

## Section 6

This section covers the state or territory framework for training, professional development, and post-secondary education (98.44(a)); provides a description of strategies used to strengthen the business practices of child care providers (98.16(z)); and addresses early learning and developmental guidelines.

Lead Agencies are required to reserve and use a portion of their Child Care and Development Fund program expenditures for activities designed to improve the quality of child care services and to increase parental options for and access to high-quality child care (98.53). This section addresses the quality improvement activities implemented by the Lead Agency related to the support of the child care workforce and the development and implementation of early learning and developmental guidelines. It asks Lead Agencies to describe the measurable indicators of progress used to evaluate state/territory progress in improving the quality of child care services.(98.53 (f)) in either of these two areas.

States and territories are required to describe their framework for training, professional development, and post-secondary education for caregivers, teachers, and directors, including those working in school-age care (98.44(a)). This framework is part of a broader systematic approach building on health and safety training (as described in section 5) within a

state/territory. States and territories must incorporate their knowledge and application of health and safety standards, early learning guidelines, responses to challenging behavior, and the engagement of families. States and territories are required to establish a progression of professional development opportunities to improve the knowledge and skills of CCDF providers (658E(c)(2)(G)). To the extent practicable, professional development should be appropriate to work with a population of children of different ages, English-language learners, children with disabilities, and Native Americans (98.44(b)(2)(iv)). Training and professional development is one of the options that states and territories have for investing their CCDF quality funds (658G(b)(1)).

## 6.1 Professional Development Framework

**6.1.1 Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors in programs that serve children of all ages. This framework should be developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. The framework should include these components: (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing (98.44(a)(3)). Flexibility is provided on the strategies, breadth, and depth with which states and territories will develop and implement their framework.**

a) Describe how the state/territory's framework for training and professional development addresses the following required elements:

i. State/territory professional standards and competencies. Describe:

Michigan has Core Knowledge and Core Competencies (CKCCs) for both early childhood and out of school time (OST). They are aligned to state and national early learning and OST program standards, including our state learning guidelines. Both the CKCC and our learning guidelines have been approved and endorsed by the State Board of Education (SBE). The CKCCs are organized by level—each competency statement has a series of indicators that are identified as developing, achieving, or extending level indicators for early childhood and levels one through five for OST. The indicators identify the knowledge, skills, and attributes early childhood and OST educators may be developing from an entry level all the way through to mastery. Each level builds on the knowledge of the previous level. Training approved by the Michigan Registry (MiRegistry)

is aligned to the relevant CKCCs. Trainers indicate a primary and secondary (if appropriate) competency/content area and then align their training to specific competencies. A trainer submits an outline detailing the competency statements they are addressing. We have developed a free online course (training) on the CKCCs that is available to all providers who are interested in learning more. The training can count toward annual required training hours for child care licensing. Beginning in January of 2022, all professional development must be approved in MiRegistry to count for Great Start to Quality indicators.

Michigan provides funding to T.E.A.C.H. Early Childhood® Michigan, a statewide scholarship program designed to help child care center teaching staff, preschool teachers, family child care providers, group home owners, center directors, early childhood professionals and administrators meet their professional development goals, while continuing their current employment in regulated early childhood and school age care settings. T.E.A.C.H. Early Childhood® MICHIGAN addresses two major challenges in the early education and care field - low wages and high turnover. The scholarship helps increase compensation and the retention of skilled teachers. The education level of child care providers is one of the most critical indicators of the quality of a child's experiences in child care. T.E.A.C.H. scholarships support college credit based education, books, release time and a travel stipend. T.E.A.C.H. funds can also be used to cover the cost of the CDA. In addition, Michigan funds professional development delivery through our statewide Resource Centers. They deliver a range of professional development offerings including child care business training, McKinney Vento, infant toddler focused training, and numerous other offerings to support the early childhood and out of school time workforce.

#### **ii. Career pathways. Describe:**

Michigan has developed a formal career lattice or pathway which was introduced to the field with the launch of MiRegistry. In our formal pathway, we have built entry steps that are based on gaining professional development (training, credit bearing course work, technical assistance) that cover required health and safety training and then include content in all eight (early childhood) and ten (school age) CKCC competency areas. The beginning steps move a provider toward achieving a Child Development Associate (CDA) or Michigan Youth Development Associate certificate (MI-YDA - School Age Credential) and then additional steps require college coursework and achievement of a degree. The

career pathway is targeted to both early childhood and OST professionals.

### iii. Advisory structure. Describe:

We are utilizing advisory groups to inform our workforce initiatives including:

- McKinney Vento Homelessness training
- WIDA multilingual training and technical assistance
- Infant/toddler career pathway work
- Infant/toddler foundational training
- Career Pathway/Career Technical Education (CTE)/high school credential initiative.

These advisory groups help the Michigan Department of Education Office of Great Start (MDE/OGS) develop, promote, and maintain a comprehensive, accessible, inclusive system of cross-sector partners, best practices, and resources for the professional development, career advancement, and recognition of individuals serving infants, toddlers, preschoolers, and school age children. They include representatives from: Great Start to Quality (GSQ), Early Childhood Investment Corporation (ECIC), Early Childhood Support Networks (ECSNs), Community College (2yr), University (4yr), Migrant Telamon, Michigan Head Start Association (MHSA), Michigan Department of Health Human Services (MDHHS), Great Start Readiness Preschool (GSRP), Michigan Association of Intermediate School Administrators (MAISA), Tribal Representation, Michigan Afterschool Partnership (MASP), Michigan Association for Infant Mental Health (MI-AIMH), Teacher Education Assistance for College and Higher (T.E.A.C.H.) Early Childhood® Michigan, Michigan Association for the Education of Young Children (Michigan AEYC), Child Care Licensing Bureau (CCLB), Early-On® Technical Assistance Network, Office of Career and Technical Education (CTE), Office of Professional Preparation Services (OPPS), Head Start Training and Technical Assistance, Community Health/Home Visiting.

### iv. Articulation. Describe:

Michigan participated in a national T.E.A.C.H. Articulation Project and has made great strides in supporting articulation agreements between associate degree granting institutions and bachelor's degree granting institutions. The plan included supporting associate degree granting institutions to pursue a common set of high quality standards (specifically National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation, which our CKCCs are aligned to) and bachelor degree granting institutions accepting the early childhood coursework as a

"block" transfer and evaluating their programs to determine what a transfer student remaining to take at the bachelor degree granting institution. We started this process with our team of two associate and two bachelor's degree granting institutions. Each of the associate degree granting institutions developed agreements with both of the bachelor degree granting institutions. These agreements have served as models to support other institutions in developing block articulation/transfer agreements. We have added at least six new agreements and look forward to adding more, as we now have 12 community colleges that are currently NAEYC accredited. All colleges participating with T.E.A.C.H. Early Childhood® Michigan are required to have at least one articulation agreement in place. Twenty- two associate degree granting institutions have at least one articulation agreement with a bachelor's degree granting institution. We have built on this initial work through our Career Pathway/Career and Technical Education/High School Credential Initiative. In early 2020, Michigan began working with the Region 8 Comprehensive Center on an initiative to expand the pipeline of credentialed early childhood and out-of-school time educators through career pathways that begin in high school and expand into multiple career opportunities. This work is a cross office collaboration and relies on the Career and Technical Education (CTE) general education pathway to build the pipeline. With new Perkins requirements (for CTE), Michigan will be requiring CTE Education general programs to offer either the CDA (Child Development Associate) credential or the MI-YDA (Michigan Youth Development Associate Credential) or both to students as part of their programming. This program will launch during the 21-22 school year. Work is currently being done on supports for the CTE faculty, marketing, and recruitment. As part of the CTE pipeline work, there are 8 bachelor degree granting colleges and 10 associate degree granting colleges that are engaged in articulation/transfer agreements. These agreements focus on teacher education degree programs, including Michigan's new Birth-Kindergarten and PreK-Third bands.

#### [v. Workforce information. Describe:](#)

In April 2018, Michigan launched our workforce registry, MiRegistry. MiRegistry allows for the collection of demographic, wage, education, retention, and professional development information in the registry. The registry also houses our system of trainer and training approval, along with a statewide calendar of professional development/training events. When an individual completes an approved training event, evidence automatically populates his/her learning record. Over 80,000 individuals are utilizing MiRegistry for professional development. We currently have 1240 approved trainers in the system and

3200 professional development events were available last year. In addition, we have over 20,000 individuals who have submitted higher education coursework, degree completion and credentials to MiRegistry for verification and addition to their professional portfolio. We continue to build information around professional development, staff qualifications, employment, retention and wages of the workforce.

**vi. Financing. Describe:**

Michigan provides funding to T.E.A.C.H. Early Childhood® Michigan, a statewide scholarship program designed to help child care center teaching staff, preschool teachers, family child care providers, group home owners, center directors, early childhood professionals and administrators meet their professional development goals, while continuing their current employment in regulated early childhood and school age care settings T.E.A.C.H. Early Childhood® MICHIGAN addresses two major challenges in the early education and care field - low wages and high turnover. The scholarship helps increase compensation and the retention of skilled teachers. The education level of child care providers is one of the most critical indicators of the quality of a child's experiences in child care. T.E.A.C.H. scholarships support college credit- based education, books, release time and a travel stipend. T.E.A.C.H. funds can also be used to cover the cost of the CDA.

**b) The following are optional elements, or elements that should be implemented to the extent practicable, in the training and professional development framework.**

**i. Continuing education unit trainings and credit-bearing professional development to the extent practicable**

**Describe:**

Providers have access to professional development that offers both CEUs and State Continuing Education Clock Hours (SCECHs) through the MiRegistry training calendar. To offer State Continuing Education Clock hours (SCECHs), a sponsor must go through an approval process that requires training to meet state requirements. Providers participating in T.E.A.C.H. Early Childhood® Michigan for support in pursuing CDA training, associates or bachelor's degree are required to take credit bearing college coursework. For support with the CDA credential fee, a provider can utilize both non-credit bearing and credit bearing hours.

- ii. Engagement of training and professional development providers, including higher education, in aligning training and educational opportunities with the state/territory's framework

Describe:

Training that is approved through our Quality Rating Improvement System (QRIS)--GSQ, goes through our statewide trainer and training approval process which lives in MiRegistry. This process requires the trainer to directly align all training to the relevant CKCCs. Institutes of Higher Education align coursework to the early childhood CKCCs and a crosswalk with NAEYC accreditation for associate degree granting programs has been done for consistency and to support our current block transfer approach for those moving from the associate's level to pursuit of a bachelor's degree. We continue to connect with institutions of higher education at quarterly ACCESS (Association of Associate Degree Early Childhood Teacher Educators) meetings and through summit opportunities to encourage alignment with our state framework.

- iii. Other

Describe:

**6.1.2 Describe how the state/territory developed its professional development framework in consultation with the State Advisory Council on Early Childhood Education and Care (if applicable) or similar coordinating body if there is no SAC that addresses the professional development, training, and education of child care providers and staff.**

Training and Technical Assistance, Community Health/Home Visiting. As the framework has been launched and the initial components implemented; we continue to address considerations and needs through a similar stakeholder engagement or advisory group process. Great Start Operations Team (GSOT) serves as Michigan's State Advisory Council on Early Childhood Education and Care. GSOT reviews recommendations around the components of our statewide professional development system.

### **6.1.3 Describe how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors (98.44(a)(7)).**

Michigan has designed the framework to be flexible and to support the workforce at varying levels of competency. Michigan continues to message to individuals that they are part of the early childhood and OST workforce, that they are part of a profession and, in turn, are professionals. Michigan introduced a workforce registry--MiRegistry in April 2018. In preparation for launch Michigan built the approved trainer and approved training side to allow for a heavily populated training calendar at launch. All trainers must be approved utilizing a rubric based on education, experience in the field, and experience working with adult learners. All training is approved and leveled based on alignment to the early childhood or out of school time competencies. To date, we have 1240 approved trainers providing training events. There are two profile levels in MiRegistry— create an account level and a membership level. In July 2018, Michigan launched two online health and safety courses (in MiRegistry) to support providers with meeting reauthorization requirements. In 2020, we launched a required ongoing health and safety course. Both have generated an enormous influx of account creation in the registry. To date, there are over 80,000 accounts in MiRegistry. Roughly 20,000 of those creating accounts have applied for membership. Membership is where the depth of data about the workforce becomes available; as more information such as education, credentials, and more detailed employment information is entered and verified by registry staff. Placement along our state career pathway also occurs at the membership level. As the registry continues to grow in usage and membership, it will allow the state to speak to some of the above items with data—quality, diversity, stability, and retention. The registry also reinforces this concept of professionalism by documenting and acknowledging the qualifications of individuals in the workforce.



## 6.2 Training and Professional Development Requirements

The Lead Agency must describe how its established health and safety requirements for pre-service or orientation training and ongoing professional development requirements--as described in Section 5 for caregivers, teachers, and directors in CCDF programs--align, to the extent practicable, with the state/territory professional development framework. These requirements must be designed to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF funds across the entire age span, from birth through age 12 (658E(c)(2)(G)). Ongoing training and professional development should be accessible and appropriate to the setting and age of the children served (98.44(b)(2)).

### **6.2.1 Describe how the state/territory incorporates into training and professional development opportunities:**

-- the knowledge and application of its early learning and developmental guidelines (where applicable);

-- its health and safety standards (as described in section 5);

-- and social-emotional/behavioral and mental health intervention models for young children, which can include positive behavior intervention and support models that reduce the likelihood of suspension and expulsion of children (as described in Section 2 of the Pre-Print) (98.44(b)).

Licensing requires annual professional development for licensed child care providers. To comply, providers participate in professional development that is aligned to the CKCCs. Child care providers access approved training through MiRegistry and that training is aligned to the CKCCs. The CKCCs are aligned with our state early learning guidelines and address the items included in this indicator--health and safety, positive interactions and guidance, and social and emotional development. All licensed providers are required to complete the CCDF health and safety topics as part of preservice or within three months of employment. We currently offer two courses plus a separate infant safe sleep course online that provide content to meet all the training topics required. In 2020 we developed a required ongoing

health and safety refresher course that targets 4 of the 12 required topics. We will offer a 2021 course that covers an additional 4 topics and a third course in 2022 that covers the remaining 4 topics. These annual health and safety refresher trainings are required for both licensed and license exempt child care providers and were developed to meet the ongoing health and safety requirement. Record of completion is available in MiRegistry for licensing consultant review and we have a data exchange to support evidence of license exempt provider completion. Michigan's training and professional development framework incorporates licensing health and safety standards as the foundation and allows for professional development to support increased knowledge and competency. Training is leveled and categorized by core competency area, which allows for intentional professional development planning to support different professional goals and overall competency. As part of our system of professional development, we have introduced a career pathway that acknowledges licensing requirements at the foundational or entry level and moves to professional levels that are achieved through credentials and higher education attainment. Beginning in January of 2022, professional development will need to be approved in MiRegistry to count for Great Start to Quality. License exempt providers (related, unrelated and parents on site) all complete a GSQ orientation that is built on the CKCCs and is housed in the registry. License exempt providers are also required to complete the ongoing health and safety training as well. GSQ Resource Centers provide professional development on positive guidance and discipline, reducing challenging behaviors, and some offer specific training on intervention models including the pyramid model. Our SBE approved a state policy on suspension and expulsion prevention. A state team with representation from our Head Start Collaboration Office, Child Care, State Pre-K, Infant Mental Health and MDHHS has been convened to focus on this important work. We have specialized social emotional consultation available in 18 counties across the state and hope to expand availability in the future. This consultation supports early care and education providers, in home and center-based care. In addition to social emotional health and behavioral support, the consultants offer training and ongoing coaching around the effects of trauma, how to build adult and child resilience and help providers integrate an intentional equity perspective into their work with children and families.

**6.2.2 Describe how the state/territory's training and professional development are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF funds (as applicable) (98.44(b)(2)(vi)).**

All providers, including those supported through Indian tribes/tribal organizations, have access to professional development offered through MiRegistry, Institutes of Higher Education or other community partners who offer training.

**6.2.3 States/territories are required to facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system (98.16 (dd)). Describe how the state/territory will recruit and facilitate the participation of providers in the subsidy system:**

**a) with limited English proficiency**

Individual GSQ Resource Centers work with the provider populations in their region who are not English speaking to offer training and support. Two of our Resource Centers have bilingual staff and all support providers with translation services. One Resource Center is facilitating a learning community in Spanish. For providers with disabilities, accommodations are made as needed. In addition, we have added several training sponsors to MiRegistry that offer training in a variety of languages to support providers with accessing professional development in their home language.

**b) who have disabilities**

Each provider is a unique case, and their individual ability is accommodated according to their needs. For example, a hearing-impaired provider may be positioned close to the instructor during a training to accommodate a provider who is able to read lips. If an interpreter is available, this is also an option. A vision-impaired provider may be accommodated with materials specific to the training with access to the trainer on an individual basis to read the printed materials. Considerations are made for locations where trainings or meetings are held and are different abilities accessible (handicapped). When a provider shares that they struggle with reading and comprehension, there is additional

individualized assistance to make sure the provider is comfortable and understands. In addition, one-on-one consultation is provided to meet the needs as best as possible.

**6.2.4 Describe how the state/territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers who care for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children); English-language learners; children with developmental delays and disabilities; and Native Americans, including Indians as defined in Section 4 of the Indian Self-Determination and Education Assistance Act (including Alaska Natives) and Native Hawaiians (98.44(b)(2)(iv)).**

Training and professional development is based on the CKCCs which address competencies around English learners, children with disabilities, and cultural competence. Our early learning guidelines (ELGs) also address these areas and provide quality standards and early learning expectations for infants, toddlers, preschool and school-age children. The CKCC are aligned to the ELGs. Michigan offers a school age focused credential the Michigan Youth Development Associate Credential (formerly the School-Age Youth Development Credential) that is earned through professional development based on the National Afterschool Association Core Knowledge and Core Competencies and includes observation and work experience. In addition, licensing requires infant toddler focused coursework to be an Infant or Toddler Lead Caregiver and our career pathway recognizes the Infant Toddler CDA and Infant Mental Health Credential, as well as the School Age Youth Development credential. As part of our PDG B-5 work, we have a Training and Endorsement Project through the Michigan Association for Infant Mental Health. The project will support 200 individuals with attaining the Infant Family Associate (IFA) Endorsement over fiscal years 2021 and 2022.

Features of the project include:

- Specialized Marketing and Outreach
- Cohort Approach/Assignment to an Endorsement Coach for each cohort
- Monthly Check in Calls/Individual Supports
- Training/Professional Development—30 hours of content
- Pregnancy and Postpartum
- Attachment, Separation, Trauma, Grief & Loss
- Relationship Focused Practice and Observation and Listening
- Screening and Assessment/Infant/Young Child Development

- Cultural Competence
- IFA Registration and Processing Fees

We also have an inventory of higher education coursework focused on infants and toddlers. In addition, we are working on a new foundational set of infant and toddler focused coursework that will offer 45 hours of infant and toddler specific content and will incorporate the Program for Infant and Toddler Care (PITC) Essential Practices. Through our Preschool Development Grant B-5 (PDG B-5) Initiative work, we are working to offer WIDA professional development modules and possibly technical assistance to support providers with multi-lingual learners. We also are working with the Nutrition And Physical Activity Self Assessment for Child Care (NAPSACC) program to support providers with access to a series of professional development modules, self-assessment tools and resources and technical assistance. Go NAPSACC works with child care providers to improve the health of young children through practices, policies, and environments that instill habits supporting lifelong health and well-being. They offer [modules](#) on key topics like healthy eating, physical activity, oral health, and outdoor play. These modules are expected to be approved in MiRegistry.

**6.2.5 The Lead Agency must provide training and technical assistance (TA) to providers and appropriate Lead Agency (or designated entity) staff on identifying and serving children and families experiencing homelessness (658E(c)(3)(B)(i)).**

a. Describe the state/territory's training and TA efforts for providers in identifying and serving homeless children and their families (relates to question 3.2.2).

A three-hour training- "Supporting Families Experiencing Homelessness: How Child Care Providers Can Help"- was developed with the support of a stakeholder group and our state's McKinney-Vento Coordinator. The three- hour training covers: Homelessness definition, Strategies for identifying families experiencing homelessness, impacts of homelessness on children and families, Resources for children and families experiencing homelessness, Strategies for providers to support children and families in their care that are experiencing homelessness. This training is delivered across the state multiple times by each of the ten GSQ Resource Centers. In December 2020, we updated the data in the training and have a survey planned in April 2021 to allow current trainers to reflect on the content and the feedback received from attendees. In the fall of 2021, we will reconvene a stakeholder group

with trainers, our McKinney Vento Coordinator, and several McKinney Vento liaisons to determine updates and next steps for a second training. Current trainers have connected and invited their local liaison to support delivery of the training.

The state's Social Emotional Consultants (SEC) are qualified to complement and support the state's three-hour training, designed to identify and service children and their families experiencing homelessness. The SECs can build on this training's foundational knowledge and offer ongoing training and coaching to the child care provider around the often intense emotional, behavioral, and traumatic effects that children may experience during times of homelessness. Additionally, the SEC may help support the provider, child, and family to connect with other community resources such as mental and behavioral health services that are needed to facilitate the child's ability to be maintained in the child care setting.

**b. Describe the state/territory's training and TA efforts for Lead Agency (or designated entity) staff in identifying and serving children and their families experiencing homelessness (connects to question 3.3.6).**

Our Resource Center staff that deliver the training were trained by the McKinney Vento (MV) Coordinator and several regional liaisons. They have built relationships with the regional/local homeless liaisons and coordinators and use those relationships to support their knowledge and competency around identifying and serving children and their families experiencing homelessness. Having the MV Coordinator located at MDE also allows for continued communication and support to ensure the trainers feel comfortable providing training and some technical assistance to the field.

**6.2.6 Lead Agencies must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services (98.16 (z)). Describe the state/territory's strategies to strengthen provider's business practices, which can include training and/or TA efforts.**

**a. Describe the strategies that the state/territory is developing and implementing for strengthening child care providers' business practices.**

Using Race to the Top - Early Learning Challenge (RTT-ELC) funds, Michigan development of a series of child care business trainings designed for both center-based

and home-based child care providers. These trainings were delivered across the state through our ten GSQ Resource Centers. Based on provider and trainer feedback we worked with the National Center on Early Childhood Quality Assurance in 2020 to refine/develop an updated 30-hour business series specifically targeted to Child Care Centers. Content from federally developed modules and our original child care business series were combined to create this specialized training. We used a stakeholder group to inform the work and conducted a training of trainers in June of 2020. Trainers began delivering this series in the summer of 2020. This series was designed to meet the Child Care Administration training requirement for Child Care Center Program Directors. In the spring of 2021, we will begin working with the Quality Assurance Center to develop a new business training series that will be targeted specifically to family child care providers. We will be utilizing a stakeholder group for development along with a group of family child care providers to develop the training. Resources Center trainers will deliver and support the series once completed.

b. Check the topics addressed in the state/territory's strategies for strengthening child care providers' business practices. Check all that apply.

- i. Fiscal management
- ii. Budgeting
- iii. Recordkeeping
- iv. Hiring, developing, and retaining qualified staff
- v. Risk management
- vi. Community relationships
- vii. Marketing and public relations
- viii. Parent-provider communications, including who delivers the training, education, and/or technical assistance
- ix. Other

Describe:

n/a

## 6.3 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds

Lead Agencies can invest CCDF quality funds in the training, professional development, and post-secondary education of the child care workforce as part of a progression of professional development activities, such as those included at 98.44 of the CCDF Rule, and those included in the activities to improve the quality of child care also addressed in Section 7 (98.53(a)(1)).

### 6.3.1 Training and professional development of the child care workforce.

a. In the table below, describe which content is included in training and professional development activities and how an entity is funded to address this topic. Then identify which types of providers are included in these activities. Check all that apply.

i. Promoting the social, emotional, physical, and cognitive development of children, including those efforts related to nutrition and physical activity, using scientifically based, developmentally appropriate, and age-appropriate strategies (98.53 (a)(1)(i)(A)).

Describe the content and funding:

Child care providers have access to approved training through Michigan's ten GSQ resource centers and that training is aligned to the CKCC. The CKCCs are aligned with our state early learning guidelines and address the items included in this indicator--health and safety, positive interactions and guidance, and social emotional development. Beginning April 2018, child care providers began accessing approved training, including training offered by our ten GSQ resource centers, in the Michigan Registry-MiRegistry. Some of the training offered by the GSQ resource centers is CSEFEL (Center on the Social Emotional Foundations for Early Learning) based; but this training isn't offered by all GSQ Resource Centers. Social and Emotional Consultants are currently funded through our Preschool Development Grant B-5 Initiative and do provide training and consultation around social-emotional and physical health needs of young children, as well as developmental screening and referral procedures. Resource Centers do receive funding to support training and technical assistance. Resource Centers have



funding to deliver professional development and training offered through MiRegistry is both fee based and free of charge. Partners like Community Health, MSU Extension, CACFP and others offer professional development around these topics as well. Through PDG, we have a project funded with GO NAPSACC that is focused on physical activity and, nutrition. The project includes professional development modules and technical assistance.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

ii. Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional development and the mental health of young children and that reduce challenging behaviors, including a reduction in expulsions of preschool-age children from birth to age five for such behaviors. (See also section 2.4.5.) (98.53(a)(1)(iii)).

Describe the content and funding:

GSQ Resource Centers provide professional development on positive guidance and discipline, reducing challenging behaviors, and some offer specific training on intervention models including the pyramid model. Michigan's SBE approved a state policy on suspension and expulsion prevention. We have been participating in a BUILD initiative to guide our efforts around strong training and technical assistance supports for the workforce. A state team with representation from our Head Start Collaboration Office, Child Care, State Pre-K, Infant Mental Health and MDHHS has been convened to focus on this important work. We do have specialized social emotional consultants to support providers in meeting the social- emotional needs of young children, including offering training and consultation. This work has been taking place in eighteen counties with a continued hope to eventually move statewide; PDG B-5 Funds are currently supporting this work. (License Exempt providers do not have access to social emotional consultants.)

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

iii. Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development. (98.53(a)(1)(iv)).

Describe the content and funding:

This topic is emphasized in the GSQ program standards; GSQ Resource Centers are offering training and technical assistance to support strong family engagement. Higher points are earned by providers by participating in annual cultural and linguistic responsiveness training. Utilizing the funding supplied by the Preschool Development Grant Birth-5 initiative, several projects have been launched. An expansive communications project has been launched to ensure that culture, language, and representation are not barriers to family access to the supports available. After an audit of the communications assets utilized for family outreach and information, several problems were highlighted, first and foremost that there is not consistent communication about the early childhood system across the state. In addition, there was a need to add translated materials as well as materials that would help all families see themselves in the programs and services. Using data from communications research performed during the PDG B-5 Initial grant, focus groups were held around the state with families who have been often marginalized - Hispanic/Latinx, Asian-American, Black/African American, Middle Eastern, Native American, and those in very rural locations - to ascertain their knowledge and awareness of the programs and services available, their guidance and their preferences for communications to reach their community. Using that information, the contractor designed a series of general materials designed to provide basic information in a way to which each community might respond. The focus groups reconvened to further sharpen the materials and the final products are being made available to the field for their use. The next phases will continue to work with the field to address their identified needs to better serve their families, to develop a

platform where the field can print translated and targeted materials on demand in a cost-effective manner, and to develop the concept of trusted advisors to help deliver the messages about the programs and services available.

The concept of trusted advisors is not new to Michigan; during the Race to the Top-Early Learning Challenge, MDE provided grants to the Great Start Parent Coalitions to support outreach to families not currently connected to the early childhood system. The grants provided funds to the GSPCs to establish partnerships with people those families already trust to help develop an authentic relationship with the GSPC and to help inform families about available programs and supports. Those families might then engage with the GSPCs and help inform the early childhood system to better serve their communities. The GSPC Trusted Advisor grants have continued with funding from the PDG B-5 grant.

The grants are not the only project continued after RTT-ELC; the PDG B-5 has also resurrected the license exempt provider cafes, Care Giving Cafes. The model was adapted from the Caring Conversations Facilitator Guide developed by ZERO TO THREE® to support license exempt providers. Due to the pandemic, the café model was modified to be fully virtual and was piloted with three cohorts in 2020. The response was overwhelmingly positive. License exempt provider cafes are continuing in 2021; the café is being adapted to licensed providers and will be piloted in 2021, as well as adapting a parent café. When originally conceived, Care Giving Cafes were intended to be parent/provider cafes, to develop the Protective Factors as a team. After evaluation of the RTT-ELC cafes, it was decided this time to focus first on just the providers. The intent is to give providers knowledge of the Strengthening Families Protective Factors to benefit their own knowledge and practice, but to also equip them to work with families as partners to help build their resiliency and connections to the early childhood system in a family focused strengths-based manner.

MDE also became a member of the WIDA Early Years network to help support multilingual children and families. As part of the network, Michigan's providers serving preschool-aged children have access to five online training modules to develop their skills in serving their children and families. Michigan also joined with Maryland and Illinois to participate in a pilot study of a new toolkit developed by WIDA - Look What I Can Do. This toolkit is applicable to educators both in early care and education and in K-12 schools and provides strategies and guidance on how to engage families to support multilingual children. To ensure sustainability, a

learning community has been established as a training of trainers to ensure there are individuals equipped to support Michigan's educators after the end of the PDG B-5 grant.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

iv. Implementing developmentally appropriate, culturally and linguistically responsive instruction, and evidence-based curricula, and designing learning environments that are aligned with state/territory early learning and developmental standards (98.15 (a)(9)).

Describe the content and funding:

This topic is emphasized in the GSQ program standards and providers only earn points for implementing an approved curriculum that is evidenced- based, DAP, culturally and linguistically responsive. Resource Centers are offering training and technical assistance to support approved curriculum and developmentally appropriate practices (DAP). Higher points are earned by providers by participating in annual cultural and linguistic responsiveness training. Resource Centers receive CCDF funds to support training and technical assistance. In addition, through PDG, we have contracted with WIDA to support providers with accessing 5 online training modules to support multi-lingual learners. We are currently working with an advisory group to support long term plans for WIDA training and technical assistance. (License Exempt providers can access any training available to workforce through MiRegistry.)

Which type of providers are included in these training and professional development activities?

- Licensed center-based

- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

v. Providing onsite or accessible comprehensive services for children and developing community partnerships that promote families' access to services that support their children's learning and development.

Describe the content and funding:

There is content available in the child development modules of our health and safety trainings, in the Great Start to Quality Orientation and in our planned state level infant and toddler foundational training, Resource Centers might offer training and/or consultation on this topic. We also have private trainers that deliver this content in MiRegistry. In addition, one of our partners-CCRESA offers training on accessing Early On® and Early Childhood Special Education. Funding for these trainings is provided through CCDF and Early On®.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

vi. Using data to guide program evaluation to ensure continuous improvement 98.53(a)(1)(ii).

Describe the content and funding:

Our state developed Child Care Center Administration Business Series training has content around using data to guide program evaluation and continuous quality improvement. This is funded by CCDF. There are also privately funded professional development offerings in MiRegistry that support this topic.

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

vii. Caring for children of families in geographic areas with significant concentrations of poverty and unemployment.

Describe the content and funding:

Our state developed McKinney Vento training on supporting families experiencing homelessness has content around families experiencing unemployment, food insecurity, and poverty. There are several great hands-on activities to reinforce these concepts. This training is funded by CCDF and delivered by GSQ Resource Center trainers. There are also privately funded professional development offerings in MiRegistry that support this topic.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

viii. Caring for and supporting the development of children with disabilities and developmental delays 98.53 (a)(1)(i)(B).

Describe the content and funding:

GSQ resource centers offer a variety of training on caring for and supporting the development of children with disabilities and delays. Many GSQ resource centers offer a series of trainings on inclusion and partner with their local ISDs and Early-On Training and Technical Assistance to offer specific topical training such as training focused on autism, speech and language development, sensory processing, and many others. Funding varies based on the training sponsor.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

ix. Supporting the positive development of school-age children (98.53(a)(1)(iii)).

Describe the content and funding:

GSQ resource centers offer and partner with others to provide training to support providers caring for school age children. School age training offered aligns to the National Afterschool Association Core Knowledge and Competencies. Through our 21st Century Community Learning Center grant, training and technical assistance is available to providers caring for school-age children. Some of the topics include parent engagement, conflict resolution, planning and reflection, active learning, building community, communication, and youth voice.

Which type of providers are included in these training and professional development activities?

- Licensed center-based
- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

x. Other

Describe:

n/a

Which type of providers are included in these training and professional development activities?

- License exempt center-based
- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)

**b. Check how the state/territory connects child care providers with available federal and state/territory financial aid or other resources to pursue post-secondary education relevant for the early childhood and school-age workforce and then identify which providers are eligible for this activity. Check all that apply.**

- i. Coaches, mentors, consultants, or other specialists available to support access to post-secondary training, including financial aid and academic counseling.
  - Licensed center-based
  - License exempt center-based
  - Licensed family child care home
  - License- exempt family child care home
  - In-home care (care in the child's own home)
- ii. Statewide or territory-wide, coordinated, and easily accessible clearinghouse (i.e., an online calendar, a listing of opportunities) of relevant post-secondary education opportunities.
  - Licensed center-based
  - License exempt center-based
  - Licensed family child care home
  - License- exempt family child care home
  - In-home care (care in the child's own home)
- iii. Financial awards such as scholarships, grants, loans, or reimbursement for expenses and/or training, from the state/territory to complete post-secondary education.
  - Licensed center-based
  - License exempt center-based



- Licensed family child care home
- License- exempt family child care home
- In-home care (care in the child's own home)
- iv. Other.
  - Licensed center-based
  - License exempt center-based
  - Licensed family child care home
  - License- exempt family child care home
  - In-home care (care in the child's own home)

Describe:

n/a

**6.3.2 Describe the measurable indicators of progress relevant to subsection 6.3 that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.**

One way we are looking at our progress around professional development, is to gather information on training content available to our early childhood and out of school time providers. We have pursued state level outreach to increase the number of trainers and training sponsors that are approved in MiRegistry and delivering approved training content through MiRegistry. We have increased the number of approved trainers by roughly 300 over the last year. These efforts have really built the content available to the above providers

(family, center, and license exempt) and to those in the greater ECE and OST system (Early On®, MiAIMH, Youth Development, etc.) The following list shows the CKCC breakdown of all of the courses (training) currently in MiRegistry:

ECE - Child Development	4,005	34.7%
ECE - Family and Community Engagement	1,237	10.7%
ECE - Health, Safety, and Nutrition	1,522	13.2%
ECE - Interactions and Guidance	2,530	21.9%
ECE - Management	992	8.6%
ECE - Observation, Documentation, and Assessment	954	8.3%

ECE - Professionalism	1,225	10.6%
ECE - Teaching and Learning	3,607	31.3%
School Age - Child/Youth Growth and Development	43	0.4%
School Age - Child/Youth Observation and Assessment	18	0.2%
School Age - Cultural Competency and Responsiveness	21	0.2%
School Age - Family, School, and Community Relationships	22	0.2%
School Age - Interactions with Children and Youth	40	0.3%
School Age - Learning Environments and Curriculum	92	0.8%
School Age - Professional Development and Leadership	27	0.2%
School Age - Program Planning and Development	34	0.3%
School Age - Safety and Wellness	17	0.1%
School Age - Youth Engagement	11	0.1%
No CKCC Listed	1,154	10.0%

Capturing and acknowledging this data allows us to see where there are gaps and set goals to increase content in a particular area. One goal we have is to increase the number of courses that support the out of school time workforce. Outreach and support to potential trainers and training sponsor organizations is something that we are planning over the next two years.

We also have information on who (by role) is attending training by CKCC area. (Note some courses have more than one CKCC content area covered.)

The last data that we use to ensure that we have training content available to support the areas mentioned above is through the process of qualification and through state level course development to meet a particular workforce need. Qualified courses are tied to supporting our QRIS, as there are indicators that allow a provider that completes training related to Cultural Competence/Inclusive Practices and/or Family Engagement scores higher than a provider who does not.

Course Qualifications:

Cultural Competency and Inclusive Practices: 1224 Courses

Family Engagement: 907 Courses

WIDA Multilingual: 5 Courses

#### State Level Courses:

McKinney Vento—Supporting Families Experiencing Homelessness How Child Care Providers Can Help: 1 course; 19 events offered

Child Care Center Administration Business Training Series: 9 courses; 20 events offered

Great Start to Quality Orientation: 1 course; 188 events offered

Collecting state level data through our workforce registry provides a real opportunity to set goals and measure progress. We are in the early stages of exploring and utilizing the data.

Another progress measure includes data around our T.E.A.C.H. program:

In fiscal year 20, 1,777 providers received T.E.A.C.H. scholarship funds to obtain the CDA credential or attend college courses. This resulted in 711 CDAs, associate, bachelor, or master's degrees. T.E.A.C.H. also provides seven full time counselors to support the workforce with navigating the CDA, higher education and scholarship options.

## 6.4 Early Learning and Developmental Guidelines

**6.4.1 States and territories are required to develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, birth-to-five), describing what children should know and be able to do and covering the essential domains of early childhood development. These early learning and developmental guidelines are to be used statewide and territory-wide by child care providers and in the development and implementation of training and professional development (658E(c)(2)(T)). The required essential domains for these guidelines are cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning (98.15(a)(9)). At the option of the state/territory, early learning and developmental guidelines for out-of-school time may be developed. Note: States and territories may use the quality set-aside, discussed in section 7, to improve on the development or implementation of early learning and developmental guidelines.**

a. Describe how the state/territory's early learning and developmental guidelines address the following requirements:

[i. Are research-based.](#)

Michigan's system of early childhood education and care standards includes standards for infants and toddlers, preschoolers, and primary grade children and contain both frameworks for early development and learning and program quality standards for classroom-based programs and family and group home child care programs and OST programs. Standards for early childhood professional development are part of the system. The body of early childhood practice makes it abundantly clear that settings of high quality are necessary to achieve positive outcomes for children. All standards are based on more general and seminal works rooted in research-based and developmentally appropriate best practices on early childhood standards and program quality. Michigan's State Board of Education (SBE) adopted Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT) in 2013 and is intended to help early childhood programs provide high-quality settings and to respond to the diversity of children and families. These standards set the foundation from which the Early Childhood Standards of Quality for Prekindergarten (ECSQ-Prek) and Michigan Out-of-School Time (MOST) Standards of Quality, as well as grades K-3 student learning outcomes in all domains and content areas are built upon. The minimum regulations detailed in the Licensing Rules for Child Care Centers and Licensing Rules for Family and Group Child Care Homes serving children birth through age 12 are incorporated into the standards. Moreover, the ECSQ-IT and ECSQ-Prek are aligned with the federal Head Start Developmental and Early Learning Framework and Head Start Performance Standards. In 2021, we have funding available to update our early learning (both infant and toddler and preschool) and out of school time standards.

[ii. Developmentally appropriate.](#)

All standards are based on more general and seminal works rooted in research-based and developmentally appropriate best practices on early childhood standards and program quality. The standards honor children as active learners; support reasonable expectations and accommodations for young children's development and learning including those with special needs; and are culturally and linguistically appropriate. The standards recognize that young children learn at different rates across the various strands of their development and not all children master skills and content within an area in the same order, although there are patterns to their development.

### iii. Culturally and linguistically appropriate.

The standards speak to the importance of curriculum that is developmentally and linguistically appropriate and takes into account children's individual rates of development as well as individual interests, personalities, temperaments, languages, cultural and family backgrounds, and learning styles.

### iv. Aligned with kindergarten entry.

The standards are aligned with Michigan's expectations for children's learning in kindergarten and the primary grades in all domains and content areas.

### v. Appropriate for all children from birth to kindergarten entry.

The continuum of standards is meant to apply to all children from birth to kindergarten entry in Michigan irrespective of gender, ability, age, ethnicity, home language or background. Young children's growth, development and learning are highly idiosyncratic. Young children learn at different rates across the various strands/domains of their development and not all children master skills and content within an area in the same order, although there are patterns to their development. All areas of child development and learning within and across the ECSQ-IT and ECSQ-Prek are interrelated. The emphasis within the ECSQ-IT is placed on significant physical, social-emotional, and cognitive paths appropriate for infants and toddlers and standards are organized within five strands: well-being, belonging, exploration, communication, and contribution. The ECSQ-Pre-k broaden the emphasis to encompass many more areas of development appropriate for children ages three to kindergarten entry (although are appropriate through age eight), including approaches to learning; creative arts; language and early literacy development; dual language learning; technology literacy; social, emotional and physical health and development, mathematics, science, and social studies.

### vi. Implemented in consultation with the educational agency and the State Advisory Council or similar coordinating body.

Michigan's early learning and developmental guidelines are adopted and implemented under the Michigan SBE authority within the Michigan Constitution. The current versions dated March 2013 of the ECSQ-IT, ECSQ-Prek and MOST Standards of Quality were developed within ad-hoc advisory and steering committees convened by MDE/OGS between 2011 and 2013. The OGS has an Advisory Council that functions

as Michigan's State Advisory Council; however, the standards were adopted by the Michigan SBE prior to the OGS Advisory Council's or GSOTs formation and therefore it did not inform their development. The process for adoption of the standards included taking the committee draft of the standards to the Michigan SBE for initial presentation of the standards, posting for formal public comment, final adoption by the Michigan SBE, posting to the MDE website and dissemination to the field. The committees considered child care licensing rules as the basis for a system of quality programming, and build upon, but did not necessarily repeat, those rules in these quality standards. Membership within the committees consisted of early learning and development research and practice experts from the field, including institutions of higher education; state departments of education, human services, community health; advocates; Early Head Start/Head Start; state pre-K; IDEA Part C and Part B 619; and direct service providers. Special note for the ECSQ-IT, the committee utilized a framework based on work in New Zealand developed by the New Zealand Ministry of Education to construct the structure of Michigan's standards.

**b. Describe how the required domains are included in the state/territory's early learning and developmental guidelines. Responses for "other" are optional.**

**i. Cognition, including language arts and mathematics.**

These areas are covered in Language and Early Literacy Development; Dual Language Learning; and Early Learning in Mathematics sections in the ECSQ-Prek document.

**ii. Social development.**

This is covered in the Social, Emotional and Physical Health and Development section in the ECSQ-Prek document.

**iii. Emotional development.**

This is covered in the Social, Emotional and Physical Health and Development section in the ECSQ-Prek document.

**iv. Physical development.**

This is covered in the Social, Emotional and Physical Health and Development section in the ECSQ-Prek document.

v. [Approaches toward learning.](#)

This is covered in the Approaches to Learning section of the ECSQ-Prek document.

vi. [Describe how other optional domains are included, if any:](#)

Early Learning in Science and Social Studies are also included in the ECSQ-Pre-k guidelines. The ECSQ-IT early learning and developmental guidelines are focused on five strands: Well-Being, Belonging, Exploration, Communication, and Contribution.

c. [Describe how the state/territory's early learning and developmental guidelines are updated and include the date first issued and/or the frequency of updates.](#)

Updates are driven by the field and based on new research around children's early learning and development. ECSQ-IT were originally adopted in 2006, then updated in 2013. ECSQ-Prek were originally adopted under a different format in 1971, updated several times up through the latest revision in 2013. MOST Standards of Quality were originally adopted in 2003, then updated in 2013. In 2021, we have funding available to update our early learning (both infant and toddler and preschool) and out of school time developmental guidelines and standards.

d. [If applicable, discuss the state process for the adoption, implementation, and continued improvement of state out-of-school time standards.](#)

The MOST Standards of Quality are designed to assist schools and other organizations in developing high quality, comprehensive OST programs for all children and youth in grades K-12. These program standards compliment K-12 student learning outcomes and are based on research concerning quality programs for school-age children and youth and include: health and safety; human relationships; program staffing; indoor and outdoor environment; program activities; administration; and single purpose programs. These seven distinct areas define the nationally recognized indicators of OST program quality. The Michigan Department of Education and SBE followed the same process for adoption of the standards for the state/territory's early learning and developmental guidelines.

e. [Provide the Web link to the state/territory's early learning and developmental guidelines and if available, the school-age guidelines.](#)

**ECSQ-IT:**

[https://www.michigan.gov/documents/mde/ECSQ\\_IT\\_approved\\_422341\\_7.pdf](https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf)

**ECSQ-Prek:**

[https://www.michigan.gov/documents/mde/ECSQ\\_OK\\_Approved\\_422339\\_7.pdf](https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf)

**MOST:** <https://greatstarttoquality.org/sites/default/files/Michigan%20Out-Of-School%20Time%20Standards%20of%20Quality.pdf>

#### **6.4.2 CCDF funds cannot be used to develop or implement an assessment for children that:**

- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF,
- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider,
- Will be used as the primary or sole method for assessing program effectiveness,
- Will be used to deny children eligibility to participate in the CCDF (658E(c)(2)(T)(ii)(I); 98.15(a)(2)).

#### **Describe how the state/territory's early learning and developmental guidelines are used.**

Michigan's early learning and developmental guidelines are used as the basis for its Great Start system and apply to MDE funded OST programs. They are required to be used and adhered to within Michigan's state pre-K program, GSRP, as well as within Michigan's 21st Century Community Learning Centers (Every Student Succeeds Act (ESSA), Title IV, Part B). They also are the foundation from which Michigan's QRIS, GSQ, is built upon. The ECSQ-IT, ECSQ-Prek, and MOST inform the GSQ indicator structure and levels of quality associated with its five-star structure.



**6.4.3 If quality funds are used to develop, maintain, or implement early learning and development guidelines, describe the measurable indicators that will be used to evaluate the state/territory's progress in improving the quality of child care programs and services and the data on the extent to which the state/territory has met these measures (98.53(f)(3)).**

State general funds are being used to update existing early learning and developmental guidelines. Our ELGs are fundamental to our quality rating and improvement indicators and our core competencies for both the early childhood and out of school time workforce. While there are not specific indicators that tie directly to implementation of the ELGs; certainly QRIS participation and quality indicator data and CKCC aligned professional development completion, relate to implementation of ELGs. Training and technical assistance around the updated ELGs has been proposed. If implemented, there could be measurable indicators tied to training completion and T/A consultation.