (line F in Figure 2).

The Rubric Workgroup reviewed the indicators, category by category, to discuss how to structure the points and weights to most accurately demonstrate levels of quality. The Rubric Workgroup took the following into consideration during these discussions:

- The M-OST

- The Core Knowledge and Core Competencies

- Workgroup members and contractor's knowledge of current research in out-of-school time programming and programs serving a school age population

- Workgroup members' experience working with programs serving a school age population.

After the Rubric Workgroup assigned points to each of the indicators, it summed each indicator category to look across categories to review the weighting. It took into consideration the weights in the Great Start to Quality program quality indicator categories, as well as members' own experiences of out-of-school time programming and knowledge of the research on programs that serve school age populations.

After finalizing its recommendations for the weights and points, the Rubric Workgroup then discussed the minimum requirement for each star rating. The Rubric Workgroup recommends the following:

- The minimum requirement for each star rating in the school age rubric needs to align with requirements in the Great Start to Quality rubric; this supports the Steering Committee recommendations that programs should have a single star rating. This would be particularly important for providers serving multiage groups.

- The cut-off scores for the Quality Assessment Tool should be the same as those for the Great Start to Quality rubric.

NOTE: It is important to note that these recommendations apply to center-based settings only. The Indicator Workgroup and Rubric Workgroup developed full sets of indicators and points recommendations that were sent to the Steering Committee.   Based on a review of these documents and extensive discussion, the Steering Committee is recommending that an ad hoc committee be formed to revisit the family and group home indicators and rubric scores to more intentionally account for the uniqueness of these setting. Additional information about this recommended ad hoc committee can be found in the "Further Considerations" section of this report.

QUALITY IMPROVEMENT AND TECHNICAL ASSISTANCE

The Quality Improvement (QI) and Technical Assistance (TA) Workgroup was charged with "Proposing the actions that will promote and facilitate quality improvement across all out-of-school time care and education programs and providers throughout Great Start to Quality."

To fulfill this charge, the Workgroup held four, full-day, in-person meetings and two webinars between March and June 2015. The Workgroup was comprised of eleven members representing out-of-school time training and technical assistance organizations, school age providers and programs, and parents. Full Workgroup membership is listed on the Acknowledgements page.

To inform their recommendations, the workgroup heard from presenters or held small group conversations on the following topics:

- The current Great Start to Quality system presented by Joan Blough, Early Childhood Investment Corporation
- Definitions of professional development terms (e.g. training, technical assistance, etc.) from accrediting bodies (e.g., from National Association for Education of Young Children and National Association of Child Care Resource & Referral Agencies' *Early Childhood Education Professional Development: Training and Technical Assistance Glossary*)
- National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals and Core Competencies for Afterschool Trainers
- 21st Century Community Learning Centers and the David P. Weikart Center for Youth Program Quality presented by Joe Beasley from the David P. Weikart Center
- School-Age Certification and Credential process presented by Tonya Clevenger from Camp Fire West Michigan 4C
- Michigan After School Partnership presented by their Executive Director, Mary Sutton
- Michigan State University Extension (MSUE) – 4-H Youth Development presented by Supervisor and Coach Sheila Urban-Smith
- Models in other states presented by Jaime Singer from the American Institute for Research

The Workgroup developed their recommendations based on best practices in Michigan and other states, experiences of Workgroup members, and lessons learned from the initial and ongoing implementation of Great Start to Quality.

Criteria

The Workgroup used the criteria below when finalizing recommendations.
Do the Workgroup's recommendations:
1. Align with and support the *Michigan Out-of-School Time Standards of Quality* and the indicators being created by the Program Quality Indicators Workgroup;
2. Include specific strategies, activities, incentives, and supports for advancing quality;

3. Utilize what is known from research, best practices, and lessons learned from implementation of similar systems;
4. Align with the current Great Start to Quality system?

Recommendations

Recommendations were made across seven categories; for each category one or two top level recommendation were selected as the highest priority and then subsequent recommendations were made. Recommendations were reviewed, edited added to and approved by the Steering Committee. The QI/TA Workgroup also offered additional recommendations related to the overall system; these recommendations are incorporated into the system recommendations in the next section. Appendix 2 holds the full set of recommendations for the quality improvement and technical assistance system being proposed as well description and rationale statements for each recommendation.

Entity(ies) Providing Training and Technical Assistance (TA)

- Identify and assess the existing organizations/entities providing tracking and technical assistance to those providers/programs serving schoolagers, identify gaps in training and TA services, and develop recommendations for increased alignment and coordination.

Training for Out-of-School Time Staff

- Provide foundational training to training/TA staff as well as providers/programs on the importance of quality and the quality rating and improvement process. These modules may be offered in-person or online and should cover the following topic areas:
    - Michigan Out-of-School Time Standards of Quality (M-OST Standards) and related indicators
    - Core Knowledge and Core Competencies for After School and Youth Development Professionals
    - Survey of Program Quality Indicators (when developed)
    - Assessment tool (when selected) (e.g. School Age Program Quality Assessment)
    - Quality improvement resources (e.g. credential and certification process, etc.) and training/TA available as part of the process.
- Provide ongoing training, aligned with the Core Knowledge and Core Competencies for After School and Youth Development Professionals, to help providers/programs implement hands on, practical, best practices (similar to training the David P. Weikart Center provides currently) such as: how to set up a daily schedule, how to facilitate youth-related activities, resolve conflict, etc.

Technical Assistance for Out-of-School Time Staff

- Require that the design of all training and technical assistance is set up to meet the individual and differentiated needs of providers/programs (e.g. different staff roles and experience, different types of settings (home/center), readiness, etc.).

Selection/Hiring/and Support for TA Staff

- Technical assistance providers should be required to have experience working in out-of-school time settings. Ideally, they would also have experience providing training, consultation, coaching, and/or mentoring services previously. They would ideally have content knowledge greater than those they are working with as well as abilities to form relationships to maximize coaching and consultation interactions. Also the Workgroup suggests degrees in one of the following fields – education, social work, early childhood/youth development or other related areas. When these items are not feasible, provide training for existing TA staff to expand their knowledge in out-of-school time (e.g. early childhood quality improvement consultants expanding to out-of-school time).

- Trainers for OST should have knowledge of the OST field and should be recommended, but not required, to have experience in an OST setting. They would ideally have content knowledge greater than those with whom they are working. Also the Workgroup suggests degrees in one of the following fields – education, social work, early childhood/youth development or other related areas. When these items are not feasible, provide training for existing trainers to expand their knowledge in out-of-school time (e.g. early childhood quality improvement consultants expanding to out-of-school time).

Michigan School Age Youth Development Certification and Credential

- Provide financial and other incentives and supports to providers/staff to help obtain the certification or credential. Expand TA for providers/staff seeking the certification or credential. Explore the expansion of the Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Michigan), currently funded by the Michigan Department of Education – Office of Great Start, to help interested providers and staff pay for college courses. Support another entity to help providers and staff pay for community based training fees and other expenses.

Support for Participation in Quality Improvement

- Develop process for supporting providers and programs *prior* to participating in the quality rating and improvement system (see Figure 3). The goal of this "readiness" process would be to help the provider/program assess their readiness to participate in

the quality rating and improvement system, in terms of gaining the greatest possible benefit, and help to determine future training/TA needs. This process may differ slightly depending on the setting (home, center, school or community center). This process could include, but is not limited to:

- Foundational training about the quality rating and improvement system (same type of training listed first within the *Training for Out-of-School Time Staff s*ection above)
- Application process to assess readiness including staffing, Director/leadership experience, length of time providing care and education, use of existing professional development time and resources, etc.
- Identify knowledge of and access to resources – also assessing training/TA needs
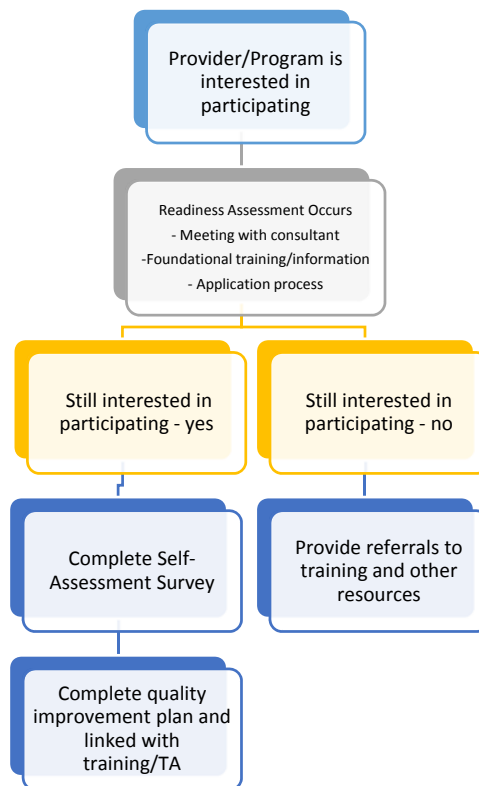
Figure 3. This graphic shows how the recommended "readiness" process may be structured for out-of-school time care and education providers.

Information/Resources Available

- Create implementation manuals (similar to those developed by the state of Washington) for each segment of the quality rating and improvement system (e.g. program manual,

role manuals for not only providers, but also other roles in the system such as validators, etc.).

Steering Committee Recommendations

The Steering Committee made specific recommendations based on of the work of the Quality Improvement and Technical assistance group and their experience in the out-of-school time field. Each recommendation here should be considered similar to a high priority recommendation of the QI/TA group.

Technical Assistance for All Out-of-School Time Care and Education Providers

- Have a position of a "quality navigator." This person would work with new providers who have submitted their Self-Assessment Survey (SAS) to get connected with the best fit for individualized technical assistance.
- During readiness process or orientation to the STARS system it should be made clear to programs why the classroom option, an option that allows for a SAS to be completed for each classroom rather than the whole program, exists and what the benefits and drawbacks of using that option are.
- Creating and using a Quality Improvement Plan (QIP)
    - o Focus groups of providers of all types should be convened to explore what would be beneficial for them to have available within a QIP.
    - o Data from the Program Quality Assessment should populate into the Quality Improvement Plan on the STARS system; as well as the results from validation of the SAS. Currently the QIP is only populated with information, prior to validation, from the SAS.
    - o Providers should be able to easily print it off; so that it can be used as a tool with staff who don't have access to the STARS platform.
    - o Providers should be able to insert goals that are not directly tied to one of the indicators or the PQA; currently goals must be related to one indicator or related to the results of the PQA.
    - o This is a provider's pathway to quality. By allowing for further customization providers will be more in control of selecting what they would like to work on and using the QIP as a tool to hold discussion with this staff (as applicable) as to what they would like to work on.
- Menus of trainings should be available to providers, each training should clearly demonstrate how it is connected to the indicators, the program quality standards

and/or the CKCC. By creating a "menu" providers can see all trainings that are available in different topic areas and begin to draw connections between trainings, their QIP and the quality of their program. This is another way to support provider driven quality improvements.

- All participating providers should have access to some amount of 1:1 TA and training.
- Use peer-leaders, providers who have achieved a four five star rating to lead or co-lead orientation/readiness activities. Other activities could be proposed by providers to lead, potentially trainings, peer support groups.
- Consider the use of any participating provider, regardless of Star rating, to help support to peer to peer learning opportunities and engagement activities. This opportunity to work with ones' peers and for leadership in the field to take place will support "buy-in" into the system and work towards the development of a culture of quality, not just ratings, in the field.
- There should be some way to show that programs/providers are in the "readiness" phase of participation on the search portal for families.

Technical Assistance for Providers of TA/Training
- A system should be build or the STARs system should be expanded so that TA providers can communicate with each other and providers can communicate with their technical assistant(s). The system should work in such a way that providers are not responsible for ensuring smooth communication about what trainings they have participated in and what TA they have received occurs. The system that tracks training hours should be accessible in some capacity to both providers and technical assistants.
- Trainer approval should be rigorous and include demonstrations of training. People who look good on paper aren't always good in person, and vice versa.

An Out-of-School Time System

The Steering Committee was composed of a diverse group of professionals in the out-of-school time field as well as parents. A full list of the membership is available on the acknowledgement page. This group was ultimately responsible for the development of a comprehensive set of recommendations for a School Age Design of Great Start to Quality. Below are the recommendations developed by this group to accompany those created by the three Workgroups. The Steering Committee met seven times in person for all day meetings. This group used a wide lens focusing on the development of a system that truly represented quality in Michigan's out-of-school time field and addressed the need for alignment with both the existing out-of-school time and early childhood system. By raising questions, topics, concerns and ideas throughout the meeting process, regular reporting from Workgroup facilitator(s), allowing for thought between meetings and engagement of stakeholders as pursued by each member, the development of these recommendations was comprehensive.

RECOMMENDATIONS

STARS System/Search Portal

This category focuses on the actual online system (STARS) that providers utilize and the search portal (Great Start to Quality) that families can use to search for care.

STARS

- When providers are completing their Self-Assessment Survey there should be a function so that the intent statement and examples of proof for each indicator shown within the STARS system. One way this might be done is with a hover function, when the cursor is over the indicator the intent and evidence should display. By including this function providers may be better able to understand what the indicator is measuring and what piece of documentation should be uploaded as accompanying proof of meeting the indicator.
- STARS should be mobile/tablet responsive to ensure that a provider's access to a specific type of technology does not impede their participation in Great Start to Quality.
- It should be the provider's responsibility to update their program information if they begin serving another age group that is not represented in their current Self-Assessment Survey; this should trigger a reassessment process.

- Providers should self-select what age group they are serving, indicators should populate in the Self-Assessment Survey based on this selection.

Great Start To Quality
- Star ratings should display with the date that the rating expires so that families can clearly see how relevant the rating may be. Currently, no expiration date is shown in the search portal.
- Use color to delineate what age group(s) a program is serving in the star rating on the parent search portal. For example, if a program that is exclusively early childhood the stars could be yellow. If a program serves solely schoolagers their stars could be blue. If a program serves both age groups they could have green stars.

Rating and Assessment

This section focuses the actual rating each program or provider receives and the potential situations that might arise given different realities, such as how licenses are currently administered.

- All programs should have a **single rating**; once the recommended Ad Hoc Committee has finalized sets of indicators it should be made clear to families and providers that the single rating demonstrates quality across the entire setting and for the license holder.
- In situations where a license is shared by multiple self-contained programs, for example a school with a GSRP, 21st Century and tuition based program, programs should be encouraged to use the option on the STARS platform option that allows for individual SASs so that individualized TA/Training can be customized to each program's needs.

Leveraging Partnerships

The Steering Committee discussed what organizations and/or groups would need to be "on board" for the successful launch of the school age system. These are groups who could: advocate for participation in the system, help to dispel myths, and potentially be engaged to understand the perception of the system in the field.

State and National Partners	Regional and Community Partners	Community and Front Line Partners
• MDE-21st century • Michigan After-School Partnership	• Macomb, Oakland, Wayne Directors Group • Great Start Collaboratives	• Licensing Consultants • Great Start Parent Coalitions • YMCAs

• Michigan Afterschool Association • Skillman Foundation • Charles Stewart Mott Foundation • United Ways • Superintendent Network-Michigan Department of Education • The McKay Foundation • CACFP Food Program • Military Child Care Organizations • David P. Weikart Center for Youth Program Quality • Head Start • SKIP- 32P Home visiting • Legislative partners • American Camp Association • Ad Council Group • Current Early Childhood partners • Michigan Department of Health and Human Services	• Camp Fire West 4C • Grand Rapids Expanded Learning Opportunities (ELO) Network • Kalamazoo Youth Network • Elementary Schools • Lansing Community Education Child Care Coordinators • Intermediate School Districts • Current Early Childhood partners • MSU extension • 4-H • Great Start to Quality Resource Centers • Boy and Girl Scouts • Early On® • Libraries • Business Community • Catholic Social Services and similar programs • Adoption agencies • Faith-based Community at large • Tribal Community • Current Early Childhood partners	• Providers currently participating in Great Start to Quality • Local Agencies for providers • Trainers • Parks and Recreation Associations • Libraries • Rotary Clubs • Faith-based Community • Pediatricians • Chamber of Commerce • Jr. League • Kiwanis • Community Education • Smaller Provider Networks • Latchkey Programs and other unlicensed providers*

 * This group was identified intentionally; those who cannot participate in the rating portion of Great Start to Quality should still be kept well-informed of the training opportunities, professional development and resources offered through the system.

Considerations for Currently Participating Program and Providers

The Steering Committee's focus on the system "feeling" similar to the current Great Start to Quality led to the development of two recommendations specific to currently participating providers and programs.

- The School Age Design should be phased in. A provider/program should <u>not</u> be required to complete a Self-Assessment Survey inclusive of out-of-school time indicators until it is scheduled to rerate, but should have the option to complete it earlier if it wishes.
- Providers/programs should have access to and be able to take readiness trainings at any time, regardless of where they are in the cycle of rerating. This will encourage providers to learn about the new system and may help to dispel myths.

Policy

The Steering Committee focused on what polices they were aware of that may be in place in the current Great Start to Quality system or from another entity (e.g., child care licensing); the group worked to address what they thought could be "roadblocks" to the implementation of the new system as well as suggested policies that should be put into place.

- There should be no alternative path within the system for 21st Century programs to achieve a particular rating.
- Programs that are in settings, for example where these is a public school that hosts a 21st Century, a GSRP, and a tuition based program, should be required, regardless of the GSRP, to have PQAs administered in the other classrooms. This will ensure that the rating is more reflective of the quality in all setting under the license number.
- Delay statewide implementation until the issue with programs and providers losing their subsidy payments during reassessment and rerating is resolved. This will ensure that providers do not lose their tiered reimbursement subsidy payments while they are moving up the path of quality.
- If a program or provider modifies their license, for example to add another age group to those that they are currently serving, this should automatically trigger reassessment.

Pilot

The Steering Committee developed recommendations around all aspects of a piloting of this recommended system.

- The pilot should implement a Continuous Quality Improvement Process. It should be intentional about use as a way to "test" the recommendations, with mechanisms in place to gather ongoing feedback from participants.
- Someone who is well-versed in the implementation science of pilots should partner with the lead organization to ensure pilot is aligned with best practice and implemented with fidelity.
- Different regions of the state will need to be represented in the pilot, could consider using locations of the provider focus groups.
- Representation from all different types of providers/programs within the Pilot phase should be a high priority. This will help to gather accurate perspectives on the

indicators and experiences with the new quality improvement system are representative of all of the types of providers of out-of-school time care and education. This will also be able to inform the validation percentage.

- Suggested timeline:
  - Summer/Fall 2016 prepare systems for Pilot, maintain ongoing, frequently communication with field on progress and process.
    - Ad Hoc Committee (referenced in Further Considerations section) meets and completes work, readiness training outlined and designed, QI/TA recommendations to be implemented during pilot selected, agreements reached with multiple Training/TA providers.
  - Winter/Spring 2017 Recruit and move first groups of providers for pilot through the readiness process.
  - Spring/Summer 2017 engage first cohort of providers in pilot with Self-Assessment Survey and implement QI/TA system.
- Implement a cautiously aggressive timeline that allows for the piloting of "an experience with the QRIS" that is accurately reflective of the recommendations without full implementation of the system. There will be many moving parts and turning off providers initially will make buy in from the field more difficult to achieve.
  - Example: SAS could be completed on paper (however it would need to consider how these providers are later inputted into the STARS platform.)
  - Example: multiple Training and technical assistance providers could be engaged to support providers in pilot but would not be required to implement online system of communication between trainers and technical assistance providers as recommended in QI/TA recommendations.
- Engage the field regularly around the system, implement ongoing focus groups to gather information and input, use an appreciative inquiry approach.
- During this first pilot phase, 100% validation of Self-Assessment Survey scores should be implemented gather data to inform what ongoing percentage of random validation should be implemented during the statewide launch.

FURTHER CONSIDERATIONS

- An Ad Hoc Committee of out-of-school time and early childhood members should be convened to complete the development of comprehensive indicators for providers and programs who serve children from birth to age twelve. Currently there are indicators for home and center providers who solely service children from birth to age five. There are comprehensive indicators for home providers who serve children from birth to age twelve; which need to be further refined and assigned weights and points. There are indicators for programs licensed as a center that serve school agers only. There is not currently a set of comprehensive indicators for a setting licensed as a center that serves children from birth to age twelve. These indicators would incorporate all of Michigan's standards of program quality and the appropriate Core

Knowledge and Core Competencies. While some programs only serve schoolagers others serve the full spectrum of children and the indicators should reflect quality across the spectrum.

- By tying the star rating directly to the license number there is a lack of clear information provided to families of the quality in each self-contained program. For example, if a school has a Great Start Readiness Program, 21st Century program, and a paid tuition program, the rating that displays is an average of those three. This could mean that a parent sees a 3 star, but the paid tuition program is actually a 2 Star and the 21st century is actually a 4 Star.

- Develop a logic model/framework for the school-age project; this will be useful to inform evaluation both during the pilot and in ongoing evaluations of the overall system.

- After the system has been implemented Increase awareness of quality and quality rating and improvement system to drive the market by:
  - Educating parents and families
  - Linking with large employers and faith-based community to promote the system
  - Recognizing five star providers/programs through Governor's award and/or other public acknowledgement

CONCLUSION

Over the course of eight months over fifty representatives of the out-of-school time field came together to thoughtfully and diligently outline a tiered quality rating and improvement system for providers and programs that serve Michigan's schoolagers and their families. Each recommendation within this report was intentionally crafted and worded by these representatives with the hope of ensuring the development of a system that reflected both Michigan's definition of quality in out-of-school time settings as well as the out-of-school time field and its dedicated workers at all levels. The Steering Committee respectfully submits these recommendations to the Michigan Department of Education-Office of Great Start for consideration and would like to emphasize both their own and the workgroups members' wish to remain involved in the work of implementing this complex and important system across the state.

References

This page hosts all of the materials that were made available to all of the Workgroups as well as the Steering Committee. For specific documents that were offered to each workgroup please see the Appendix which hold that workgroups recommendations. The Program Quality Indicators and Rubric Workgroup sources are located in Appendix 1. The Quality Improvement and Technical Assistance Workgroup recommendations are located in Appendix 2.

Core Knowledge And Core Competencies For Youth And Afterschool Professionals. National Afterschool Association, 2011. Print.

Licensing Rules for Family and Group Child Care Homes. Michigan Department of Health and Human Services. 2011.

Licensing Rules for Child Care Center. Michigan Department of Health and Human Services. 2014

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Great Start to Quality:

Recommendations for Program Quality Indicators and Accompanying Rubric

June 2015

Jaime Singer

American Institutes for Research

Contents

Program Quality Indicators and Rubric

The work of the Program Quality Indicators Workgroup (Indicator Workgroup) and the Rubric for Program Quality Indicators Workgroup (Rubric Workgroup) informed the recommended indicators and rubric. The Indicator Workgroup, comprised of eight members and one facilitator, met eight times between March 2015 and June 2015. Indicator Workgroup members included parent liaisons and technical assistance providers, as well as those working in childcare licensing, the MDE–OGS, the Early Childhood Investment Corporation, and school age programs. The Rubric Workgroup met four times between March 2015 and June 2015, and included 10 members and two cofacilitators. Rubric Workgroup members were parent liaisons and technical assistance providers, and those working in the MDE–OGS, school age programs, and the Michigan Afterschool Partnership.

The Indicator Workgroup was charged with developing a set of indicators based on the Michigan Out-of-School Time Standards of Quality (M-OST Standards), as well as the National Afterschool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals (Core Knowledge and Competencies). The goal of the Indicator Workgroup was to design differentiated indicators for all licensed or registered settings, develop program quality indicators for all programs that serve school age children, and recommend a program quality self-assessment tool.

The Rubric Workgroup was charged with considering the weight and points of indicators in the early childhood version of Great Start to Quality and to ensure clear, differentiated levels of quality in the recommended school age rubric. The Rubric Workgroup was charged to develop a rubric that assigns weights and points to the program quality standards recommended by the Indicator Workgroup.

Indicator Development

The Indicator Workgroup used the M-OST Standards and the Core Knowledge and Competencies as the foundation for the school age indicators, as recommended by AIR in its 2014 report submitted to MDE–OGS. The Indicator Workgroup began by reading the M-OST Standards and Core Knowledge and Competencies to become familiar with the content. The Indicator Workgroup worked section by section through the current early childhood indicators in Great Start to Quality to determine the following:

5. Did the early childhood indicator related to programs serving a school age population not need to change?

6. Did the early childhood indicator related to programs serving a school age population need only small changes to wording (e.g., if the early childhood indicator referenced children, then the school age indicator was updated to reference schoolagers)?

7. Was the early childhood indicator not applicable to programs serving a school age population and not included as part of the recommendations for school age indicators?

8. Was a new indicator needed for specific programs serving a school age population?

The Indicator Workgroup used worksheets (see Figure 1 for an example) to capture information related to (a) the recommended indicator, (b) the intent behind the indicator, (c) the evidence required to meet the indicator, (d) which setting the indicator applied to (center or family or group homes, with or without assistant(s), and (e) the aligned source (i.e., one or more M-OST Standards, Core Knowledge and Competencies).

Figure 1. Example Worksheet for Recommended Indicators

A **Indicator** (language for the Self-Assessment Survey): _____

B **Intent** (what is this indicator meant to capture): ___ _____

C **Evidence Required** (what might a provider or program show that supports them selecting YES on this indicator? This might be a document OR it could require a conversation OR it could be both/and): _____

D **Type of Care** (Is this meant for Centers, Home with Assistant(s), Home without Assistant or some combination of the three) Circle those that apply:

        Center   Home with Assistant(s)   Home without Assistant

E **Site Source** (what standards in the M-OST or what Core Knowledge or Core Competency is this related to): _____

F **Point Value:** Center   Home with Assistant(s)   Home without Assistant

Indicator Workgroup members completed worksheets for each indicator and conveyed information to the Rubric Workgroup and the Steering Committee so they could develop weights and points for each indicator and to finalize the indicator recommendations. Staff

from the Early Childhood Investment Corporation had the opportunity to review and provide feedback on the indicators as they were being developed. Final worksheets with the recommended indicators for center-based settings can be found in Appendix A and for family and group homes in Appendix B.

When the Indicator Workgroup completed a full pass through the indicators, the AIR team reviewed the M-OST Standards that had been identified as aligning to the indicators (see line E in Figure 1). The AIR team then compared those with the full domain of standards to determine which standards, if any, were not currently being addressed. During its meeting on May 18, 2015, the Indicator Workgroup reviewed each outstanding M-OST Standard to determine if there was a current indicator that fit the standard, if the standard was addressed through licensing (the basis for the QRIS), or if the standard was addressed through the on-site Assessment Tool. Eventually, each M-OST Standard was addressed through this process.

The Indicator Workgroup recommended 30 to 41 indicators (depending on the setting) in five categories: Staff Qualification and Professional Development, Family and Community Partnerships, Administration and Management, Environment, and Curriculum and Instruction. Table 2 shows the number of indicators by setting for each indicator category.

Table 2. Total Number of Indicators in Each Indicator Category by Setting

Indicator Category	Center-Based Settings	Family or Group Home With Assistants	Family or Group Home Without Assistants
Staff Qualifications and Professional Development	13	11	8
Family and Community Partnerships	9	8	8
Administration and Management	7	7	3
Environment	4	4	4
Curriculum and Instruction	8	7	7
TOTAL	41	37	30

The completed worksheets are in Appendices A and B; Appendices C and D contain summary tables for the center-based settings and family or group home settings, respectively.

Finally, the Indicator Workgroup was charged with choosing a Quality Assessment Tool to be used by programs eligible for a four- or five-star rating. The Indicators Workgroup recommended the School Age Program Quality Assessment (PQA) as the Quality Assessment Tool for center-based school age programs. The School Age PQA is aligned with the following M-OST Standards: Health and Safety, Human Relationships, Indoor and Outdoor Environment, and Program Activities. The School Age PQA was developed by the David P. Weikart Center for Youth Program Quality. It is an observation tool and interview protocol designed for use in programs that serve Grades K–6. It may be used as a self-assessment tool or by external observers for the purposes of program improvement and monitoring as well as research and evaluation initiatives. Constructs measured by the PQA include safe environment, supportive environment, interaction, and engagement. The Indicators Workgroup recommended the School Age PQA for the following reasons:

- It is free of charge.

- It has both internal and external assessment components.

- It is not duplicative of the self-assessment (e.g., the self-assessment measures organizational processes and the School Age PQA measures point-of-service quality).

- It is specific to grades served by out-of-school time programs.

- It is consistent with the current tools used in the early childhood QRIS for center-based and family or group homes, as well as in 21st Century Community Learning Centers programs in Michigan.

- It has the same process for observing and scoring as the early childhood assessment tool, so it will not require as intensive training as would a new process.

The Indicators Workgroup recommended the Family Child Care PQA as the Quality Assessment Tool for family and group homes serving schoolagers. Family and group home providers may have infants, toddlers, and schoolagers in its care, and quality for all age groups is captured in the current tool. Not only is the Family Child Care PQA inclusive of all ages but maintaining consistency will not add a burden to family and group home providers.

Rubric Development

The Rubric Workgroup developed recommendations for the weights and points for the indicators. This workgroup was reliant on the Indicator Workgroup's recommendations, so members met initially on March 18 but then not again until May 6. This delay allowed the Rubric Workgroup to work with indicators that were close to being finalized and thus reduce the number of meetings to complete the task.

As with the Indicator Workgroup, the Rubric Workgroup based its assignment of weights and points on the M-OST Standards and the Core Knowledge and Competences. The Rubric

Workgroup used the same worksheets (see Figure 1) to indicate the point value (line F in Figure 1).

The Rubric Workgroup reviewed the indicators category by category to discuss how to structure the points and weights to most accurately demonstrate levels of quality. The Rubric Workgroup took the following into consideration during these discussions:

- M-OST Standards

- Core Knowledge and Competencies

- Knowledge of current research in out-of-school time programming and programs serving a school age population

- Experience working with programs serving a school age population

After the Rubric Workgroup assigned points to each of the indicators, it summed each indicator category to look across categories to review the weighting. It took into consideration the weights in the early childhood indicator categories, as well as members' own experiences of out-of-school time programming and knowledge of the research on programs that serve school age populations.

After finalizing the weights and points, the Rubric Workgroup then discussed the minimum requirement for each star rating. The Rubric Workgroup recommended the following:

- The minimum requirement for each star rating in the school age rubric needs to align with requirements in the early childhood rubric.

- The cut-off scores for the Quality Assessment Tool should be the same as in the early childhood rubric.

Table 3 shows the total points available for each indicator category, the minimum requirements for each star rating, and the PQA cut-off scores.

It is important to note that these recommendations apply to center-based settings only. The Indicator Workgroup and Rubric Workgroup developed full sets of indicators and points recommendations that were sent to the Steering Committee. The Steering Committee is recommending that an ad hoc committee be formed to revisit the family and group home indicators and rubric scores to more intentionally account for the uniqueness of these setting.

Table 3. Overview of Recommended Rubric Scoring for Center-Based Out-of-School Time Indicators of Program Quality

Quality Standard/Category	Total Points Available	Minimum Point Distribution			
		Level 2	Level 3	Level 4	Level 5
Staff Qualifications and Professional Development	16	4	6	8	8
Family and Community Partnerships	8	4	4	6	6
Administration and Management	9	2	4	6	6
Environment	6	2	3	5	5
Curriculum and Instruction	11	3	5	6	7
Additional Points in Any Other Category		1	4	7	10
Minimum Requirement for Rating	50	16 points total and minimum points in two out of five categories	26 points total and minimum points in three out of five categories	38 points total and minimum points in four out of five categories	42 points total and minimum points in all five categories

PQA Score		N/A	N/A	≥ 3.5	≥ 4.5

References

Rosenthal, R. and Vandell, D. L. (1996), Quality of Care at School-Aged Child-Care Programs: Regulatable Features, Observed Experiences, Child Perspectives, and Parent Perspectives. Child Development, 67: 2434–2445. doi: 10.1111/j.1467-8624.1996.tb01866.x

Vandell, D. L., Reisner, E. R., Brown, B. B., Pierce, K., Dadisman, K., & Pechman, E. M. (2004). *The study of promising after-school programs: Descriptive report of the promising programs.* Madison: Wisconsin Center for Education Research.

Appendix A. Indicator Worksheets for Center-Based Settings

Indicator Category: Staff Qualifications and Professional Development	Setting: Centers	Point Value
Type of Staff: Program Director or Site Supervisor - person who is present at the programming site on a daily basis		
Indicator: Out-of-school time program director or site supervisor has 60 semester hours with 12 semester hours in a child-related field and 1,200 hours of experience with schoolagers OR a valid Child Development Associate (CDA) or Montessori credential with 12 semester hours in a related field AND 960 hours of experience with schoolagers.		1
Indicator: Out-of-school time program director or site supervisor has a valid Michigan School Age Youth Development Credential or equivalent with 12 semester hours in a child-related field AND 960 hours of experience with schoolagers.		2
Indicator: Out-of-school time program director or site supervisor has an associate's degree in a child-related field with 960 hours of experience with schoolagers OR 60 semester hours in a program leading to a bachelor's degree in a child-related field with at least 24 of those semester hours in a child-related field AND 960 hours of experience with schoolagers OR has a bachelor's degree or higher in a child-related field.		3
Indicator: Out-of-school time program director or site supervisor has a bachelor's degree or higher in a child-related field AND valid Michigan School Age Youth Development Credential or equivalent.		4
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspects of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard F pg. 12 Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).		

Indicator Category: Staff Qualifications and Professional Development	Setting: Centers	Point Value
Type of Staff: Program Staff or Assistant Provider		
Indicator: At least one staff has, at a minimum, a valid Michigan School-Age Youth Development Credential OR at least 25 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		2
Indicator: At least 25 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential OR at least 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		3
Indicator: At least 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential OR 100 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		4
Indicator: 100 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential OR at least an associate's degree OR 60 semester hours or higher in a child-related field OR 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential AND 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		5
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspects of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard F pg. 12 Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		

Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).

Indicator Category: Staff Qualifications and Professional Development	Setting: Centers	Point Value
Type of Staff: Program Director, Program Staff, Assistant Provider		
Indicator: Director and all program staff complete at least 24 hours of professional development annually.		1
Indicator: Annual professional development training attended by all staff includes at least three hours focused on cultural competence or inclusive practices related to serving schoolagers with special needs or disabilities, as well as teaching diverse schoolagers and supporting diverse schoolagers and their families.		2
Indicator: Program administration training is in place for site director, supervisor, or both.		1
Indicator: Director has a graduate degree in a child-related field, or program works at least monthly with an early childhood or school age specialist who has a graduate degree in a child-related field.		1
Indicator: Center develops a quality improvement plan designed to improve quality in staff qualifications, and progress is monitored by a quality-improvement consultant.		3
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspects of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard G Core Knowledge and Competencies for Afterschool and Youth Development Professionals:		

Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Centers	Point Value
Indicator: Center provides parenting education opportunities.		1
Intent: Families are provided with opportunities to engage in family education, enrichment, family support, child development and other programs or groups. This is provided by the program or through referral to community agencies that are designed to improve the quality of family life and support children's learning and development.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: MOST pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Attendance (sign-in sheets).		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Centers	Point Value
Indicator: Program staff engages in informal communication with families.		1
Intent: Schoolagers learn within a continuum of settings including their homes, schools, communities, and other learning environments. Research indicates that successful out-of-school time programs depend on partnerships with community resources. Partnerships must be based upon ongoing interactive communications.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Documentation of program policy (handbook, job description, staff expectation).		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Centers	Point Value
Indicator: Communication, education, and informational materials and opportunities for families are delivered in a way that meets diverse needs (e.g., literacy level, language, cultural appropriateness).		1
Intent: Families are provided information about their child in ways that meet the individual needs of the families. There is intentional accommodation for inclusion.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Program Goals, and Philosophy.		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Centers	Point Value
Indicator: Center offers opportunities for families to participate in program governance.		1
Intent: Families are able to guide the direction of the program through participation on advisory boards, surveys, formal and informal evaluation, focus groups, a suggestion box, and policy making committees.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Attendance sign-in sheets, Survey results.		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Centers	Point Value
Indicator: Center offers opportunities for schoolagers to participate in program governance.		1
Intent: Participants are able to guide the direction of the program through participation on advisory boards, surveys, formal and informal evaluation, focus groups, a suggestion box, and policy making meetings.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 21, Section VI, Standard H Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content Area 7, p. 53		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Attendance sign-in sheets, survey results.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Centers	Point Value
Indicator: Center has partnerships that allow for collaboration with children and youth organizations, community resource agencies, and schools to meet the needs of all participating schoolagers.		• Center has one of the following (1 point). • Center has two of the following (2 points). • Center has three or more of the following (3 points).
Intent: This indicator is meant to show that the program is not operating in isolation, but is engaging with the community and other organizations.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content Area 7 p. 52-55		
Documentation: Asset map, needs assessment, meeting minutes or agendas, food program, CACFP.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Centers	Point Value
Indicator: Center participates in community associations.		• Center has one of the following (1 point). • Center has two of the following (2 points). • Center has three or more of the following (3 points).
Intent: Program is affiliated with a local, state and/or national professional organization that enhances their business or early childhood practices.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content Area 7 p. 52-55		
Documentation: Formal meeting agenda, meetings minutes, correspondence of items discussed.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Centers	Point Value
Indicator: Center has partnerships with community organizations to provide direct services to schoolagers in its care.		• Center has one of the following (1 point). • Center has two of the following (2 points). • Center has three or more of the following (3 points).
Intent: Partnerships that provide direct services to schoolagers may be paid or in-kind. Direct services refer to activities or programming delivered with schoolagers to support learning, development, or well-being.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content Area 7 pg. 54		
Documentation: Program schedule, lesson plans, flyers for partner organizations providing activities.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Centers	Point Value
Indicator: Center has evidence that it is involved in partnerships, collaborations, or both that enhance its services to families.		• Center has one of the following (1 point). • Center has two of the following (2 points). • Center has three or more of the following (3 points).
Intent: This indicator is meant to show that the program partners or collaborates with other entities to enhance its own services to families (rather than referring to families to other entities).		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Collection of resource materials (binder), Contract/Agreement with direct service providers (Centers only), Announcements, Communication/Correspondence with Partners, Membership Documentation, Self-Reporting.		

Indicator Category: Administration and Management	Setting: Centers	Point Value
Indicator: Center has written policies and procedures for staff and families.		2
Intent: Program has written information about policies and procedure for families and staff.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 6 Section I Standard D, E, F; pg. 21 Section VI Letter E Core Knowledge and Competencies for Afterschool and Youth Development Professionals:		
Documentation: Documentation of written policies and procedures.		

Indicator Category: Administration and Management	Setting: Centers	Point Value
Indicator: Center has evidence of a plan for recruitment, orientation, and retention of staff, including staff evaluations and individual professional development plans.	2	
Intent: To ensure the program is intentional in its hiring and retention processes.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 5-6, Section I Standard B, C; pg. 11-13 Section III Standard C, D, E, G, H, K; pg. 21 Section VI Letter G Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Staff manual/handbook, training/orientation agendas, written policies and procedures.		

Indicator Category: Administration and Management	Setting: Centers	Point Value
Indicator: Center has a formal advisory committee that meets regularly to coordinate programming, curriculum, goals, policies, and procedures. At least three of the following stakeholders must be included in meetings: administrators, program staff, school staff, community members, schoolagers, and families.		1
Intent: The program has a formal advisory committee that includes members from administrators, program staff, school staff, community members, schoolagers, and families to provide input on program design and implementation. Advisory committee should meet at minimum twice each year.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 11 Section III, Standard B, pg. 20 Section VI Letter B Core Knowledge and Competencies for Afterschool and Youth Development Professionals: page 54 section VI		
Documentation: Documentation of meetings, such as meeting minutes, agendas, meeting schedule, and/or sign-in sheets.		

Indicator Category: Administration and Management	Setting: Centers	Point Value
Indicator: Center has a documented, graduated salary scale that takes into account education and experiences.		1
Intent: A graduated salary helps to recruit and retain qualified staff.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 13 Section III Standard I Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written plan – may be included in policy and procedure manual, staff manual.		

Indicator Category: Administration and Management	Setting: Centers	Point Value
Indicator: Center has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for staff.		1
Intent: Maintaining quality staff over a long period of time because relationships between schoolagers and staff are related to positive youth outcomes.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 21 Section VI Letter C Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written policies and procedures, such as policy and procedure manual, staff manual		

Indicator Category: Administration and Management	Setting: Centers	Point Value
Indicator: Center has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.		1
Intent: Offering paid leave time will help with retention and recruitment of quality staff.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 21 Section VI Letter C Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written policies and procedures, such as policy and procedure manual, staff manual		

Indicator Category: Administration and Management	Setting: Centers	Point Value
Indicator: Staff, schoolagers, families, and community members are given the opportunity to evaluate the program at least two times a year and the information obtained is used for program improvement.		1
Intent: Program has a regular process for ongoing program improvement.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 21- Section VI. Letter F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 9 page 66		
Documentation: Documented results of findings, documentation of how findings are being used to support program improvement, documentation of two evaluations annually.		

Indicator Category: Environment	Setting: Centers	Point Value
Indicator: Center is in a physical location that is free of environmental risks (e.g., lead, mercury, asbestos, and indoor air pollutants). In addition, the temperature, lighting, and environment are conducive to learning.		1
Intent: Program should provide a safe physical environment for schoolagers.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 4 Section I Standard A Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Lead-based paint inspection, regular lead hazard risk assessment report (if lead paint is identified), for home provider, if home built after 1978, a lead-based paint inspection.		

Indicator Category: Environment	Setting: Centers	Point Value
Indicator: Center demonstrates that it implements an intentional plan to maintain staff-to-child ratios and group sizes as established in the Michigan Out-of-School Time Standards of Quality (Section III, Standard A).		2
Intent: Program creates an optimum environment by having more staff and fewer schoolagers than required by licensing.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 4 Section I Standard A Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Attendance documents, staffing assignments, program manual		

Indicator Category: Environment	Setting: Centers	Point Value
Indicator: Center is participating in the Child and Adult Care Food Program (CACFP) in good standing AND has a written nutrition plan; OR follows guidelines that meet the CACFP meal pattern requirements AND has a written nutrition plan; OR for a program that does not provide food, provides nutrition information to families if families provide meals from home.		1
Intent: Program addresses the nutritional health of children by providing food service and nutritional education.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 7 Section I Standard G, H, J Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written nutrition plan, show participation in CACFP, documentation showing the program follows seasonal menu guidelines		

Indicator Category: Environment	Setting: Centers	Point Value
Indicator: Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit outdoor play.		2
Intent: To ensure that schoolagers have the opportunity for daily physical activity. Outdoor activity is preferred but may be substituted with indoor physical activity, during inclement weather.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; standard A Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 8, pg. 60-62		
Documentation: Posted daily schedule, policy in provider handbook. If something prohibits outdoor play, provide evidence, such as building policy handbook.		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center has a statement of educational and developmental priorities for the schoolagers that is available to families.		2
Intent: The program needs a clear mission/vision to operate. Having this plan shows intentional thinking and planning around the program.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 Section V Standard B, E Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written vision/mission statement		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center has a routine daily schedule that is predictable yet flexible; daily schedule reflects the interests and abilities of the schoolagers and supports balanced development in the following areas: social, emotional, intellectual, academic, physical, and cultural. Daily schedule is posted for families and schoolagers.		3
Intent: Provide a routine schedule that utilizes and promotes a variety of youth-centered and youth-led activities that increase the opportunity for schoolagers to develop in all areas. (social, emotional, intellectual, academic, physical, and cultural).		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; standard A, C Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 27		
Documentation: Daily schedule, Mission statement, Parent handbook		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center has a written plan and process in place to ensure that planned activities and academic experiences provide opportunities in the following content areas: social, emotional, physical, academic, creative expression, and life-skills.		1
Intent: Programs provide planned, intentional experiences for schoolagers that enhance their developmental outcomes and academic achievement.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; standard B Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 27		
Documentation: Lesson plan template, sample completed lesson plan, Policy/Curriculum Book, Written Plan in the Staff Handbook, or Evidence of related staff development		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center has a written plan and process in place to ensure that planned activities and academic experiences incorporate the diversity of the schoolagers and families within the program.		1
Intent: Programs that provide schoolagers with opportunities to identify and celebrate the diversity of their families and community increase self-esteem, feelings of acceptance and pride.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section II; Standard B,C Section IV; Standard A, E Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 30		
Documentation: Lesson plan template, newsletters, invitations, weekly e-blast, digital record, other written communication, Policy/Curriculum Book, written plan in the Staff Handbook, Evidence of related staff development.		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center has a written plan and process in place to ensure that planned activities and academic experiences include intentional opportunities in the area of science, technology, engineering, and mathematics (STEM).		1
Intent: These programs offer active learning opportunities and support the State of Michigan Educational Technology Plan (http://www.techplan.org/).		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; Standard F,H, I Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 25-30		
Documentation: Lesson plans, newsletters, field trips, guest presenters, weekly schedule, parent handbook , digital record, pictures		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center has a written plan and process in place to ensure that planned activities and academic experiences include intentional opportunities in the area of Character Education as described in the Michigan State Board of Education's Policy on Quality Character Development.		1
Intent: These programs are supporting and implementing the Michigan State Board of Education's policy on Quality Character Education (http://www.michigan.gov/documents/Character_policy_final_94134_7.pdf). According to the policy, character education in public schools should be secular and is best implemented using coordinated school health programs with a focus on developing positive relationships and prosocial norms among students and staff.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V, Standard F and G Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 25,30		
Documentation: Lesson plans, newsletters, field trips, guest presenters, weekly schedule, parent handbook, curriculum planning includes components such as: Service Learning, Conflict Resolution, Asset Building, Leadership, Decision Making Skills for Healthy Choices, Peer Mediation, Intergenerational Activities		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center has a written plan and process to support the inclusion of schoolagers with special health care or developmental needs in regular program activities.		1
Intent: Program has written policies and practices that assure schoolager's special needs are met.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 18 Section V Standard B, E Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written document that outlines the process for serving schoolagers with special needs in regular program activities.		

Indicator Category: Curriculum and Instruction	Setting: Centers	Point Value
Indicator: Center can demonstrate that it structures and schedules staff such that each schoolager has a consistent team of provider or educators.		1
Intent: Program ensures continuity of care and responsive caregiving through consistent staff and schoolager assignments over a week and an academic year.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Staffing schedules		

Appendix B. Indicator Worksheets for Family and Group Homes

Indicator Category: Staff Qualifications and Professional Development – Staff Qualifications	Setting: Family or Group Homes With and Without Assistants	Point Value
Type of Staff: Program Director or Site Supervisor - person who is present at the programming site on a daily basis		
Indicator: Provider completed at least one postsecondary course in Early Childhood Education or Child Development or a child-related field OR 20 hours of community or academic training aligned with the Core Knowledge Core Competencies for Early Childhood or Afterschool and Youth Development Professionals.		1
Indicator: Provider has a child development associate credential or Montessori credential or Michigan school-age or youth development credential OR an associate's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education or Child Development or a child-related field.		2
Indicator: Provider has an associate's degree in Early Childhood Education or Child Development or a child-related field, including a minimum of 18 semester hours in Early Childhood Education or Child Development or a child-related field OR 60 semester hours in a program leading to a bachelor's degree in Early Childhood Education or Child Development or a child-related field with at least 24 of those semester hours in Early Childhood Education or Child Development or a child-related field.		3
Indicator: Provider has a bachelor's degree or higher in Early Childhood Education or Child Development or a child-related field OR a bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education or Child Development or a child-related field AND 480 hours of experience.		4
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspects of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard F pg. 12 Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).		

Indicator Category: Staff Qualifications and Professional Development – Staff Qualifications	Setting: Family or Group Homes With Assistants	Point Value
Type of Staff: Program Staff or Assistant Provider		
Indicator: At least one assistant has, at a minimum, one postsecondary course in Early Childhood Education or Child Development or a child-related field OR 20 hours of community or academic training aligned with the either the Core Knowledge Core Competencies for Early Childhood or Core Knowledge Core Competencies for Afterschool and Youth Development Professionals OR a Michigan school-age or youth development certificate.		3
Indicator: At least one assistant has, at a minimum, a CDA or a Montessori credential OR a Michigan school-age or youth development credential.		4
Indicator: At least one assistant has, at a minimum, an associate's degree in Early Childhood Education or Child Development or in a child-related field with a minimum of 18 hours Early Childhood or Child Development OR 60 semester hours in a program leading to a bachelor's degree in Early Childhood Education or Child Development or a child-related field with at least 24 of those semester hours in Early Childhood Education or Child Development or Youth Development.		5
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspect of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard F pg. 12 Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).		

Indicator Category: Staff Qualifications and Professional Development – Professional Development	Setting: Family or Group Homes With Assistants	Point Value
Indicator: Lead provider or educator completes at least 20 hours of professional development annually, and assistant(s) completes 10 hours of professional development annually.		1
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspect of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard G Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).		

Indicator Category: Staff Qualifications and Professional Development – Professional Development	Setting: Family or Group Homes Without Assistants	Point Value
Indicator: Lead provider or educator completes at least 20 hours of professional development annually.		1
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspect of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard G Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).		

Indicator Category: Staff Qualifications and Professional Development – Professional Development	Setting: Family or Group Homes With and Without Assistants	Point Value
Type of Staff: Program Director, Program Staff, Assistant Provider		
Indicator: Professional development training attended by provider includes at least two hours focused on cultural competence OR inclusive practices, related to serving children of all ages with special needs or disabilities, as well as teaching diverse children and supporting children and their families.		1
Indicator: Lead provider or educator has graduate degree in Early Childhood or Child Development or a related field, or works at least monthly with an early childhood or school age specialist who has a graduate degree in Early Childhood or Child Development or a child-related field.		1
Indicator: Program develops quality improvement plan designed to improve quality in staff qualifications, and progress is monitored by a quality improvement consultant.		3
Intent: When afterschool professionals are equipped with specialized education and training, they are better able to provide experiences and environments that support every aspect of schoolager's growth and learning. Research shows that when school-age professionals are well prepared, schoolagers are likely to experience warm and constructive learning. College-level coursework has been shown to have a measurable, positive effect on quality school-age care.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section III, Standard G Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: College transcript and documentation of hours of experience ("Hours of experience" means experience serving the ages and developmental abilities of children for which the center is licensed.).		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program offers parenting education opportunities.		2
Intent: Families are provided with opportunities to engage in family education, enrichment, family support, child development and other programs or groups. This is provided by the program or through referral to community agencies that are designed to improve the quality of family life and support children's learning and development.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: MOST pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Attendance (sign-in sheets).		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Provider or educator engages in informal communication with families.		1
Intent: Schoolagers learn within a continuum of settings including their homes, schools, communities, and other learning environments. Research indicates that successful out-of-school time programs depend on partnerships with community resources. Partnerships must be based upon ongoing interactive communications.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Documentation of program policy (handbook, job description, staff expectation).		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Communication, education, and informational materials and opportunities for families are delivered in a way that meets diverse needs (e.g., literacy level, language, cultural appropriateness).		1
Intent: Families are provided information about their child in ways that meet the individual needs of the families. There is intentional accommodation for inclusion.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Program Goals, and Philosophy.		

Indicator Category: Family and Community Partnerships – Family Partnerships and Family Strengthening	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Provider surveys families and schoolagers to gather input on the structure and policies of the program.		1
Intent: Families are able to guide the direction of the program through participation on advisory boards, surveys, formal and informal evaluation, focus groups, a suggestion box, and policy making committees.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 and 18, Section: V Standard: D, F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Self-Assessment, Written Communications, Newsletters, Statement regarding informal communication, Event Programs/Flyers, Meeting Agendas, Attendance sign-in sheets, Survey results.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Partnerships provide or connect families to appropriate comprehensive services.		• Program has one of the following (1 point). • Program has two or more of the following (3 points).
Intent: The program connects families with public/private community agencies and educational institutes to meet the comprehensive needs of children and families and by doing so assist one another in the delivery of services and increase awareness of available resources. This indicator is focused specifically on referring families to outside entities for services.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content Area 7 pg. 52-55		
Documentation: Documentation or report of on-site referrals, such as hearing/vision screening, resource guide.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Partnerships allow for collaboration or transitions with children and youth organizations, community resource agencies, and schools.		• Program has one of the following (1 point). • Program has two or more of the following (3 points).
Intent: This indicator is meant to show that the program is not operating in isolation, but is engaging with the community and other organizations. The "program" could refer to youth organizations, community resources, etc.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content Area 7 pg. 52-55		
Documentation: Asset map, needs assessment, meeting minutes or agendas, food program, CACFP.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program participates in community associations.		• Program has one of the following (1 point). • Program has two or more of the following (3 points).
Intent: Program is affiliated with a local, state and/or national professional organization that enhances their business or early childhood practices.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content Area 7 pg. 52-55		
Documentation: Formal meeting agenda, meetings minutes, correspondence of items discussed.		

Indicator Category: Family and Community Partnerships – Community Partnerships	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has evidence that it is involved in partnerships, collaborations, or both that enhance its services to families.		• Program has one of the following (1 point).
Intent: This indicator is meant to show that the program partners or collaborates with other entities to enhance its own services to families (rather than referring to families to other entities).		• Program has two or more of the following (3 points).
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg 18, Section: V Standard: F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Collection of resource materials (binder), Contract/Agreement with direct service providers (Centers only), Announcements, Communication/Correspondence with Partners, Membership Documentation, Self-Reporting.		

Indicator Category: Administration and Management	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a basic contract for services rendered, which may include description of payment schedule, provider and child vacation policies, sick leave for child, alternative care options, and a termination policy.		2 – With Assistants
Intent: Program has written information about policies and procedure for families and staff.		4 – Without Assistants
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 6 Section I Standard D, E, F; pg. 21 Section VI Letter E Core Knowledge and Competencies for Afterschool and Youth Development Professionals: All		
Documentation: Documentation of written policies and procedures.		

Indicator Category: Administration and Management	Setting: Family or Group Homes With Assistants	Point Value
Indicator: Program has evidence of staff evaluation and individual professional development plans for staff members.		1
Intent: To ensure the program is intentional in its hiring and retention processes.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 5-6, Section I Standard B, C; pg. 11-13 Section III Standard C, D, E, G, H, K; pg. 21 Section VI Letter G Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Staff manual/handbook, training/orientation agendas, written policies and procedures.		

Indicator Category: Administration and Management	Setting: Family or Group Homes Without Assistants	Point Value
Indicator: Program has opportunity for consultation on business practices with a lawyer, accountant, or child care professional group.		1
Intent:		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Core Knowledge and Competencies for Afterschool and Youth Development Professionals: pg. 67 – Personnel Management, Level 5		
Documentation:		

Indicator Category: Administration and Management	Setting: Family or Group Homes With Assistants	Point Value
Indicator: Program has written personnel policies and procedures.		2
Intent: Staff has access to written policies and procedures to support their assigned roles and responsibilities.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality pg. 12 Section III Standard D, E, pg. 21 Section IV Standard E Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Table of contents from employee handbook, policy manual, procedure manual.		

Indicator Category: Administration and Management	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Families and schoolagers are engaged in program evaluation, and information obtained will be used for program improvement.		1 – Without Assistants • Program has one of the following (1 point).
Intent: Program has a regular process for ongoing program improvement.		• Program has two or more of the following (3 points). – With Assistants
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 21- Section VI. Letter F Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 9 page 66		
Documentation: Documented results of findings, documentation of how findings are being used to support program improvement, documentation of two evaluations annually.		

Indicator Category: Administration and Management	Setting: Family or Group Homes With Assistants	Point Value
Indicator: Program has a documented, graduated salary scale that takes into account education and experience.		• Program has one of the following (1 point).
Intent: A graduated salary helps to recruit and retain qualified staff.		• Program has two or more of the following (3 points).
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 13 Section III Standard I Core Knowledge and Competencies for Afterschool and Youth Development Professionals:		
Documentation: Written plan – may be included in policy and procedure manual, staff manual.		

Indicator Category: Administration and Management	Setting: Family or Group Homes With Assistants	Point Value
Indicator: Program has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for staff.		• Program has one of the following (1 point). • Program has two or more of the following (3 points).
Intent: Maintaining quality staff over a long period of time because relationships between schoolagers and staff are related to positive youth outcomes.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 21 Section VI Letter C Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written policies and procedures, such as policy and procedure manual, staff manual		

Indicator Category: Administration and Management	Setting: Family or Group Homes With Assistants	Point Value
Indicator: Program has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.		• Program has one of the following (1 point).
Intent: Offering paid leave time will help with retention and recruitment of quality staff.		• Program has two or more of the following (3 points).
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 21 Section VI Letter C Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written policies and procedures, such as policy and procedure manual, staff manual		

Indicator Category: Environment	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program is in a physical location that is free of environmental risks (e.g., lead, mercury, asbestos and indoor air pollutants).		1
Intent: Program should provide a safe physical environment for schoolagers.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 4 Section I Standard A Core Knowledge and Competencies for Afterschool and Youth Development Professionals:		
Documentation: Lead-based paint inspection, regular lead hazard risk assessment report (if lead paint is identified), for home provider, if home built after 1978, a lead-based paint inspection.		

Indicator Category: Environment	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program demonstrates that it implements an intentional plan to maintain staff-to-child ratios and group sizes as established in the Michigan Out-of-School Time Standards of Quality (Section III, Standard A).		2
Intent: Program creates an optimum environment by having more staff and fewer schoolagers than required by licensing.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 4 Section I Standard A Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Attendance documents, staffing assignments, program manual		

Indicator Category: Environment	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program is participating in the CACFP in good standing and has a written nutrition plan; OR follows guidelines that meet the CACFP meal pattern requirements and has a written nutrition plan; OR for a program that serves snacks only, follows guidelines that meet CACFP meal pattern requirements; OR for a program that does not provide food, provides nutrition information to families if families provide meals from home.		1
Intent: Program addresses the nutritional health of children by providing food service and nutritional education.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 7 Section I Standard G, H, J Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written nutrition plan, show participation in CACFP, documentation showing the program follows seasonal menu guidelines		

Indicator Category: Environment	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit outdoor play.	2	
Intent: To ensure that schoolagers have the opportunity for daily physical activity. Outdoor activity is preferred but may be substituted with indoor physical activity, during inclement weather.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; standard A Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 8, pg. 60-62		
Documentation: Posted daily schedule, policy in provider handbook. If something prohibits outdoor play, provide evidence, such as building policy handbook.		

Indicator Category: Curriculum and Instruction	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a statement of educational and developmental priorities for the schoolagers that is available to families.		3
Intent: The program needs a clear mission/vision to operate. Having this plan shows intentional thinking and planning around the program.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 17 Section V Standard B, E Core Knowledge and Competencies for Afterschool and Youth Development Professionals		
Documentation: Written vision/mission statement		

Indicator Category: Curriculum and Instruction	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a routine daily schedule that is predictable yet flexible; daily schedule reflects the interests and abilities of children and supports balanced development, taking into account individual needs of children in the following areas: social, emotional, intellectual, academic, physical, and cultural.	3	
Intent: Provide a routine schedule that utilizes and promotes a variety of youth-centered and youth-led activities that increase the opportunity for schoolagers to develop in all areas. (social, emotional, intellectual, academic, physical, and cultural).		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; standard A, C Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 27		
Documentation: Daily schedule, Mission statement, Parent handbook		

Indicator Category: Curriculum and Instruction	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a written plan and process in place for schoolagers to ensure planned activities and academic experiences provide opportunities in the following content areas: social, emotional, physical, academic, creative expression, and life-skills.		• Provider has one of the following (2 points) • Provider has two of the following (4 points) • Provider has three or more of the following (7 points)
Intent: Programs provide planned, intentional experiences for schoolagers that enhance their developmental outcomes and academic achievement.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; standard B Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 27 		
Documentation: Lesson plan template, sample completed lesson plan, Policy/Curriculum Book, Written Plan in the Staff Handbook, or Evidence of related staff development		

Indicator Category: Curriculum and Instruction	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a written plan for integrating policies, procedures, and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.		• Provider has one of the following (2 points) • Provider has two of the following (4 points) • Provider has three or more of the following (7 points)
Intent: Programs that provide schoolagers with opportunities to identify and celebrate the diversity of their families and community increase self-esteem, feelings of acceptance and pride.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section II; Standard B,C Section IV; Standard A, E Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 30		
Documentation: Lesson plan template, newsletters, invitations, weekly e-blast, digital record, other written communication, Policy/Curriculum Book, written plan in the Staff Handbook, Evidence of related staff development.		

Indicator Category: Curriculum and Instruction	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a written plan and process in place to ensure planned activities and academic experiences include intentional opportunities in the area of science, technology, engineering, and mathematics (STEM).		• Provider has one of the following (2 points) • Provider has two of the following (4 points) • Provider has three or more of the following (7 points)
Intent: These programs offer active learning opportunities and support the State of Michigan Educational Technology Plan (http://www.techplan.org/).		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V; Standard F,H, I Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 25-30		
Documentation: Lesson plans, newsletters, field trips, guest presenters, weekly schedule, parent handbook , digital record, pictures		

Indicator Category: Curriculum and Instruction	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a written plan and process in place to ensure planned activities and academic experiences include intentional opportunities in the area of Character Education as described in the Michigan State Board of Education's Policy on Quality Character Development.		• Provider has one of the following (2 points) • Provider has two of the following (4 points) • Provider has three or more of the following (7 points)
Intent: These programs are supporting and implementing the Michigan State Board of Education's policy on Quality Character Education (http://www.michigan.gov/documents/Character_policy_final_94134_7.pdf). According to the policy, character education in public schools should be secular and is best implemented using coordinated school health programs with a focus on developing positive relationships and prosocial norms among students and staff.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: Section V, Standard F and G Core Knowledge and Competencies for Afterschool and Youth Development Professionals: Content area 2, pg. 25,30		
Documentation: Lesson plans, newsletters, field trips, guest presenters, weekly schedule, parent handbook, curriculum planning includes components such as: Service Learning, Conflict Resolution, Asset Building, Leadership, Decision Making Skills for Healthy Choices, Peer Mediation, Intergenerational Activities		

Indicator Category: Curriculum and Instruction	Setting: Family or Group Homes With and Without Assistants	Point Value
Indicator: Program has a written plan and process to support the inclusion of children with special health care or developmental needs in regular program activities.		• Provider has one of the following (2 points) • Provider has two of the following (4 points) • Provider has three or more of the following (7 points)
Intent: Program has written policies and practices that assure schoolager's special needs are met.		
To learn more, visit: Michigan Out-of-School Time Standards of Quality: pg. 18 Section V Standard B, E Core Knowledge and Competencies for Afterschool and Youth Development Professionals.		
Documentation: Written document that outlines the process for serving schoolagers with special needs in regular program activities.		

Appendix C. Summary Tables for Center-Based Settings

Staff Qualifications and Professional Development

Staff Qualifications		
Program Director or Site Supervisor: Person who is present at the programming site on a daily basis		
Check one of the following:	X	Points
Out-of-school time program director or site supervisor has 60 semester hours with 12 semester hours in a child-related field and 1,200 hours of experience with schoolagers OR a valid Child Development Associate (CDA) or Montessori credential with 12 semester hours in a related field AND 960 hours of experience with schoolagers.		1
Out-of-school time program director or site supervisor has a valid Michigan School Age Youth Development Credential or equivalent with 12 semester hours in a child-related field AND 960 hours of experience with schoolagers.		2
Out-of-school time program director or site supervisor has an associate's degree in a child-related field with 960 hours of experience with schoolagers OR 60 semester hours in a program leading to a bachelor's degree in a child-related field with at least 24 of those semester hours in a child-related field AND 960 hours of experience with schoolagers OR has a bachelor's degree or higher in a child-related field.		3
Out-of-school time program director or site supervisor has a bachelor's degree or higher in a child-related field AND valid Michigan School Age Youth Development Credential or equivalent.		4
Total		4

Staff Qualifications		
Program Staff or Assistant Provider		
Check one of the following:	X	Points
At least one staff has, at a minimum, a valid Michigan School-Age Youth Development Credential OR at least 25 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		2
At least 25 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential OR at least 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		3
At least 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential OR 100 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		4
100 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential OR at least an associate's degree OR 60 semester hours or higher in a child-related field OR 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Credential AND 50 percent of staff has, at a minimum, a Michigan School-Age Youth Development Certificate.		5
Total		5

Professional Development		
Program Director, Program Staff, Assistant Provider		
	X	Points
Director and all program staff complete at least 24 hours of professional development annually.		1
Annual professional development training attended by all staff includes at least three hours focused on cultural competence or inclusive practices related to serving schoolagers with special needs or disabilities, as well as teaching diverse schoolagers and supporting diverse schoolagers and their families.		2
Program administration training is in place for site director, supervisor, or both.		1
Director has a graduate degree in a child-related field, or program works at least monthly with an early childhood or school age specialist who has a graduate degree in a child-related field.		1
Center develops a quality improvement plan designed to improve quality in staff qualifications, and progress is monitored by a quality-improvement consultant.		3
Total		8

Family and Community Partnerships

Family Partnerships and Family Strengthening	X	Points
	X	Points
Center provides parenting education opportunities.		1
Program staff engages in informal communication with families.		1
Communication, education, and informational materials and opportunities for families are delivered in a way that meets diverse needs (e.g., literacy level, language, cultural appropriateness).		1
Center offers opportunities for families to participate in program governance.		1
Center offers opportunities for schoolagers to participate in program governance.		1
Total		5

Community Partnerships		
Center is involved in partnerships, collaborations, or both that enhance services to families. • Center has one of the following (1 point). • Center has two of the following (2 points). • Center has three or more of the following (3 points).	X	Points

Community Partnerships		
Center has partnerships that allow for collaboration with children and youth organizations, community resource agencies, and schools to meet the needs of all participating schoolagers.		
Center participates in community associations.		
Center has partnerships with community organizations to provide direct services to schoolagers in its care.		
Center has evidence that it is involved in partnerships, collaborations, or both that enhance its services to families.		
Total		3

Administration and Management

Administration and Management	X	Points
Center has written policies and procedures for staff and families.		2
Center has evidence of a plan for recruitment, orientation, and retention of staff, including staff evaluations and individual professional development plans.		2

Administration and Management		
Center has a formal advisory committee that meets regularly to coordinate programming, curriculum, goals, policies, and procedures. At least three of the following stakeholders must be included in meetings: administrators, program staff, school staff, community members, schoolagers, and families.		1
Center has a documented, graduated salary scale that takes into account education and experiences.		1
Center has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for staff.		1
Center has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.		1
Staff, schoolagers, families, and community members are given the opportunity to evaluate the program at least two times a year and the information obtained is used for program improvement.		1
Total		9

Environment

Environment		
	X	Points
Center is in a physical location that is free of environmental risks (e.g., lead, mercury, asbestos and indoor air pollutants). In addition, the temperature, lighting, and environment are conducive to learning.		1
Center demonstrates that it implements an intentional plan to maintain staff-to-child ratios and group sizes as established in the Michigan Out-of-School Time Standards of Quality (Section III, Standard A).		2
Center is participating in the Child and Adult Care Food Program (CACFP) in good standing AND has a written nutrition plan; OR follows guidelines that meet the CACFP meal pattern requirements AND has a written nutrition plan; OR for a program that does not provide food, provides nutrition information to families if families provide meals from home.		1
Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit outdoor play.		2
Total		6

Curriculum and Instruction

Curriculum and Instruction		
	X	Points
Center has a statement of educational and developmental priorities for the schoolagers that is available to families.		2
Center has a routine daily schedule that is predictable yet flexible; daily schedule reflects the interests and abilities of the schoolagers and supports balanced development in the following areas: social, emotional, intellectual, academic, physical, and cultural. Daily schedule is posted for families and schoolagers.		3
Center has a written plan and process in place to ensure that planned activities and academic experiences provide opportunities in the following content areas: social, emotional, physical, academic, creative expression, and life-skills.		1
Center has a written plan and process in place to ensure that planned activities and academic experiences incorporate the diversity of the schoolagers and families within the program.		1
Center has a written plan and process in place to ensure that planned activities and academic experiences include intentional opportunities in the area of science, technology, engineering, and mathematics (STEM).		1
Center has a written plan and process in place to ensure that planned activities and academic experiences include intentional opportunities in the area of Character Education as described in the Michigan State Board of Education's Policy on Quality Character Development.		1
Center has a written plan and process to support the inclusion of schoolagers with special health care or developmental needs in regular program activities.		1
Center can demonstrate that it structures and schedules staff such that each schoolager has a consistent team of provider or educators.		1
Total		11

Appendix D. Summary Tables for Family and Group Homes

Staff Qualifications and Professional Development

Staff Qualifications					
Program Director or Site Supervisor: Person who is present at the programming site on a daily basis					
Family or Group Homes With Assistants			Family or Group Homes Without Assistants		
Check one of the following:	X	Points	Check one of the following:	X	Points
Provider completed at least one postsecondary course in Early Childhood Education or Child Development or a child-related field OR 20 hours of community or academic training aligned with the Core Knowledge Core Competencies for Early Childhood or Afterschool and Youth Development Professionals.		1	Provider completed at least one postsecondary course in Early Childhood Education or Child Development or a child-related field OR 20 hours of community or academic training aligned with the Core Knowledge Core Competencies for Early Childhood or Afterschool and Youth Development Professionals.		1
Provider has a child development associate credential or Montessori credential or Michigan school-age or youth development credential OR an associate's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education or Child Development or a child-related field.		2	Provider has a child development associate credential or Montessori credential or Michigan school-age or youth development credential OR an associate's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education or Child Development or a child-related field.		2
Provider has an associate's degree in Early Childhood Education or Child Development or a child-related field, including a minimum of 18 semester hours in Early Childhood Education or Child Development or a child-related field OR 60 semester hours in a program leading to a bachelor's degree in Early Childhood Education or Child Development or a child-related field with at least 24 of those semester hours in Early Childhood		3	Provider has an associate's degree in Early Childhood Education or Child Development or a child-related field, including a minimum of 18 semester hours in Early Childhood Education or Child Development or a child-related field OR 60 semester hours in a program leading to a bachelor's degree in Early Childhood Education or Child Development or a child-related field with at least 24 of those semester hours in Early Childhood		3

Staff Qualifications					
Program Director or Site Supervisor: Person who is present at the programming site on a daily basis					
Education or Child Development or a child-related field.			Education or Child Development or a child-related field.		
Provider has a bachelor's degree or higher in Early Childhood Education or Child Development or a child-related field OR a bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education or Child Development or a child-related field AND 480 hours of experience.		4	Provider has a bachelor's degree or higher in Early Childhood Education or Child Development or a child-related field OR a bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education or Child Development or a child-related field AND 480 hours of experience.		4
Total		4	Total		4

Staff Qualifications					
Program Staff or Assistant Provider					
Family or Group Homes With Assistants			Family or Group Homes Without Assistants		
Check one of the following:	X	Points	Check one of the following:	X	Points
At least one assistant has, at a minimum, one postsecondary course in Early Childhood Education or Child Development or a child-related field OR 20 hours of community or academic training aligned with the either the Core Knowledge Core Competencies for Early Childhood or Core Knowledge Core Competencies for Afterschool and Youth Development Professionals OR a Michigan school-age or youth development certificate.		3			
At least one assistant has, at a minimum, a CDA or a Montessori credential OR a Michigan school-age or youth development credential.		4			
At least one assistant has, at a minimum, an associate's degree in Early Childhood Education or Child Development or in a child-related field with a minimum of 18 hours Early Childhood or Child Development OR 60 semester hours in a program leading to a bachelor's degree in Early Childhood Education or Child Development or a child-related field with at least 24 of those semester hours in Early Childhood Education or Child Development or Youth Development.		5			
Total		5			

Professional Development					
Program Director or Program Staff or Assistant Provider					
Family or Group Homes With Assistants			Family or Group Homes Without Assistants		
	X	Points		X	Points
Lead provider or educator completes at least 20 hours of professional development annually, and assistant(s) completes 10 hours of professional development annually.		1	Lead provider or educator completes at least 20 hours of professional development annually.		1
Professional development training attended by provider includes at least two hours focused on cultural competence OR inclusive practices, related to serving children of all ages with special needs or disabilities, as well as teaching diverse children and supporting children and their families.		1	Professional development training attended by provider includes at least two hours focused on cultural competence OR inclusive practices, related to serving children of all ages with special needs or disabilities, as well as teaching diverse children and supporting children and their families.		1
Lead provider or educator has graduate degree in Early Childhood or Child Development or a related field, or works at least monthly with an early childhood or school age specialist who has a graduate degree in Early Childhood or Child Development or a child-related field.		1	Lead provider or educator has graduate degree in Early Childhood or Child Development or a related field, or works at least monthly with an early childhood or school age specialist who has a graduate degree in Early Childhood or Child Development or a child-related field.		1
Program develops quality improvement plan designed to improve quality in staff qualifications, and progress is monitored by a quality improvement consultant.		3	Program develops quality improvement plan designed to improve quality in staff qualifications, and progress is monitored by a quality improvement consultant.		3
Total		6	Total		6

Family and Community Partnerships

Family Partnerships and Family Strengthening					
Family or Group Homes With Assistants	X	Points	Family or Group Homes Without Assistants	X	Points
Program offers parenting education opportunities.		2	Program offers parenting education opportunities.		2
Provider or educator engages in informal communication with families.		1	Provider or educator engages in informal communication with families.		1
Communication, education, and informational materials and opportunities for families are delivered in a way that meets diverse needs (e.g., literacy level, language, cultural appropriateness).		1	Communication, education, and informational materials and opportunities for families are delivered in a way that meets diverse needs (e.g., literacy level, language, cultural appropriateness).		1
Provider surveys families and schoolagers to gather input on the structure and policies of the program.		1	Provider surveys families and schoolagers to gather input on the structure and policies of the program.		1
Total		5	Total		5

Community Partnerships					
Family or Group Homes With Assistants			Family or Group Homes Without Assistants		
Program is involved in partnerships, collaborations, or both that enhance its services to families. • Program has one of the following (1 point). • Program has two or more of the following (3 points).	X	Points	Program is involved in partnerships, collaborations, or both that enhance its services to families. • Program has one of the following (1 point). • Program has two or more of the following (3 points).	X	Points
Partnerships provide or connect families to appropriate comprehensive services.			Partnerships provide or connect families to appropriate comprehensive services.		
Partnerships allow for collaboration or transitions with children and youth organizations, community resource agencies, and schools.			Partnerships allow for collaboration or transitions with children and youth organizations, community resource agencies, and schools.		
Program participates in community associations.			Program participates in community associations.		
Program has evidence that it is involved in partnerships, collaborations, or both that enhance its services to families.			Program has evidence that it is involved in partnerships, collaborations, or both that enhance its services to families.		
Total		3	Total		3

Administration and Management

Administration and Management					
Family or Group Homes With Assistants			Family or Group Homes Without Assistants		
	X	Points		X	Points
Program has a basic contract for services rendered, which may include description of payment schedule, provider and child vacation policies, sick leave for child, alternative care options, and a termination policy.		2	Program has a basic contract for services rendered, which may include description of payment schedule, provider and child vacation policies, sick leave for child, alternative care options, and a termination policy.		4
Program has evidence of staff evaluation and individual professional development plans for staff members.		1	Program has opportunity for consultation on business practices with a lawyer, accountant, or child care professional group.		1
Program has written personnel policies and procedures.		2	Families and schoolagers are engaged in program evaluation, and information obtained will be used for program improvement.		1
Total		5	Total		6

Administration and Management			
Family or Group Homes With Assistants			Family or Group Homes Without Assistants
Program is involved in partnerships, collaborations, or both that enhance its services to families. • Program has one of the following (1 point). • Program has two or more of the following (3 points).	X	Points	
Program has a documented, graduated salary scale that takes into account education and experience.			
Program has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for staff.			
Program has paid leave time for full-time employees, which may include holiday, vacation, education, or sick time.			
Families and schoolagers are engaged in program evaluation and information obtained will be used for program improvement.			
Total		3	

Environment					
Family or Group Homes With Assistants			**Family or Group Homes Without Assistants**		
	X	Points		X	Points
Program is in a physical location that is free of environmental risks (e.g., lead, mercury, asbestos and indoor air pollutants).		1	Program is in a physical location that is free of environmental risks (e.g., lead, mercury, asbestos, and indoor air pollutants).		1
Program demonstrates that it implements an intentional plan to maintain staff-to-child ratios and group sizes as established in the Michigan Out-of-School Time Standards of Quality (Section III, Standard A).		2	Program demonstrates that it implements an intentional plan to maintain staff-to-child ratios and group sizes as established in the Michigan Out-of-School Time Standards of Quality (Section III, Standard A).		2
Program is participating in the CACFP in good standing and has a written nutrition plan; OR follows guidelines that meet the CACFP meal pattern requirements and has a written nutrition plan; OR for a program that serves snacks only, follows guidelines that meet CACFP meal pattern requirements; OR for a program that does not provide food, provides nutrition information to families if families provide meals from home.		1	Program is participating in the CACFP in good standing and has a written nutrition plan; OR follows guidelines that meet the CACFP meal pattern requirements and has a written nutrition plan; OR for a program that serves snacks only, follows guidelines that meet CACFP meal pattern requirements; OR for a program that does not provide food, provides nutrition information to families if families provide meals from home.		1
Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit outdoor play.		2	Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit outdoor play.		2
Total		6	Total		6

Curriculum and Instruction

Curriculum and Instruction					
Family or Group Homes With Assistants			**Family or Group Homes Without Assistants**		
	X	Points		X	Points
Program has a statement of educational and developmental priorities for the schoolagers that is available for families.		3	Program has a statement of educational and developmental priorities for the schoolagers that is available for families.		3
Program has a routine daily schedule that is predictable yet flexible; daily schedule reflects the interests and abilities of children and supports balanced development, taking into account individual needs of children in the following areas: social, emotional, intellectual, academic, physical, and cultural.		3	Program has a routine daily schedule that is predictable yet flexible; daily schedule reflects the interests and abilities of children and supports balanced development, taking into account individual needs of children in the following areas: social, emotional, intellectual, academic, physical and cultural.		3

Curriculum and Instruction

• Provider has one of the following (2 points) • Provider has two of the following (4 points) • Provider has three or more of the following (7 points)			• Provider has one of the following (2 points) • Provider has two of the following (4 points) • Provider has three or more of the following (7 points)	
Program has a written plan and process in place for schoolagers to ensure planned activities and academic experiences provide opportunities in the following content areas: social, emotional, physical, academic, creative expression, and life-skills.			Program has a written plan and process in place for schoolagers to ensure planned activities and academic experiences provide opportunities in the following content areas: social, emotional, physical, academic, creative expression, and life-skills.	
Program has a written plan for integrating policies, procedures, and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.			Program has a written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.	
Program has a written plan and process in place to ensure planned activities and academic experiences include intentional opportunities in the area of science, technology, engineering, and mathematics (STEM).			Program has a written plan and process in place to ensure planned activities and academic experiences include intentional opportunities in the area of science, technology, engineering, and mathematics (STEM).	
Program has a written plan and process in place to ensure planned activities and academic experiences include intentional opportunities in the area of Character Education as described in the Michigan State Board of Education's Policy on Quality Character Development.			Program has a written plan and process in place to ensure planned activities and academic experiences include intentional opportunities in the area of Character Education as described in the Michigan State Board of Education's Policy on Quality Character Development.	

Curriculum and Instruction					
Program has a written plan and process to support the inclusion of children with special health care or developmental needs in regular program activities.			Program has a written plan and process to support the inclusion of children with special health care or developmental needs in regular program activities.		
Total		13	Total		13

Appendix B

Final Recommendations from the Quality Improvement and Technical Assistance Workgroup
Submitted to the School Age Design Steering Committee
June 30, 2015

Quality Improvement and Technical Assistance Workgroup
The Quality Improvement (QI) and Technical Assistance (TA) Workgroup was charged with "Proposing the actions that will promote and facilitate quality improvement across all out-of-school time care and education programs and providers throughout Great Start to Quality." To fulfill this charge, the Workgroup held four, full-day, in-person meetings and two webinars between March and June 2015. The Workgroup was comprised of fourteen members representing out-of-school time training and technical assistance organizations, school age providers and programs, and parents.

To inform their recommendations, the Workgroup heard from presenters or held small group conversations on the following topics:
- Current Great Start to Quality system presented by Joan Blough, Early Childhood Investment Corporation
- Definitions of professional development terms (e.g. training, technical assistance, etc.)
- Core Knowledge and Core Competencies for Afterschool Staff and Core Competencies for Afterschool Trainers
- 21st Century Community Learning Centers and the David P. Weikart Center for Youth Program Quality presented by Joe Beasley from the David P. Weikart Center
- School-Age Certification and Credential process presented by Tonya Clevenger from Camp Fire West Michigan 4C
- Michigan After School Partnership presented by Mary Sutton
- Michigan State University 4-H
- Models in other states presented by Jaime Singer from the American Institute for Research

The Workgroup developed their recommendations based on best practices in Michigan and other states, experiences of Workgroup members, and lessons learned from Great Start to Quality. The Workgroup also identified a handful of recommendations that did not fit exclusively within the group's scope of work. These are listed at the end of this document.

The Workgroup used the criteria below when finalizing recommendations.

Do the recommendations:
- Align with and support the Michigan Out-of-School Time (M-OST) Standards of Program Quality and the indicators being created by the Program Quality Indicators Workgroup?
- Include specific strategies, activities, incentives, and supports for advancing quality?
- Utilize what is known from research, best practices, and lessons learned from implementation of similar systems?
- Align with the current Great Start to Quality system?

Next Steps

The Workgroup hopes the Steering Committee will review and utilize all of the recommendations listed in this document as part of their final recommendations to the Michigan Department of Education – Office of Great Start. The workgroup also recommends that current partnerships will be utilized and fostered when implementing the recommendations (e.g. Michigan After School Partnership, Michigan Afterschool Association, Great Start to Quality-Resource Centers, Early Childhood Investment Corporation, 21st Century Learning Communities, etc.).

Recommendations for Quality Improvement and Technical Assistance for Out-of-School Time Providers/Programs

The finalized recommendations are split into categories for ease of reading, however several recommendations cross over multiple categories. The Workgroup also prioritized nine recommendations using the criteria of powerful (implementing the recommendation would make a large impact on moving the work forward) and feasible (implementing the recommendation is possible and actionable). These nine recommendations are listed first within the categories and are designated by an *.

Entity(ies) Providing Training and Technical Assistance	Additional Description and Rationale
* Identify and assess the existing organizations/entities providing training and technical assistance (TA) to providers/programs[1], identify gaps in training and TA services, and develop recommendations for increased alignment/coordination.	The Workgroup did not have enough time to identify and assess the existing training and TA system for providers/programs. This type of assessment would serve as a first step before deciding whether to fund a specific entity to lead all training/technical assistance. The decision may be to utilize existing training/technical assistance providers prior to investing a large amount of funding in lead entities. There are excellent examples of current organizations

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[1] Any time providers/programs is used in this document it is referring specifically to out-of-school time providers and programs.

	leading training and TA now (e.g. David P. Weikart Center, Michigan After School Association, Michigan State University Extension 4H, etc.) and there may be a benefit to expanding these existing training and TA services.

Training for Out-of-School Time Staff	Additional Description and Rationale
* Provide foundational training to training/TA staff as well as providers/programs on the importance of quality and the quality rating and improvement process. These modules may be offered in-person or online and should cover the following topic areas: • Michigan Out-of-School Time Standards of Quality (M-OST Standards)[2] and related indicators • Core Knowledge and Core Competencies for After School and Youth Development Professionals[3] • Survey of Program Quality Indicators *(when developed)* • Assessment tool *(when selected)* (e.g. School Age Program Quality Assessment) • Quality improvement resources (e.g. credential and certification process, etc.) and training/TA available as part of the process.	The Workgroup membership agreed that based on what it knew and understood that very few school-age providers/programs are aware of and using the M-OST Standards and Core Knowledge and Core Competencies for Afterschool Staff to guide their professional development choices and overall work. Also, lessons learned from Great Start to Quality and other states indicate that foundational awareness, knowledge, and understanding of the importance of quality, the quality rating and improvement system, and the standards, indicators, competencies, and resources that underpin and drive the system, are critical for providers/programs to know about and hopefully understand prior to full participation. This training would be offered to providers/programs prior to participating as well as for staff hired ongoing.

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[2] Michigan Out-of-School Time Standards of Quality. Approved by the Michigan State Board of Education. March 12, 2013.

[3] Core Knowledge and Core Competencies for After School and Youth Development Professionals. National Afterschool Association. September 22, 2011.

* Provide ongoing training, aligned with the Core Knowledge and Core Competencies for After School and Youth Development Professionals, to help providers/programs implement hands on, practical, best practices (similar to training the David P. Weikart Center provides currently) such as: how to set up a daily schedule, how to facilitate youth-related activities, resolve conflict, etc.	The training that the David P. Weikart Center provides is based on the individual needs of a provider/program and provides practical, hands-on training to staff (often on-site) to support their daily activities with schoolagers. The Workgroup believes this type of training should also be aligned with the provider's/program's Quality Improvement Plan.
Provide online training options when feasible and when online methods are in support of learning objectives. Provide listing of already existing online options to providers/programs (e.g. CollaborNation - https://collabornation.net/).	Michigan is a state with vast distances between geographic areas. This poses a challenge when providing training and technical assistance to providers/programs. Therefore it is important to provide training and TA online when possible and in support of learning objectives. There are existing options for online and distance learning (some located outside of Michigan) that should also be shared as resources to providers/programs.
Develop process by which trainers and training would be approved and meet specific criteria before being provided. Potentially add out-of-school time to existing professional development registry process that is currently being developed for the field of early education and care. Ensure the process would be more than just a "paper and pencil" approval, but also includes review and incorporation of feedback from participants, observation, etc.	In order to ensure quality training is available to providers/programs, the trainers and the training should go through a process of review and approval. The process would ensure alignment with the M-OST Standards, the Core Knowledge and Core Competencies for After School and Youth Development Professionals, the Core Knowledge and Core Competencies for Afterschool Trainers[4], and the Michigan School Age Youth Development Certification and Credential process.
Utilize the definitions in the National Association for the Education of Young Children (NAEYC) to define professional development terms - training and TA	Common definitions for professional development terms are needed to ensure communication is clear between training and TA providers as well as between

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[4] Core Competencies for Afterschool Trainers. National Afterschool Association.

(coaching, consultation, mentoring) and promote use of these terms consistently across TA providers and providers/programs. http://www.naeyc.org/GlossaryTraining_TA.pdf	TA providers and those they are working with. The definitions developed by NAEYC have been adopted by many early childhood organizations, including many in Michigan (e.g. Early Childhood Investment Corporation). Adopting these same definitions for the out-of-school time system would increase coordination and alignment.
Ensure training is linked with follow up TA (coaching, consultation, and mentoring) to support understanding and implementation. Training should also be designed to include strategies in support of knowledge/training transfer.	Research indicates that much of training fails to transfer to the work setting[5]. Based on this research and the experience of Workgroup members, training should include strategies for supporting use such as using adult learning principles, discussing potential solutions for implementation challenges, and engaging multiple team members in training together. Follow up TA and "booster" training sessions may also increase the likelihood that participants will use what they learned.
Support program directors to best transfer knowledge and skills gained through training to their staff.	Most out-of-school time programs rely on the program or site directors to attend training and transfer the knowledge and skills they gained to staff. Given this reality, training should include time to discuss how that transfer will occur with follow up TA, as needed, to support transfer to staff.
Provide individualized training and TA on the use of technology to support participation in the quality rating and improvement system and access resources. This support may include providing access to equipment such as computers and tablets or providing "hot-spots" for providers/programs if needed.	Some providers/programs may have barriers to participation in the quality rating and improvement process and quality improvement due to their lack of technology skills or access to computers. Training and access to equipment will address these challenges. Not all providers/programs have issues related to access to

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[5] "Transfer of Training: A Review and Directions for Future Research." Baldwin, Timothy T. and J. Kevin Ford. The Training and Development Sourcebook. Human Resource Development Press, Inc., 1994.

	technology and the training/TA needs to be individualized based on assessment of needs.

Technical Assistance for Out-of-School Time Staff	Additional Description and Rationale
* Require that the design of all training and technical assistance is set up to meet the individual and differentiated needs of providers/programs (e.g. different staff roles and experience, different types of settings (home/center), readiness, etc.).	Training and TA is most effective and will be best used by providers/programs when it is designed to meet their individual needs. The model presented by the David P. Weikart Center is an example of this design.
Develop a menu of training and technical assistance related to each standard/indicator area as part of the online system. Ensure the involvement of out-of-school time staff when identifying these menus of training/TA.	Providers/Programs should be able to easily find training and TA to assist them as they work toward achieving program quality indicators. Therefore, the online system should be set up in a way to ease the connection to these resources. Some of the resources may be provided by funded training/TA providers or may be a link to a community resource (e.g. legal assistance).
Develop a cohort system of peer support – where peers could go through the quality rating and improvement process together, supported by TA staff.	Often providers/programs prefer peer support when going through a change process. TA may also be provided more efficiently to a group versus one-on-one. The decision regarding individual and group TA and support should be driven by the provider/program.
Provide Training/TA on specific items noted within indicators (e.g. what is the Michigan Technology plan, Character Education, life skills, etc.).	Providers/Programs and TA providers may not be aware of and knowledgeable about some of the specific items within the standards and related program quality indicators. Therefore, they need training on these items in order to support implementation.

Selection/Hiring/and Support for TA Staff	Additional Description and Rationale

* <u>Require</u> all training and TA staff have experience working in out-of-school time settings. Ideally, they would also have experience providing training, consultation, coaching, and/or mentoring services previously. They would ideally have content knowledge greater than those they are working with as well as abilities to form relationships to maximize coaching and consultation interactions. Also the Workgroup suggests degrees in one of the following fields – education, social work, early childhood/youth development or other related areas. When these items are not feasible, provide training for existing TA staff to expand their knowledge in out-of-school time (e.g. early childhood quality improvement consultants expanding to out-of-school time).	It was felt very strongly that all TA staff must have experience in out-of-school time settings in order to have credibility and build rapport with providers/programs.
Trainers for OST should have knowledge of the OST field and should be recommended, but not required, to have experience in an OST setting. They would ideally have content knowledge greater than those with whom they are working.	Trainers would ideally have experience in an OST setting; however their experience and knowledge as a trainer, including understanding of adult learning theory, the unique needs of those serving only schoolagers or multi-age groups was decided to be the most important. Trainers could also would work co-trainers have experience in out-of-school time setting to support their credibility and building of rapport.
Assess and build capacity state-wide of trainers and technical assistance providers for the out-of-school time field. This assessment should inform and ultimately help to design to the approval process for trainers.	Given the recommendations, the availability of high quality trainers and TA providers must be explored and understood clearly. Additionally, the alignment of the early childhood systems and out-of-school time systems is critical; aligning the assessment with the approval process will support the development of a seamless experience for both providers of care and education and providers of training and technical assistance. In examining capacities the recommended

	qualifications of trainers and TA providers should be taken into account.
Approval process should be aligned with the current trainer approval process being developed, ideally the current process will take into account the OST field. Ensure process includes mechanism for trainers from out of state to be approved.	With the goal of a unified seamless system, the approval process for trainers should address both those providing training to those only serving children under five, those serving children from birth to age 12 and those serving only schoolagers. Additionally the approval process should not be a paper only process. Trainers should be required to demonstrate their skills in action before being fully approved.
Whenever possible, TA providers should be assigned to intentionally match to the needs of the provider/program (e.g. type of provider, experience with similar demographic group, rural/urban, priorities within quality improvement/TA plan).	This matching between TA and provider/program seeks to meet the individualized needs of providers/programs and also provide the best possible TA possible.
Provide training/TA for the TA providers on the certification and credential process so they can make appropriate referrals and resource connections.	Training and TA providers need to understand the Michigan School Age Youth Development Certification and Credential process so they can provide support to providers as they go through the process and/or link them with appropriate resources.
Develop a career lattice for OST staff at multiple levels, this should take into account and recognize the Michigan School Age Youth Developmental Certification and Credential OST staff.	The development of a career lattice will help to professionalize and move the out-of-school time field forward. This could also help to support the developmental of partnerships with community colleges and other higher education entities.
Utilize/Develop a self-assessment tool to support trainers and TA providers to develop individual professional development plans. The National Afterschool Association trainer self-assessment is an example of this for trainers http://naaweb.org/images/NAA_Trainer_selfassessmen	Trainers and TA providers also need to continuously learn and grow. The Core Knowledge and Core Competencies for Afterschool Staff and Core Competencies for Afterschool Trainers and associated self-assessment tools could be used to support this intentional growth and development.

t.pdf. Another tool may need to be developed for technical assistance providers.	

Michigan School Age Youth Development Certification and Credential	Additional Description and Rationale
*Provide financial and other incentives and supports to providers/staff to help obtain the certification or credential. Expand TA for providers/staff seeking the certification or credential. Explore the expansion of the Teacher Education and Compensation Helps (T.E.A.C.H.), currently funded by the Michigan Department of Education – Office of Great Start, to help interested providers and staff pay for college courses. Support another entity to help providers and staff pay for community based training fees and other expenses.	The Workgroup assumes that some providers will need assistance to obtain the certification and/or credential. This assistance may be in the form of financial scholarships, technical assistance, or other supports. The T.E.A.C.H. program already exists in Michigan to support early childhood providers pursue their Child Development Associate (CDA). There may be the possibility to expand T.E.A.C.H. and also to create or support another entity to provide financial support and technical assistance.
Increase promotion and awareness of the certification and credential process.	The Workgroup assumes that many providers/programs are not aware of the new certification and credential process, therefore recommends increased promotion amongst the out-of-school time network.
Link participation in the quality rating and improvement system to scholarships or other incentives for providers/staff.	Linking scholarships to participation may increase participation in the quality rating and improvement system as well as provide needed financial supports. "Participation" would need to be further defined.
Explore how the certification or credential can lead to increases in employee compensation.	Another incentive for obtaining the certification or credential is increases in staff compensation; similar to the T.E.A.C.H. early Childhood® Michigan program.
Partner with higher education institutions such as community colleges and universities to make	In the early childhood field, providers and practitioners have access to college courses toward an Early Childhood Associate. The Workgroup believes this

| coursework available to fulfill the credential requirements. | opportunity should also be available for out-of-school time providers. The availability of college courses toward the credential would increase the professionalization of the field and the overall quality of the out-of-school time work force. Currently, partnerships exist between the Michigan Department of Education with Institutes of Higher Education and could be built upon to implement this recommendation. Also, the Michigan After School Partnership is already exploring this recommendation area and developing partnerships. |

Support for Participation in Quality Improvement	Additional Description and Rationale
* Develop process for supporting providers and programs prior to participating in the quality rating and improvement system. The goal of this process would be to help the provider/program assess their readiness to participate in the quality rating and improvement system, in terms of gaining the greatest possible benefit, and help to determine future training/TA needs. This process may differ slightly depending on the setting (home, center, school or community center). An example flow chart of this process is provided at the end of these recommendations. This process could include, but is not limited to: • Foundational training about the quality rating and improvement system (same type of training listed first within the *Training of Out-of-School Time Staff* section above)	Similar to the State of Washington, the Workgroup believes providers/programs should have information about the quality rating and improvement system and the process prior to formal participation. The "readiness" process would also connect providers/programs with TA staff and also allow them to be "assessed' for the purposes of providing individualized support and assistance. This process would take the existing somewhat informal process used by the Great Start to Quality Resource Centers (currently completed by the Quality Improvement Specialists) and add a more formal process of training and assessment for providers/programs serving children from birth through age 12.

• Application process to assess readiness including staffing, Director/leadership experience, length of time providing care and education, use of existing professional development time and resources, etc. • Identify knowledge of and access to resources – also assessing training/TA needs	
*Develop peer mentoring system through a [digital badge process](#) (or similar process) by which out-of-school time Directors/Staff, whose program is rated at five stars, would be acknowledged and able to serve as "approved" mentors. These providers may be considered "model practitioners" and serve as a resource for peers.	Peer mentoring would not only provide public acknowledgement for high quality providers/programs, but also provides a valuable support to providers/programs working to increase their quality through connection with a peer mentor.
Incentivize programs/providers to engage in the quality rating and improvement system and reward programs/providers that make quality improvements by providing a tiered process of resource incentives such as... • Free or reduced cost training • Quality improvement grants (e.g. equipment, supplies, etc.) • Increased subsidy rate	Some providers may have uncertainty regarding participation in the quality rating and improvement system and financial incentives may provide the additional support needed. Also, some providers may not be able to enact the changes to increase the quality of their program without fiscal or other material supports. The Workgroup discussed the possibility for a tiered process that balances incentives for participation and rewards as providers/programs increase their quality.

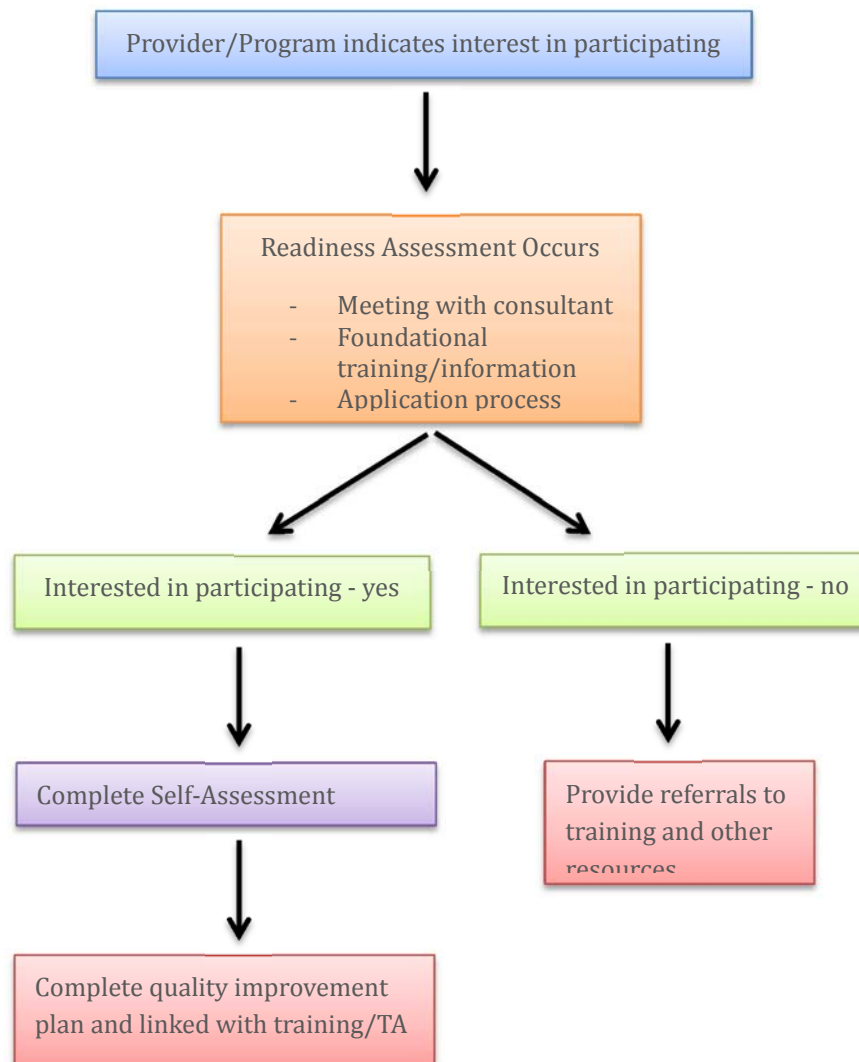| Information/Resources Available	Additional Description and Rationale
* Create implementation manuals (similar to Washington State) for each segment of the quality rating and improvement system (e.g. program manual, role manuals for not only providers but also other roles in the system such as validators, etc.).	These manuals could serve as the basis for the foundational training listed above, be used as ongoing resources for all staff, and support transparency in the system. They would also help support consistency and shared understanding amongst stakeholders in the system.

Create a central location for training calendar, technical assistance, and resources (information/consultants) for providers/programs linked with the professional development central registry currently being developed for early education and care. Widely publicize the listing via social media, List serves, etc. Hyperlink trainings and online resources to specific standards/indicators.	Similar to Great Start to Quality, one location for accessing training and TA information supports easy access to information and more efficient promotion and marketing of training. Linking each training and resource to specific standards and indicators supports providers/programs in making intentional connections to support their quality improvement.
Develop/Identify information sheets, Frequently Asked Questions, and templates that ask guiding questions to help providers/programs develop plans and documents outlined in the standards and related program quality indicators (e.g. nutrition plan, philosophy statement, etc.).	Tools such as these are resources to support providers as they work to increase the quality of care and education they provide. These may be created when the system is first launched and then added to as examples are generated and more learning occurs.
Provide a glossary of terms for providers/programs and TA staff, specifically related to terms included in the standards related program quality indicators (e.g. engagement vs involvement, partnership, collaboration, etc.). This glossary must be consistent with glossaries in the M-OST standards, Core Knowledge and Core Competency, child care licensing documents.	Using a consistent glossary increases shared understanding of terms and their meaning across stakeholders in the system.
Provide functional descriptions of common staff roles within out-of-school time programs (related to the terms used in the indicators).	There is not consistency between providers/programs regarding the titles and roles of staff. What might be called a Site Coordinator in one setting is called Program Director in another. There are specific roles cited in the draft program quality indicators. Having functional descriptions of those roles will assist providers/programs to understand how the roles listed in the program quality indicators relate to their setting.
Provide examples for standards and related program quality indicators (e.g. what would partnerships look	Similar to the glossary listed above, examples increase shared understanding of the meaning of terms and the

like with different types of programs, types of PD plans, etc.).	intent underlying the standards and related program quality indicators.

Additional Recommendations for Overall Project

- Develop a logic model/framework for the school-age project including QI/TA efforts

- Increase awareness of quality and quality rating and improvement system to drive the market by:
  o Educating parents and families
  o Linking with large employers and faith-based community to promote the system
  o Recognizing five star providers/programs through Governor's award and/or other public acknowledgement

- Apply, as applicable, the recommendations below to the existing Great Start to Quality system for early childhood

- Ensure representation from all different types of providers/programs within the Pilot phase

- Reconvene Workgroup members periodically to check in on progress, celebrate accomplishments, and provide input on next steps

Below is an example of a flow chart to better understand the process a provider/program may move through readiness assessment after they indicate interest in the quality rating and improvement system:

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        ┌─────────────────────────────────────────────────┐
        │  Provider/Program indicates interest in          │
        │  participating                                   │
        └─────────────────────────────────────────────────┘
                              │
                              ▼
        ┌─────────────────────────────────────────────────┐
        │  Readiness Assessment Occurs                     │
        │                                                  │
        │   -  Meeting with consultant                     │
        │   -  Foundational                                │
        │      training/information                        │
        │   -  Application process                         │
        └─────────────────────────────────────────────────┘
                    ╱                       ╲
                   ▼                         ▼
    ┌──────────────────────────┐   ┌──────────────────────────┐
    │ Interested in            │   │ Interested in            │
    │ participating - yes      │   │ participating - no       │
    └──────────────────────────┘   └──────────────────────────┘
                │                              │
                ▼                              ▼
    ┌──────────────────────────┐   ┌──────────────────────────┐
    │ Complete Self-Assessment │   │ Provide referrals to     │
    │                          │   │ training and other       │
    │                          │   │ resources                │
    └──────────────────────────┘   └──────────────────────────┘
                │
                ▼
    ┌──────────────────────────┐
    │ Complete quality         │
    │ improvement plan and     │
    │ linked with training/TA  │
    └──────────────────────────┘
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Appendix C

Results from Youth and Caregiver Focus Groups