youngstar
Wisconsin's Child Care Quality Rating and Improvement System

Group Evaluation Criteria

Anniversary Date of the Program: _____

Name of Program: _____

Name of Director: _____

Provider Number: _____ Location Number: _____

Name of Technical Consultant: _____

Name of Rater (if applicable): _____

2017 / 2018

NOTE: Important YoungStar Changes For 2017

1. Beginning in 2017, programs will be required to be rated every other year with the option of an annual rating, if requested by the program. Along with this, the YoungStar Evaluation Criteria will be updated every other year as well.

2. Beginning in 2017, classroom selection for indicators that need verifications will be for the following age groups: birth – 35 months, 36 months – 60 months, and school –age classrooms.

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YoungStar Evaluation Criteria

Group Child Care Programs[1]

This document outlines the items that will be evaluated for YoungStar and can be used by Directors and Lead Teachers/Lead Group Leaders to prepare for a YoungStar rating. More information can be found in the YoungStar Frequently Asked Questions document, available here: http://dcf.wisconsin.gov/youngstar/provider-faqs.htm and the YoungStar Policy Guide, available here: http://dcf.wisconsin.gov/youngstar/policy.htm

The components that will be evaluated are listed below.

A. Education and Trainings of Lead Teachers, Teachers and Director
B. Learning Environment and Curriculum
C. Business and Professional Practices
D. Health and Well-being

When a program has more than one staff listed in their Program Profile for a classroom, the training (but not the education) of either staff will be counted when awarding YoungStar points for the following indicators: Wisconsin Model Early Learning Standards Training/School Age Curricular Framework (B.2.1), Social Emotional/WI Pyramid Model/Inclusion Training/Guiding Children's Behaviors in School-Age Program (D.1.3), and Strengthening Families/Darkness to Light Training (D.1.4).

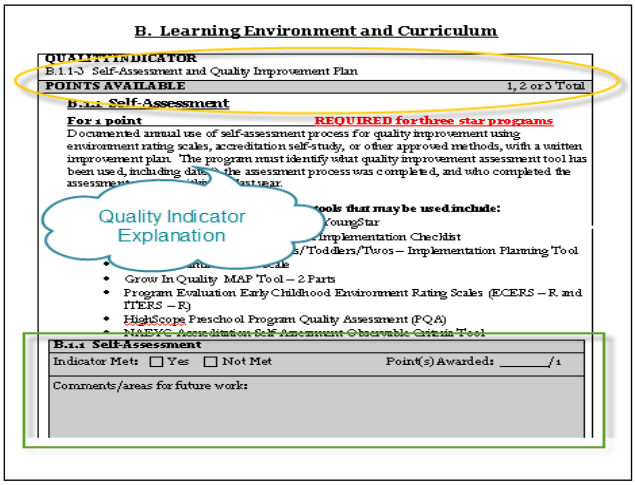
To be qualified to be listed in the Program Profile, the staff needs to be teaching in the assigned classroom for at least 50% of the time that the classroom is open (up to 40 hours per week). The staff could be listed as any of the following in the Program Profile: Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. The educational level of these individuals that are listed as anything other than the Lead Teacher will not be counted for component A of YoungStar. The method of awarding points for component A will remain the same.

For example, if the Other Teacher in a classroom has taken the Wisconsin Model Early Learning Standards (WMELS) but the Lead Teacher has not, the program would be given credit for that classroom having met the requirement for WMELS training.

The education and training qualifications for the Director, Lead Teacher and other staff listed in the Program Profile will be verified by The Registry using the criteria listed within this document. **The Consultant/Rater is responsible for verifying that the individuals identified as the Director, Lead Teacher and/or Other Teacher on The Registry Program Profile are accurate prior to activating any rating (see Appendix D).**

Each Quality Indicator is listed by name and includes the number of points available for that indicator (as circled in yellow in the example below). For some Quality Indicators, the number of points available may vary with increased points based upon the depth of implementation. An explanation of the Quality Indicator is given along with the points that are required for each star level will be separated from those that are optional. After each Quality Indicator, there is a gray box (highlighted with the green square in the example below) for verification of the Indicator, and an area for comments, which will be completed by the rater.

[1] This track includes licensed group child care programs serving children from birth through age 12.



This quality rating and improvement system is informed by the following nationally-recognized tools:

- Early Childhood Environment Rating Scale-Revised (ECERS-R)[2]
- Infant/Toddler Environment Rating Scale-Revised (ITERS-R)[3]
- School-Age Care Environment Rating Scale (SACERS-Updated) (if school-age children are enrolled)[4]
- Program Administration Scale (PAS)[5]

NOTE: The PAS tool is listed merely as a <u>reference</u> and a tool for staff to use when determining if a program meets an indicator or not. Programs WILL NOT be scored on the PAS tool directly.

Children in Regular Attendance

Some quality indicators may have exceptions for children who are not in regular attendance. In most cases, the quality indicators apply to the entire program. If the quality indicator has an exception for children who are not in regular attendance, this will be clearly stated.

- If the program is open **40 hours per week or fewer**, to be in "regular attendance" means that the child attends the program 50% or more of the hours the program is open for that age group of child. For example, if a program is open 25 hours per week, a child in regular attendance would attend 12.5 hours or more per week.
- If the program is open **more than 40 hours per week**, to be "in regular attendance" means a child attends 20 hours per week or more of the hours the program is open for that age group of child. For example, if the program were open for 45 hours per week, the child in regular attendance definition would be 20 hours or more per week.

Full-Time vs. Part-Time

YoungStar recognizes that some child care programs have different operating schedules based on the time of year. For all of the measures within this document, the quantities shall be pro-rated based upon the average number of hours per day or per week a program is open using a definition of full-time as an 8 hour day and a 40 hour week. For example, if a quality indicator asks a program to provide 60 minutes of physical activity per day, the part-time program operating 4 hours per day would be asked to provide 30 minutes of physical activity. If the operating hours vary during the week, a Consultant/Rater will use the average number of hours per day to award points for items like this.

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[2] Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

[3] Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

[4] Harms, Thema, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale, Updated Edition. New York: Teachers College Press, 2014.

[5] Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.

For the purposes of YoungStar, the definition of a full-time employee is someone who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

Staffing of Group Child Care Programs:
A person can only be associated in The Registry's Program Profile database with one program at a time. This means a person who has responsibilities for more than one program must choose one Program Profile with which to be affiliated. Every classroom/group that is open at least 25% of the time that the program accepts children (up to 40 hours) must be listed on the Program Profile. **For example, if the program is open 40 hours or more per week, any classroom/group that is open 10 hours per week would need to be on the Program Profile.** A classroom/group must be in a Program Profile to be eligible for a Formal Rating.

A. For YoungStar,[6] the person who is designated as the Director shall be on-site weekly for at least 25% of the total number of hours they work per week for the program (up to 40 hours) and shall have the following responsibilities:
    1. Supervision of the planning and implementation of the programming for children
    2. Supervision of the staff at the program
    3. Staff meetings and orientation
    4. Continuing education for the staff

    For example: If the Director works 40 hours per week for a program, the Director would need to be on-site for at least 25% of the time, at least 10 hours per week, for the purpose of carrying out Center Director responsibilities in a single full-day center location. If the Director works less than 40 hours per week, the Director would need to be on-site for 25% of the time they work for the program.

B. The person serving as the Director may step in to help out with Lead Teacher responsibilities if a staff member is ill, during staff break/meal times, when special programming or activities require more adults to be in the room or for emergencies.

C. For YoungStar, the person serving as the Lead Teacher or Lead Group Leader will be designated as follows:
    - The person who is teaching for the greatest number of hours **between the hours of 6 AM and 6 PM** in a given classroom should be listed as the Lead Teacher/Lead Group Leader on the Registry Program Profile. For example, if the program is open 7 AM to 6 PM and Barbie works 25 hours per week and Ken works 35 hours per week in a given classroom/group, Ken should be listed as the Lead Teacher/Lead Group Leader for the classroom.
    - If two or more people work an equal number of hours between the hours of 6 AM and 6 PM, either person can be listed as the Lead Teacher/Lead Group Leader on the Registry Program Profile. For example, if Jenny and Kate both work 8 hours per day in the program (from 7 AM to 3 PM), either could be listed as the Lead Teacher/Lead Group Leader in the Program Profile for that classroom.
    - To calculate the number of hours a staff person works, only hours between 6 AM and 6 PM will count. For example, a program is open 24 hours per day. In the Bumblebee classroom, Callie works from 7 AM to 3 PM and Sarah works from 3 PM to 11 PM. Callie has to be listed as the Lead Teacher/Lead Group Leader in the Program Profile because even though both she and Sarah work 8 hours per day, only 3 of Sarah's hours are before 6 PM. Therefore, Callie has more hours between 6 AM and 6 PM.

Verification of Staffing. Before approving a rating, the Consultant/Rater will visit each classroom or group at least once and must see the person who is listed as the Lead Teacher in the Program Profile teaching in that classroom or

[6] Licensing requirements regarding the role of the Director are different from YoungStar and can be found here: http://dcf.wisconsin.gov/childcare/licensed/Rules.HTM. Licensing is meant to be a base level for health and safety and YoungStar is meant to be a step higher toward quality. So, while a program may be following licensing requirements for the role of a Director, the requirements outlined in this document will be used for YoungStar.

group. If a Consultant/Rater does not see each Lead Teacher in the classroom/group in which they are listed in the Registry Program Profile, a Technical Rating will not be completed and the program will be ineligible for a Formal Rating until the information can be verified. Further proof may be required in the form of time sheets or pay stubs. (Maintaining Your Registry Profile Policy, Updated 1/1/2016.)

Variations—the following variations to rule A will be allowed:[7]

- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the center, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed under Staffing of Group Child Care Programs) must be performed by a person who is on-site at the center for at least 25% of the total number of hours they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.
  In these cases, the program has two options:
  - Option 1: List a person from the administrative office who is responsible for 3 and/or 4 as the Director.
  - Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Director. **If the program wants to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role (below) must be followed.**
- **Dual-role:** programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also is listed as a Lead Teacher in the Program Profile:
  - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open[8] (up to 40 hours) devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 10 hours per week and be at a Registry Level 10 or the equivalent as verified through The Registry Program Profile.
  - To be eligible to earn 4 Stars: The person in the dual-role has 37.5% of the time the program is open (up to 40 hours) devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 4 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 15 hours per week and be at a Registry Level 12 or the equivalent as verified through The Registry Program Profile.
  - To be eligible to earn 5 Stars: A full-time dedicated Director must be in place, who meets the educational qualifications for a 5 Star rating.

Verification of the variations to Rule A: To verify this indicator, the program may be asked to provide schedules, pay stubs, timesheets, job descriptions, employee handbooks and/or employment policy and procedure documentation.

[7] In either of these cases, the following rule still applies: A person can only be associated in The Registry's Program Profile with one program at a time. This means a person who has responsibilities for more than one program must choose one organization profile with which to be affiliated.

[8] "The time the program is open" means the number of hours the program accepts children for care. If a program had additional hours where staff are present but no children can be in care, these hours do not count toward the time the program is open.

A. Education and Training of Lead Teachers and Director

In the following tables, the points are not cumulative. The center will receive credit for the highest education level attained in each table. If an individual's Registry Level falls in between two point levels, the program will be awarded the points for the lower of the two levels. For example, if a Director is at Registry Level 11, (s)he would receive 1 point because her Registry Level is higher than the requirement at the 1 point level but did not meet the requirement at the 3 point level. See the table on the following page for information on Registry Levels.

To earn points in the education section of YoungStar, programs must complete a Registry Program Profile (also known as an Organizational Profile) at www.the-registry.org. The information in the Program Profile is automatically transferred to YoungStar each night and programs are rated based upon this information monthly. **If a change is made in a Program Profile, this may affect the program's star rating and point calculation.** Please see Appendix D for information about maintaining your Registry Program Profile.

Important Note: the information below does not reflect requirements for licensing. The individual serving in a position must minimally meet licensing requirements for that position. For example, a person with an unrelated Master's degree such as political science would have a high registry level but they may not be qualified to teach in a classroom because they have not met the minimum requirements for licensing. So, that individual cannot be listed in the Program Profile and earn points for the program. The acceptable entry level training alternatives for school-age and early childhood professionals can be found at: http://dcf.wisconsin.gov/childcare/licensed/EntryLevelTrng.htm.

NOTE: Any time a "Related Associate's Degree" is referenced in this document, 60 credits beyond high school with at least 30 of those credits related to early childhood or school-age care would be accepted as equivalent to the Related Associate's Degree for YoungStar point purposes.

A.1 Lead Teacher Qualifications

Quality Indicators – Lead Teacher Qualifications	Points Awarded
Lead Teachers with Registry **Level 6** for 50% of all classrooms	**1**
Lead Teachers with Registry **Level 7** for 25% of all classrooms	**1**
Lead Teachers with Registry **Level 7** for 50% of all classrooms – ***Required for 3 Stars***	**2**
Lead Teachers with Registry **Level 9** for 50% of classrooms; all other classrooms have a Lead Teacher with Registry **Level 7** – ***Required for 4 Stars***	**3**
Lead Teachers with Registry **Level 10** for 50% of classrooms; all other classrooms have a Lead Teacher with Registry **Level 7**	**4**
Lead Teachers with Registry **Level 12** for 50% of classrooms and all other classrooms have a Lead Teacher with Registry **Level 7**	**5**
Lead Teachers with Registry **Level 12** for 50% of classrooms and Lead Teachers with Registry **Level 10** for the rest of the classrooms	**6**
Lead Teachers with Registry **Level 12** for 100% of classrooms – ***Required for 5 Stars***	**7**
Lead Teachers with Registry **Level 14** for 50% of classrooms and Registry **Level 12** for 50% of the rest of the classrooms	**8**
Lead Teachers Registry **Level 14** or higher for 100% of the classrooms	**9**

A.2 Center Director Qualifications

Quality Indicators – Director Qualifications	Points Awarded
Registry **Level 10** – ***Required for 3 Stars***	**1**
Registry **Level 12** – ***Required for 4 Stars***	**3**
Registry **Level 13** – ***Required for 5 Stars***	**4**
Registry **Level 14**	**5**
Registry **Level 15** or higher	**6**

Career Levels

Last Updated 9/2014

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
		Approved Training[1]			**Non-Credit Credentials**	**Credit Based Credentials**			
Registry Membership	Verified high school diploma or GED	80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 hours must be tier 2 or 3 training)	CDA Montessori Credential[2] Family Services Credential	Mentor and Mentor-Protégé[3] (5 credits)	Family Services Credential or equivalent[4] (6-9 credits)	Registry Credentials[5] ▪ Afterschool and Youth Development ▪ Family Child Care ▪ Inclusion ▪ Infant Toddler ▪ Leadership ▪ Program Development	Registry Credentials[6] ▪ Administrator ▪ Preschool Apprenticeship Program (18 credits)
		This includes entry level course hours (effective after January 1, 2009)				**Credit Based Increments[9]**			
						6 related credits	12 related credits	18 related credits	24 related credits

Level 11	Level 12	Level 13	Level 14	Level 15	Level 16	Level 17
	Early Childhood and Youth Development Degrees					
1 Year Diploma[7] Any 2 Registry Credentials	Associate's Degree	Associate's Degree + Registry Credential	Bachelor's Degree Bachelor's Degree + DPI License[8]	Bachelor's Degree + Registry Credential Bachelor's Degree + Registry Credential + DPI License[8]	Master's Degree Master's Degree + DPI License[8]	Doctorate Doctorate + DPI License[8]
Credit Based Increments[9]	**Degrees in Another Field**					
30 related credits	Bachelor's Degree Associate's Degree + 30 related credits	Bachelor's Degree + Registry Credential Bachelor's Degree + 30 related credits	Master's Degree Bachelor's Degree + 36 related credits	Doctorate Master's Degree + Registry Credential	Master's Degree + 36 related credits	Doctorate + 36 related credits

[1]Approved Training is training awarded a specific tier as approved by The Registry and taught by a Registry approved trainer.
[2]Montessori Credential accredited by MACTE only. Other out-of-state Credentials submitted will be evaluated on an individual basis.
[3]Must be taken in the role of Mentor.
[4]Equivalent is the 9-12 credit technical diploma from Northeast Wisconsin Technical College.
[5]Each individual Registry Credential eligible for Level 9 is comprised of 4 specific courses (12 total credits) per Credential.
[6]Each individual Registry Credential eligible for Level 10 is comprised of 6 specific courses (18 total credits) per Credential.
[7]One-year diploma comprised of specific coursework from WTCS totaling 24 or more credits. Other out-of-state Credentials submitted will be evaluated on an individual basis.
[8]DPI licenses recognized are for Professional Educator license type. Substitute teacher and/or instructional aide are not eligible.
[9]Credits calculated as semester credits.

QUALITY INDICATOR

A.2 Center Director Qualifications

Role of the Director **For 3 and 4 Star programs ONLY**

YoungStar Consultants/Raters will confirm that programs who utilize a dual-role Director or centralized administration are meeting the requirements of this exception through any of the following means: the program's budget, job descriptions, timesheets, pay stubs or schedule. The dual-role Director must also meet the educational qualifications for a 3 or 4 Star rating to receive those respective ratings.

Programs that do not have a Director serving in a dual-role or through a centralized administrative structure should disregard this indicator. Programs with a dual-role director cannot earn 5 Star ratings. Programs licensed for more than 30 children cannot have a Director listed as both the Director and a Lead Teacher in the Program Profile.

A.2 Role of the Director

Program has a:

- ☐ Director that is full-time
- ☐ Dual-Role Director
- ☐ Centralized Administrative Structure

Dual-Role

☐ **To earn 3 Stars:** The person in the dual-role has 25% of the time the program is open devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 3 Star rating.

☐ **To earn 4 Stars:** The person in the dual-role has 37.5% of the time the program is open devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 4 Star rating.

How was the dual-role status verified?

☐ Budget ☐ Job description ☐ Timesheet/schedule ☐ Pay stubs

Notes on verification of dual-role:

_____

_____

Centralized Administration

Responsibilities 1 and 2 (listed below) must be performed by a person who is on-site at the center/site for at least 25% of their working hours. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

Responsibilities

1. Supervision of the planning and implementation of the programming for children
2. Supervision of the staff at the program
3. Staff meetings and orientation
4. Continuing education for the staff

In these cases, the program has two options:

- ☐ **Option 1:** List a person from the administrative office who is responsible for 3 and 4 as the Director.
- ☐ **Option 2:** List the person who is on-site performing responsibilities 1 and 2 (listed above) as the Director. **If the program wants to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role must be followed.**

With either option, the program must demonstrate sufficient staffing to cover all of the following:

Who supervises the planning and implementation of the programming for children?

_____

Verified through any of the following:

☐ Budget ☐ Job description ☐ Timesheet/schedule ☐ Pay stubs

Notes: _____
_____
_____

Who supervises the staff at the program?
_____
Verified through any of the following:
☐ Budget ☐ Job description ☐ Timesheet/schedule ☐ Pay stubs
Notes: _____
_____
_____
Who conducts staff meetings and orientation?
_____

Verified through any of the following:
☐ Budget ☐ Job description ☐ Timesheet/schedule ☐ Pay stubs
Notes: _____
_____
_____
Who is responsible for continuing education of the staff at the program?
_____
Verified through any of the following:
☐ Budget ☐ Job description ☐ Timesheet/schedule ☐ Pay stubs

Notes: _____
_____
_____
Comments/areas for future work on additional work on Director with dual-role:

B. Learning Environment and Curriculum

Learning Environment and Curriculum: REQUIRED Points

QUALITY INDICATOR

B.1.1 Self-Assessment

POINTS AVAILABLE: 1

B.1.1 Self-Assessment **REQUIRED for 3, 4, and 5 Stars**

For 1 point

Program has documented annual use of a self-assessment process for quality improvement using Environment Rating Scales, accreditation self-study or other approved methods. This self-assessment should be used to inform a written quality improvement plan. The program must identify what quality improvement assessment tool(s) has/have been used, including date(s) the assessment process was completed, and who completed the assessment process **within the last 12 months.** The program should choose a self-assessment tool that matches the ages of the children in care. If there are children of all ages in care, the program should choose the tool that matches the age of the majority of children in care. The program cannot use the YoungStar Evaluation Criteria or the rating results from the previous year as their self-assessment.

Examples of self-assessment and curriculum tools that may be used include:

- Optional Self-Assessment Tool for YoungStar—Group
- City of Madison Self-Assessment
- Council on Accreditation Self-Assessment
- Creative Curriculum for Preschool Implementation Checklist (available from CCIC)
- Creative Curriculum: Implementation & Planning Tool for Infants, Toddlers, & Twos (available from CCIC)
- Early Childhood Environment Rating Scale-Revised (ECERS – R) and Infant/Toddler Environment Rating Scale-Revised (ITERS – R)
- Grow In Quality MAP Tool – 2 Parts
- HighScope Preschool Program Quality Assessment (PQA)
- National Association for the Education of Young Children (NAEYC) Accreditation Self-Assessment Observable Criteria Tool
- Early Learning Leaders (formerly NAC) Self-Assessment
- Program Administration Scale (PAS)

Options for programs with school-age children

- Optional Self-Assessment Tool for YoungStar—School-Age
- California After School Program Quality Self-Assessment Tool
- City of Madison Self-Assessment
- Council on Accreditation Afterschool Self-Assessment
- National Afterschool Association Standards for Quality School Age Care Self-Assessment (available from CCIC)
- National Institute on Out-of-School Time: Afterschool Program Assessment System (APAS)
- New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool
- Ohio Quality Self Assessment Tool (QSAT)
- School-Age Care Environment Rating Scale (SACERS-Updated)
- Wisconsin After-School Continuous Improvement Process (WASCIP) Self-Assessment Guide – for 21st Century Community Learning Centers

- YMCA School-Age Care Program Guidelines (available for YMCAs only)
- Youth Program Quality Assessment (YPQA) – Youth Program Quality Assessment

VERIFICATION

The Consultant/Rater will verify that a self-assessment has been completed **within the past 12 months** and document what self-assessment tool has been used and the date the self-assessment was completed.

The self-assessment should be reviewed and contributed to by at least 75% of Lead Teachers and the Director. This can be demonstrated through a coversheet, signed by the Director and 75% of Lead Teachers saying they had a chance to review and contribute to the document.

B.1.1 Self-Assessment	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Self-assessment used: _____ Date of self-assessment: _____ Who completed the self-assessment? _____ Did at least 75% of Lead Teachers and the Director review and contribute to the self-assessment? ☐ Yes ☐ No Comments/areas for future work on self-assessment:	

Total points earned for Indicator B.1.1 _____/1

QUALITY INDICATOR

B.4.1-2 Environment Rating Scales (ERS)

NOTE: These points are not available for programs that choose a Technical Rating. This only applies to programs that have a Formal Rating.

POINTS AVAILABLE: 3 or 4

B.4.1 Environment Rating Scale **REQUIRED for 4 Stars**

For 3 points

Environment Rating Scale average score of 4.

B.4.2 Environment Rating Scale **REQUIRED for 5 Stars**

For 4 points

Environment Rating Scale average score of 5.

Total points earned for Indicator B.4.1-2 _____/4

Learning Environment and Curriculum: OPTIONAL Points

QUALITY INDICATOR

B.1.2-3 Quality Improvement Plan and Developmentally Appropriate Practices

POINTS AVAILABLE: 2

B.1.2 Quality Improvement Plan

For 1 point

Quality Improvement Plan (QIP) is developed based upon a self-assessment, using the quality improvement self-assessment process described in B.1.1. The QIP must be completed in each rating year. The program cannot use the YoungStar Evaluation Criteria or the rating results from the previous rating year as their self-assessment, but the program can use the results to inform the QIP.

Identify the following within the QIP:

- Who completed the QIP and what were the findings?
- What goals have been identified for quality improvement?
- What steps will be taken to meet those identified goals, including what timeline is necessary to complete the action plan identified?

VERIFICATION

The Consultant/Rater is responsible for the verification of a complete QIP that is based upon a self-assessment process. The QIP must be completed in each rating year.

B.1.2 Quality Improvement Plan	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Date of QIP: _____ Who completed the QIP? _____ What goals have been identified for quality improvement (list three)? 1. _____ 2. _____ 3. _____ Comments/areas for future work on QIP:	

B.1.3 Developmentally Appropriate Practices

For 1 point

Developmentally appropriate practice requires teachers to meet children where they are and help them to reach goals that are both challenging and achievable. Classroom decisions are made with these desired outcomes in mind. To make sound decisions reflective of developmentally appropriate practice, the following key concepts need to be understood:

1. Knowledge must inform decision making
2. Goals must be challenging and achievable
3. Teaching must be intentional to be effective[9]

Developmentally appropriate practice trainings are available throughout the state. A list of available trainings can be found at: http://dcf.wisconsin.gov/youngstar/training.htm.

The following key elements are required to earn one point for developmentally appropriate practices.

1. **A written program philosophy includes a statement regarding how the program believes children learn AND how teachers teach, reflecting developmentally appropriate practice. The program philosophy is available to families and staff in the parent handbook AND employee handbook.**

[9] Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. National Association for the Education of Young Children. Third Edition. Washington, D.C.

2. **Classroom staff provides care that is engaging, comforting, culturally sensitive and compassionate.**
All interactions by teachers must be positive or neutral at best. Teachers use language that the children understand and help children communicate appropriately. Teachers foster relationship building between, teachers and children, and peer to peer. At least three of the following are evident through observation.
    a. The classroom staff and children appear to enjoy being with each other and demonstrate respect for one another.
    b. The classroom staff is usually in close physical proximity with the children and often joins in the children's experiences and activities.
    c. Classroom staff provides opportunities for peer interactions as children are able to participate in experiences and activities together.
    d. The classroom staff provides verbal support in the language/manner that the children understand.
    e. The classroom staff is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.

3. **Exploration and play for children is supported by the environment.**
Learning occurs best when opportunities are created in natural and authentic contexts. Children are provided with opportunities to explore and apply new skills through a balance of child-initiated and teacher-initiated activities. Children are offered different types of play and learning experiences to choose from, during which time positive interactions amongst peers and teachers are occurring. Children gain the most benefit for playful learning experiences and materials when positive relationships are at the foundation of teaching.

    A minimum of five learning experiences/learning areas related to each of the five WMELS domains/SACF content areas must be available to children. To effectively meet the needs of ALL children, teacher must provide materials and/or experiences with differing levels of difficulty and/or that address different learning styles to demonstrate how they have adjusted learning activities to challenge each child appropriately. Materials must be considered easily accessible for independent use by the children. Teachers must provide at least two examples of providing differing levels of difficulty in materials or experiences for at least two WMELS/SACF domains. This will be verified by lesson plan and observation.

    More information about WMELS can be found at the Wisconsin Early Childhood Collaborating Partners website: http://www.collaboratingpartners.com/wmels-about.php
    More information about SACF can be found at:
    http://dcf.wisconsin.gov/youngstar/pdf/schoolage_curricular_framework.pdf.

4. **Children have routines and consistent schedules.**
Teachers adapt schedules and experiences to meet individual children's needs within the group setting. Teachers facilitate flexible and smooth transition times to effectively meet children's needs. Predictable schedules occur throughout the day and reliable routines provide a sense of security for children and staff. The daily schedule must consist of a minimum of 50 consecutive minutes of uninterrupted indoor free choice to allow for in-depth investigation of the environment and materials. This will be verified by observation and lesson plan/schedule. This will apply to programs differently as follows:
    - If the program is open for more than 4 hours per day for that age group of children served, fifty consecutive minutes is required. The 50 minutes cannot be during the first or last two hours of operation of the program for programs open more than 8 hours.
    - If the program is open for less than 4 hours per day for that age group of children served, a minimum of 30 consecutive minutes of uninterrupted indoor free choice is required.
    - If the program has a split schedule then the 50 consecutive minutes can be split. For example: a program has 2 hours of activities in the morning before school and 3 hours of activities in the afternoon. The program can split the minutes by having 25 in the morning and 25 in the afternoon. However, the minutes must be consecutive and uninterrupted.

5. **Reciprocal relationships exist between program and families.**
Programs must make an effort to get to know children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. A program must use a parent/guardian completed child intake form upon enrollment and annually thereafter. The form must include questions related to a child's background and/or culture. **This information may be placed in the child's portfolio (if the program does portfolios) or cataloged in a three-ring binder or some other system folder which can be reviewed. The forms must be in the classroom.** The background information helps the program provide meaningful, relevant and respectful learning experiences for each child and family. Program must demonstrate connection between the information received on a parent/guardian completed child intake form with the learning experiences provided for the child. This will be verified through an interview conducted with the Teacher. The child intake form must be verified for 25% of the children in regular attendance from a classroom in each age group served: birth – 35 months, 36 – 60 months and/or school-age. .

VERIFICATION

To earn the point for this indicator, all classrooms must follow the indicators outlined above but to use verification time wisely, a Consultant/Rater should verify this practice in one classroom for each age group served: birth – 35 months, 36 – 60 months and/or school-age. If there are fewer than four classrooms in the program, Consultant/Rater must verify indicators in every classroom Consultant/Rater must verify developmentally appropriate practices through observation, lesson plans/schedule, and interview.

B.1.3 Developmentally Appropriate Practices

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

1. Does the program have a written philosophy on developmentally appropriate practices?

☐ Yes ☐ No

If yes, where is it written? _____ Page #: _____

2. Staff provides care that is engaging, comforting, culturally sensitive and compassionate. All interactions by teachers must be positive or neutral at best. Teachers use language that the children understand and help children communicate appropriately. Teachers support children's forming of friendships and provide opportunities for them to play and work together. At least three of the following are evident through observation.

☐ a. The teacher and children appear to enjoy being with each other and demonstrate respect for one another.

☐ b. The teacher often is in close physical proximity with the children and joins in the children's experiences and activities.

☐ c. Teacher provides opportunities for peer interactions as children are able to participate in experiences and activities together.

☐ d. The teacher provides verbal support in the language/manner that the children understand.

☐ e. The teacher is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.

Notes: _____
_____
_____
_____

3. Exploration and play for children is supported by the environment.

a. **Does the teacher provide opportunities to explore and apply new skills through child-initiated and teacher-initiated activities?**

☐ Yes ☐ No
If yes, how verified?_____

b. **Children are offered different types of play and learning experiences to choose from, during which time positive interactions amongst peers and teachers are occurring.**
☐ Yes ☐ No
If yes, how verified? _____

c. **Does the program provide a minimum of five experiences/learning areas related to each of the five WMELS domains or SACF content areas?**
☐ Yes ☐ No

If yes, list the five experiences/learning areas with corresponding WMELS domains

1. _____
Health and Physical

2. _____
Social and Emotional

3. _____
Language and Communication

4. _____
Approaches to Learning

5. _____
Cognition and General Knowledge

OR

If yes, list the five experiences/learning areas with corresponding SACF content area

1. _____
Language, Literacy and Numeracy

2. _____
Arts and Culture

3. _____
Global Learning

4. _____
Health and Well-being

5. _____
Media and Technology

6. _____
Science, Technology, Engineering, and Math Education

7. _____
Social Emotional Development /Character Education

8. _____
Environmental Learning

9. _____
Service Learning

d. **Are the materials easily accessible for independent use by the children?**
☐ Yes ☐ No
If yes, how verified? _____

e. **Does the Teacher provide materials or experiences at differing levels of difficulty (at least two) for two domains/SACF content to adjust learning activities to challenge each child appropriately?**
☐ Yes ☐ No
If yes, list: _____
_____

4. Children have routines and consistent schedules.

a. **Does the Teacher provide a predictable schedule and adapt schedules and experiences to meet individual children's needs?**
☐ Yes ☐ No
If yes, how verified?_____

b. **Does the Teacher facilitate flexible and smooth transition times?**
☐ Yes ☐ No
If yes, how verified? _____

c. **Do the children have the required consecutive minutes of uninterrupted indoor free choice daily?**
☐ Yes ☐ No
If yes, how verified? _____

5. Reciprocal relationships with families – must be verified for 25% of children in regular attendance in at least one classroom for each age group served (birth – 35 months, 36 – 60 months and/or school-age). This will be verified by interview of the Teacher/Leader in each classroom.

a. **Does the program use an annual parent/guardian completed child intake form that includes questions related to a child's background and/or culture?**
☐ Yes ☐ No
If yes, where verified? _____

b. **Does the program demonstrate connection between the information received on a parent completed child intake form with the learning experiences provided for the child?**
☐ Yes ☐ No
If yes, how does the program make this connection? _____
_____

Infants and Toddlers (Birth – 35 months)
☐ Age Group Not Served
Classroom verified: _____
Preschoolers (36 – 60 months)
☐ Age Group Not Served
Classroom verified: _____
School-Age (5 years and older)
☐ Age Group Not Served
Classroom verified: _____
Summer Only Serving School Age
☐ Age Group Not Served
Classroom verified: _____
Comments/areas for future work on Developmentally Appropriate Practices:

Total points earned for Indicator B.1.2-3 _____/2

QUALITY INDICATOR

B.2.1-2 Wisconsin Model Early Learning Standards or School-Age Curricular Framework

POINTS AVAILABLE: 1

B.2.1 Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF) training

For 1 point

50% of classrooms have one staff person assigned to the room in the Program Profile who has completed the full WMELS training **(15-18 hours)** or training in SACF **(15 hours)**. Staff have the option of completing either training if only school-age children are enrolled. See page 3 for scoring related to training.

NOTE: Verification will be completed through automated linkage with The Registry to confirm classroom staff have completed either the full WMELS **15-18 hour** training delivered by an approved WMELS trainer, the WMELS credit-based training or the SACF **15 hour training.** The intent of this indicator is that the classroom staff is trained in the tool that matches the age group(s) served (at least one of the children in care should match the age group of the tool in which the classroom staff is trained). However, The Registry will give the program credit for this indicator if one classroom staff member has taken either training.

B.2.1 WMELS or School-Age Curricular Framework Training	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1 **VERIFIED BY THE REGISTRY**
Comments/areas for future work on WMELS or SACF training:	

B.2.2 Curriculum/Programming aligned with WMELS or SACF

For 1 point

The program uses a curriculum aligned with the Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF). This means WMELS or SACF is implemented for the curriculum/programming for all children in care.

NOTE: B.2.2 focuses on the general connection with the learning experiences linked to the group as a whole, not to the individual child as in B.3.2.

WMELS

WMELS are NOT a curriculum or an assessment tool. The WMELS provide a framework to be used as a guide for determining developmentally appropriate expectations for young children. **The Wisconsin Model Early Learning Standards Performance Standards should not be used to determine age level learning objectives. Programs should not use the performance standard numbers to set goals for children.** The performance standards are designed "forward" from birth to first grade. Learning expectations are a subcomponent of a performance standard that translates the standard into what a child should know and be able to do at a specific developmental age level. Learning expectations are not included in the WMELS.

After developmentally appropriate age expectations have been determined and curriculum and assessment have been selected or developed, the teacher can determine goals/learning objectives for children based upon data collected from the ongoing assessment process. The goals/learning objectives of the children will assist the teacher to implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals/learning objectives.

More information about WMELS can be found at the Wisconsin Early Childhood Collaborating Partners website: http://www.collaboratingpartners.com/wmels-about.php

Overall, when a Provider is developing lesson plans, the five domains of the WMELS should be recognized:

1. Health and Physical Development
2. Social and Emotional Development
3. Language Development and Communication
4. Approaches to Learning
5. Cognition and General Knowledge

Child care programs must demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and development through the following **four** things:

1. **Lesson plans reflect the WMELS' five domains, have group or individual child goals/learning objectives included on them and have developmentally appropriate practices for learning written on them.** Lesson plans include developmentally appropriate practices for the age of children in the classroom. The lesson plans for the day, week or month need to include the five WMELS domains in the key learning areas for the children.

   Goals/learning objectives for group **or** individual children will be written on either the lesson plan or an attachment to the lesson plan. The WMELS domains and children's goals/learning objectives will be linked to routines and learning environments that are designed to meet the WMELS domains.

2. **Interest centers/areas reflect the WMELS' five domains:**
   Teachers create interest centers by designing the physical environment and regularly changing materials to create intentional learning experiences and offer children a range of options for engagement. Examples of typical interest centers/play experiences that might be offered in a high-quality child care environment include:

   dramatic play
   block and construction play
   literacy and writing activities
   art experiences
   sand and water and other sensory play
   outdoor large motor activities
   science and nature/outdoor
   music and movement experiences
   math experiences
   small manipulative and games
   social studies experiences

   Oftentimes, interest centers will overlap or combine to reflect more than one domain at a time. When designing *all* interest areas, teachers should keep in mind the two domains of "Approaches to Learning" and "Social and Emotional Development."

   The "Approaches to Learning" domain recognizes that children approach learning in different ways and emphasizes the development of positive attitudes – such as curiosity, engagement, persistence, and creativity – and the disposition to explore, experiment, create, and learn. Children's early relationships are the foundation for social and emotional competence and that competence affects all other developmental domains. Programs will provide the environment, context, and opportunities for children to develop social and emotional competence.

3. **Developmentally appropriate learning experiences are linked to goals/learning objectives for children and/or child assessments:** Teachers have responsibility of knowing what the desired goals/learning objectives for the children are and how the program's curriculum is intended to achieve the goals/learning objectives. Goals may be connected to children's needs, a theme, or program goals. For example: whole group goal is "to identify body parts." This goal would then be connected to appropriate activities/materials; such as, a body part poster next to a mirror in the classroom.

Developmentally appropriate children's learning experiences are linked to goals/learning objectives for children when assessment tools are used. **The use of an individual child assessment tool is not required to earn this point.** However when an assessment tool is used, it must inform the planning and implementation of experiences for children's learning identified by the child assessment tool used.

4. In addition to curriculum alignment, WMELS are also used to provide information to families and staff (if applicable). This can be demonstrated through **two or more** of the following:
   - Parent handbook
   - Document from family meetings, support group meetings and/or other events where the WMELS are reviewed and discussed with families and other interested parties
   - Daily information sheets that are given to families
   - Family conference reports
   - Newsletter
   - Poster
   - Orientation materials

School-Age Curricular Framework

The SACF is NOT a curriculum or an assessment tool, but a framework that guides what staff teach and how staff teach. A school-age curricular framework is child/youth-centered; developed to meet the unique needs of all children and youth; and requires the staff to be intentional about planning experiences to enhance learning and development. Curricular framework planning is informed by ongoing, appropriate assessment. Programs use a variety of authentic assessment strategies and tools to gauge the effectiveness of curriculum activities in meeting objectives for children/youth. Resource materials are available which contain ideas for school-age program activities.

School-age programming should show evidence of the following:

- Matching up programming/activities with children's general needs in development, scope and sequence, and interests: All children and youth should have the opportunity to participate in high quality afterschool programs designed to meet their developmental needs. Those needs include but are not limited to:
    - physical and emotional safety,
    - positive relationships with peers and caring adults,
    - a sense of community and belonging,
    - an environment that recognizes and develops their talents,
    - play experiences,
    - opportunities for engaged learning, mastery, leadership and service, and
    - a sense of the future.

Afterschool programs can address these needs and also take into account the changing developmental needs of children and youth. Activities should reflect developmental sequence (from simple to difficult/least mature to more mature skills) that are useful and that provide enough items for children to learn as the children's developmental needs change. Scope and sequence refers to the goals/learning objectives and the order children generally achieve them.

- How children will benefit from the program activity;
- Appropriateness of activities based on the developmental needs of children, the cultural needs of the children, and inclusion practices for children;
- Equipment, supplies and set up needed for the program activity;
- Time needed to experience program activity; and
- Supervision needed to support program activity.

Programs that have school-age children must demonstrate how their programming or curriculum aligns with the School-Age Curricular Framework's nine content areas:

1. Language, Literacy, and Numeracy
2. Arts and Culture
3. Global Learning
4. Health and Well-being
5. Media and Technology
6. Science, Technology, Engineering, and Math Education
7. Social Emotional Development/Character Education
8. Environmental Learning
9. Service Learning

This alignment must be demonstrated through the following **four** things:

1. Lesson plans reflect the School-Age Curricular Framework's nine content areas with goals for learning or enrichment written on lesson plans.
2. Interest areas reflect the School-Age Curricular Framework's nine content areas.
3. Enrichment experiences are linked to the goals/learning objectives/outcomes for children and the program as a whole.
4. In addition to curriculum alignment, SACF is also used to provide information to families and staff (if applicable). This can be demonstrated through documentation of **two or more** of the following:
    - Parent handbook
    - Center operational policies
    - Staff training materials
    - Documentation from family meetings
    - Orientation materials
    - Newsletter
    - Poster

NOTE: All Framework Content Areas do not have to be addressed **every day.** The program should make a decision about how many times per week a Framework Content Area will be addressed. A program may include the guidelines in their parent handbook, center operational policies, or in staff training materials. Activities such as service learning may happen monthly or several times per year.

VERIFICATION

Verification of programming alignment will be done by the Consultant/Rater. To use Consultant/Rater time wisely, verification of this indicator must be done in one classroom from each of the following age group: birth – 35 months, 36 – 60 months and school age. If there are fewer than four classrooms, Consultant/Rater should verify lesson plans for all classrooms. The Consultant/Rater must review the **most recent consecutive four weeks'** lesson plans for this indicator.

For WMELS: Child care programs must demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and development through the following **four** things:

- Lesson plans reflect the WMELS five domains with goals/learning objectives written on lesson plans.
- Interest centers reflect the WMELS five domains.
- Developmentally appropriate learning experiences are linked to child assessments and/or goals/learning objectives/outcomes for children and/or the program as a whole.
- Programs must also show how information about how the program implements WMELS is communicated to families in **two or more** ways.

For SACF: To verify that curriculum is aligned with the School-Age Curricular Framework, consultant must see the following **four** things in **at least one** school-age classroom (if present):

- Lesson plans reflect the School-Age Curricular Framework's nine content areas with goals/learning objectives for children or enrichment written on lesson plans.
- Interest areas reflect the School-Age Curricular Framework' nine content areas.
- Enrichment experiences are linked to goals/learning objectives/outcomes for children and the program as a whole.
- Programs must also show how information about how the program implements SACF is communicated to families in **two or more** ways.

If there are questions about program alignment with SACF or WMELS, the Department will make a determination.

B.2.2 Curriculum/Programming aligned with WMELS or School-Age Curricular Framework

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

WMELS Alignment

To verify that curriculum is aligned with WMELS, Consultant/Rater must see all of the following in one classroom from each of the following age groups: birth – 35 months, 36 – 60 months, and school-age.

Most recent consecutive 4 weeks of lesson plans reflect the WMELS five domains with goals/learning objectives written on lesson plans?

☐ Yes ☐ No

Comments: _____

_____

Interest centers reflect the WMELS' five domains?

☐ Yes ☐ No

Comments: _____

_____

_____

Developmentally appropriate children's learning experiences are linked to goals/learning objectives for children?

☐ Yes ☐ No

Comments: _____

_____

_____

WMELS/SACF information is communicated to families? (Need to see two ways)

☐ Yes ☐ No

1. _____
2. _____

SACF Alignment (if not using WMELS for this age group)

☐ Not applicable because this age group is not served or program is using WMELS for this age group

To verify that curriculum is aligned with the School-Age Curricular Framework, Consultant/Rater must see all of the following:

☐ Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans.

☐ Interest areas reflect the School-Age Curricular Framework nine content areas.

☐ Enrichment experiences are linked to the goals/learning objectives/outcomes for children and the program as a whole.

Infants and Toddlers (Birth – 35 months)
☐ Age Group Not Served
Classroom verified: _____
Preschoolers (36 – 60 months)
☐ Age Group Not Served
Classroom verified: _____
School-Age (5 years and older)
☐ Age Group Not Served
Classroom verified: _____
Summer Only Serving School Age
☐ Age Group Not Served
Classroom verified: _____
Comments/areas for future work on curriculum alignment with WMELS or SACF

Total points earned for Indicator B.2.1-2 _____/2

QUALITY INDICATOR

B.3.1-4 Program-Wide Practices for Child Outcomes

POINTS AVAILABLE: 4

NOTE: Indicators B.3.1-4 deal with the process that teachers use to plan for the learning of the children in their care. The indicators are interconnected and address different aspects of the teaching cycle that is used throughout the Wisconsin Model Early Learning Standards (WMELS) training. This is a process and it can take years to master. Developmentally Appropriate Practices (DAP) are the basis for this process and must be understood before taking on this task. DAP trainings are available throughout the state. A list of available trainings can be found at: http://dcf.wisconsin.gov/youngstar/training.htm

When thinking about indicators B.3.1-4, teachers should be able to answer the following questions, which may be posed to them by a Consultant/Rater verifying these points. These are sample questions.

- Where and how do you document what you know about the children's development?
- How do you know if this is typical child development and meeting widely-held expectations of the child's age?
- Do you use an assessment tool? Describe the training you received on any assessment tool you are using.
- How do you determine what developmental skills to teach next and/or which environmental changes are needed to support child learning? Give an example. How is this documented?
- Where do you keep individual child goals/learning objectives? (anecdotal records and assessment summary)
- How often are child goals/learning objectives reviewed and modified?
- How often are child goals/learning objectives used to plan activities or environment changes?
- What information do you use to plan activities and environment changes? Where do you document the learning activities, teacher strategies, and/or changes to environment that support individual child goals/learning objectives? Describe how this information is shared with all staff working with this group.
- When the child engages in an activity or environmental change planned for them, where or how is it documented?

For more information about the Teaching Cycle and child goals/learning objectives, see **Appendix E**.

B.3.1 Individual child portfolios

For 1 point

The Teaching Cycle involves three processes: documentation linked to assessment, curriculum planning and implementation. For this indicator, documentation through portfolios is the record of the child's process of learning represented by artifacts of children's work or the data on which evaluation of the child's learning is based. Documentation should always be informing the authentic assessment process. Without documentation, an assessment is not effective in telling teachers and parents about the child's learning.

Portfolios show children's efforts, progress and achievements in an organized and structured way. The portfolios should be meaningful so that children are able to take an active role in evaluating their own work. By discussing portfolios together, teachers and parents are able to make instructional decisions that lead to new activities based on the child's progress and interests. Portfolios should be structured in a way that can clearly show children's progress on learning objectives, accomplishments and participation.

Portfolios are records of the child's process of learning and must document the following five practices (which will be verified by Consultant/Rater):

1. **What the child has learned and how the child has gone about learning:** This can be shown through the study of children's work and processes by which they learn and should include their drawings, constructions (for example: block buildings), conversation or presentations. They give evidence of what a child knows and can do. Children's work products can document individual as well as group experiences. The process used to create the product can also be observed and documented in an assessment tool or participation charts. The child will use various styles of learning - verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.

   Some suggestions for documenting these are provided below:
   - Look for responses from children. Clues to children's development and learning are received when we ask children questions, make requests, give directions, lead discussions, assign tasks, set up equipment in a particular way, provide particular materials, and conduct short conferences and interviews.
   - Note how children respond to assistance from the teacher during instruction.
   - Seek other information from other adults.
   - Use tools to document including assessment tools, anecdotal notes, photographs, rubrics, participation charts or developmental checklists.

2. **How the child thinks, questions, analyzes, synthesizes, produces, and creates:** This can be shown through observing the child in play and the child participating in stories or dramatic play, games, or invention activities. Some suggestions for documenting these are provided below:
   - Preschoolers can analyze by graphing events or numbers, designing, inventing, and experiments. Infants and Toddlers can analyze by using materials and watching an adult model behavior using developmentally appropriate materials.
   - Note how children respond to assistance from the teacher during instruction.
   - Seek other information from other adults.
   - Use tools to document (assessments, anecdotal notes, photographs, rubrics, participation charts or graphs).

3. **How the child interacts - intellectually, emotionally and socially - with others:**
   - This can be shown by observing children's play, storytelling, reenactment of stories, dramatic play, interactions with adults or peers, and how the child initiates play with peers in small or large groups. Children learn to use strategies such as making comments that are appropriate to the ongoing interactions as learned from teachers and adults who model appropriate responses. Creative learning

activities such as block play and open-ended activities will give children opportunities to build positive relationships with others.

- Documentation of collected information can be done by conducting observations of the child in group settings or with peers. Photographs and anecdotal notes are ways to create additional support documentation of a child's social and emotional development with others. Use of an assessment tool can be used to record the development of social/emotional skills to support the development of goals/learning objectives for children.

4. **Goals/learning objectives for child outcomes are included in child portfolios**
   The portfolios must be written and updated with **at least one goal/learning objective per month and the portfolio must include a piece of evidence or an observation at least once every three months (four times per year)**. It could be the same goal/learning objective for multiple months. The Lead Teacher is responsible for ensuring that the goals/learning objectives for each child correspond to the documentation that is being included in the portfolio. **Each entry must be dated, including months where goals have remained the same**. The goals/learning objectives must be in each child's portfolio **or** cataloged in a three-ring binder or some other system folder which can be reviewed side-by-side with the portfolio. This should include the month and the year minimally.

5. **Artifacts/samples of the child's work** such as a piece of art, a photograph or video of a child working on a goal/learning objective. The artifact/sample should have a specific developmental outcome (reason) linked to it and noted in the portfolio. For infants only, artifacts/work samples will often be pictures or anecdotal notes of child development and not actual work samples created by the child.

Portfolios for Children Birth to Five

Portfolios must include at least one anecdotal observation or piece of evidence which can cover each of the five categories above. A single anecdotal observation or piece of evidence may represent one or more of the five practices for the same entry. An individual artifact or sample of the child's work may be able to demonstrate multiple practices. For example: A three year old child, in the block area with other children, has created a block structure of 12 or more blocks. The teacher then takes a picture of the block structure for the portfolio and asks the child to describe what they have built. One of the child's goals/learning objectives for the month was that they would be able to attend to an activity for at least 10 – 15 minutes without adult assistance. (New Portage Guide: Birth to 6. Sensory Organization. Item #52. Date observed: 11/23/14.)

- The child is able to describe the structure by using size words (big and little).
- The child has demonstrated that she can play near other children; each doing separate activities.
- The child can count objects as she touches the blocks (one-to-one correspondence.
- The child attends to an activity for at least 10 – 15 minutes without adult assistance.
- The child shows pride in doing things without adult help.

The teacher is able to document what the child has learned and how the child has gone about learning. The child was able to demonstrate how they think, question, analyze, synthesize, produce, and create by building a block structure. The teacher was able to document how the child interacts; intellectually, emotionally and socially – with others as noted by the goal for this child. The teacher added an artifact to the child's portfolio.

There may be other times when a single artifact may only be able to reflect on one or two of the five practices. It may assist teachers to run through the five domains of learning to identify multiple strands of learning that may be reflected for one piece when included in the portfolio. **Ideally, portfolios would also include child assessments, screening tools, inventories or developmental checklists but this is not necessary to earn the point for this indicator.**

Portfolios for School-Age Children

For school-age children, screeners are used in school, but not often used in before and after school programs. To supplement a screener, a survey or inventory can be used to initially document children's growth and development as they begin participation in the program. The survey/inventory asks families questions about their child. This allows school-age programs to identify meaningful, efficient, and engaging ways to share important information with families. An inventory tool is a way to bring children's experiences in school-age programs to life for families. It can help families recognize the important ways school-age programs support their children's development. The portfolios will vary from child to child because of individual differences among children.

At least one goal/learning objective per month must be documented for school-age children in regular attendance. It could be the same goal/ learning objective for multiple months. The Lead Teacher is responsible for ensuring that the goals/learning objectives for each child correspond to the documentation that is being included in the portfolio. The goals/learning objectives must be in each child's portfolio **or** cataloged in a three-ring binder or some other system folder which can be reviewed side-by-side with the portfolio. **Each entry must be dated, including months where goals have remained the same.** This should include the month and the year minimally.

Items that may be included in a school-age portfolio:

- Developmental Checklists of tasks used to support, help, guide or encourage children in developmental tasks including physical development, new thinking skills, social skills, learning about the world beyond home and family, competence, new thoughts and feelings, and independence.
- Anecdotal records
- Running observations
- Work samples
- Photographs
- Video and audio recordings
- Children's journaling excerpts

YoungStar staff and the Wisconsin Afterschool Network have developed an enrollment inventory for school-age children that is available online free of charge here: http://dcf.wisconsin.gov/youngstar/pdf/enrollment_inventory.pdf.

VERIFICATION

To earn this point, portfolios must be used for every child ages birth to five and must be robust for every child who is in regular attendance.[10] For school-age children, portfolios must be robust for every child who is in regular attendance, however, are not required for children who are not in regular attendance. To use Consultant/Rater time wisely, verification of this indicator must be verified for 25% of the children in regular attendance from a classroom in each age group served: birth – 35 months, 36 – 60 months and/or school-age. If there are fewer than four classrooms in the program, Consultant/Rater must verify portfolios for 25% of the children in every classroom. If a child has been in attendance at least one month but less than 3 months, the portfolio for that child must be created and have at least one piece of evidence or observation in it.

To be robust, a portfolio for children **who are not school-age must include at least one piece of evidence or observation from each of the five following categories to be considered complete**:

- What the child has learned and how the child has gone about learning;
- How the child thinks, questions, analyzes, synthesizes, produces, creates;
- How the child interacts – intellectually, emotionally and socially – with others;

[10] See definition of "child in regular attendance" on page 4.

- Goals/learning objectives for child outcomes are included in child portfolios; and
- Artifacts/samples of the child's work.

To be robust, a portfolio for children who are school-age must have **at least three** pieces of evidence or observations to be considered complete which demonstrate **one or more** of the following:

- What the child has learned and how he or she has learned it
- Goals/learning objectives for child outcomes
- Artifacts/samples of the child's work or child-completed participation surveys

"Progress over time" can be verified through seeing copies of child portfolios. Ideally, programs will start a portfolio for a child at the time of first enrollment and the portfolio will continue until the child leaves the program. **Programs must be able to demonstrate at least one year of portfolio use.** The Consultant/Rater must use his/her judgment to determine if portfolios are used actively and in an ongoing manner. This means, at a minimum, the portfolios should be updated with a piece of evidence or observation **at least once every three months (four times per year). And goals must be updated at least monthly.** If the program is only open for part of the year, pro-rate this based upon the number of months the program is open. For example, if the program is open three months of the year, they must update the portfolios at least once per year.

At least one goal/learning objective per month must be documented in a child's portfolio. It could be the same goal/ learning objective for multiple months. The Lead Teacher is responsible for ensuring that the goals/learning objectives for each child correspond to the documentation that is being included in the portfolio. The goals/learning objectives must be in each child's portfolio. **Each entry must be dated, including months where goals have remained the same.** This should include the month and the year minimally.

If a program sends portfolios home with families every so often and does not keep copies of these as proof, the program can still earn the point for this indicator if this practice is noted in the parent handbook and supported in practice with new portfolios having been created. In this case, a Consultant/Rater will encourage a program to make photocopies over the last year of at least one child in each classroom to demonstrate this practice for YoungStar.

Summer School-age only: When a School-age program only operates during the summer months, a portfolio for any child enrolled for more than six days, must be created and must have at least one piece of evidence or observation in it. This means, at a minimum, the portfolios must be updated with a piece of evidence or observation **at least once every six weeks.** The item could include an interest survey, an artifact, anecdotal note or observation, or an activity summary survey.

B.3.1 Individual child portfolios

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

Portfolios must include demonstration of all of the following for each of the age groups below to earn the point for this indicator. Use the space below each check box to describe how this is demonstrated in each age group.

Infants and Toddlers (Birth – 35 months)

☐ Age Group Not Served

Classroom verified: _____

Portfolios demonstrate all of the following:

☐ What the child has learned

Demonstrated through: _____

_____

_____

☐ How the child thinks

Demonstrated through: _____

_____
_____

☐ How the child interacts
Demonstrated through: _____
_____
_____

☐ Goals/learning objectives for child outcomes
Demonstrated through:_____
_____
_____

There is at least one goal/learning objective written and updated once per month. ☐ YES ☐ NO

☐ Artifacts/samples of child's work (Photographs or anecdotal notes of child development and not actual work samples created by the child)
Demonstrated through: _____
_____
_____

Preschoolers (36 – 60 months)

☐ Age Group Not Served
Classroom verified: _____

Portfolios demonstrate all of the following:

☐ What the child has learned
Demonstrated through: _____
_____
_____

☐ How the child thinks
Demonstrated through: _____
_____
_____

☐ How the child interacts
Demonstrated through: _____
_____
_____

☐ Goals/learning objectives for child outcomes
Demonstrated through: _____
_____
_____

There is at least one goal/learning objective written and updated once per month. ☐ YES ☐ NO

☐ Artifacts/samples of child's work
Demonstrated through: _____
_____
_____

School-Age (5 years and older)

☐ Age Group Not Served
Classroom verified: _____

Portfolios include at least three pieces of evidence:

☐ YES ☐ NO

There is at least one goal/learning objective documented per month. ☐ YES ☐ NO

List at least three pieces of evidence here:

1. _____
2. _____
3. _____

Summer Only Serving School-age

Portfolios include at least one piece of evidence every six weeks:

☐ YES ☐ NO

List evidence here:

_____

☐ Goals/learning objectives are written and updated every six weeks for child outcomes

Demonstrated through: _____

_____

_____

There is at least one goal/learning objective written and updated once per month. ☐ YES ☐ NO

List at least three pieces of evidence here:

1. _____
2. _____
3. _____

Comments/areas for future work on child portfolios:

B.3.2 Teacher Uses Intentional Planning to Improve Child Outcomes

For 1 point

Teacher uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tool.

Intentional planning means acting purposefully (based on an individual child assessment) with a goal/learning objective in mind and a plan for accomplishing it. Programs can demonstrate this through assessing individual children and using what is learned from the assessment to establish lesson plans and program areas where they aim to improve child outcomes and refine how they plan and implement activities based upon child assessments.

Authentic child assessment can be defined as focused observations which use reliable and valid, evidence-based methods to incorporate strength-based functional assessment in natural environments using natural supports. It uses everyday relationships, observations of growth and development, consideration of individual learning styles and differences, and utilization of all environments in which the child lives and learns.

Assessment is on-going, continuous, and not done on a fixed timeline. Assessments will bring about benefits for children, programs and families. They should not add undue burden to families or programs.

Periodic summarization (at least monthly) to monitor progress in the domains should be done to see what individual children have mastered toward specific outcomes and expectations or what they may need to have continuing help with. Sample periodic summarization tools also called "assessment summaries" are documents that a teacher would use to track a child's or a small number of children's progress at meeting certain goals/learning objectives. The goals/learning objectives should be created by reviewing a child's assessment and determining where the child is currently and what the next goal/learning objective is. In some assessments, the summary is made in an area within the assessment tool.

The training needed for assessment varies by tool. Teachers must be trained on the assessment tool that they use to inform their practice and individualize instruction for children in their care. Training could include any of the following: reading a book; watching a video; or attending training by a PDAS-approved trainer or by other staff at the program. If there is no physical proof of the training (i.e. a certificate of attendance or similar artifact), the Consultant/Rater, through interview, needs to ensure the person who took the training understands the training content and can explain how the training will influence their practice. **It is the program's responsibility to demonstrate the connections between the child observations, lesson plans,**

goals/learning objectives, and the individualized child assessment tool that is used by the program. Lead Teacher and Director could refer to the Teaching Cycle as explained in the Wisconsin Model Early Learning Standards materials/training.

In YoungStar, programs can earn a point when every classroom has their curriculum/programming and assessments aligned with WMELS performance standards or developmental indicators for school-age children that are reflected in the learning experiences in the content areas of SACF. This alignment is meant to ensure child care programming is not narrowly focused on certain domains, or that lesser attention is paid to some domains. The WMELS or SACF are not checklists to evaluate a child's development and learning. Rather they guide the choice of assessment instruments and serves as a way to organize the data collected from those instruments. The Assessment and Alignment Review Tools are designed to help your program determine how well an assessment aligns with the domains and performance standards identified in the Wisconsin Model Early Learning Standards or the School Age Curricular Framework.

An Assessment and the Wisconsin Model Early Learning Standards Alignment Review Tool is available at: http://dcf.wisconsin.gov/youngstar/pdf/assessment_alignment_with_wmels.pdf.
An Assessment and the School Age Curricular Framework Alignment Review Tool is available at: http://dcf.wisconsin.gov/youngstar/pdf/assessment_alignment_with_sacf.pdf

Examples of research-based assessment tools that may be used for children birth to five years:

- Assessment, Evaluation, and Programming Systems (AEPS) for Infants and Children (Volumes 3 and 4) (Requires quarterly assessment of each child))
- Creative Curriculum Child Assessment Tools (Requires quarterly assessment of each child)
- High Scope – COR Assessment (Requires quarterly assessment of each child)
- New Portage Guide (Requires quarterly assessment of each child)

Assessment tools used by the program must show that the following practices are included in the assessment process:

- demonstration that the assessment tool is ongoing (indicating specific dates the assessment tool has been used for a child versus check marks only)
- demonstration of use as a continuum[11] that incorporates a broader scope of development and learning for children

Examples of other accepted tools:

- Six Simple Ways to Assess Young Children—Developmental Milestone Checklist. Conducted a minimum of three times per year and demonstrated use as a continuum.
- Developmental Checklists Birth to Five: Syracuse University. Mid-State Early Childhood Direction Center. Conducted a minimum of two times per year and demonstrated use as a continuum
- The Redleaf Family Child Care Curriculum Developmental Assessment, Birth to Age 5. Revised Edition. Conducted a minimum of three times per year and demonstrated use as a continuum.
- **Others not previously reviewed and approved by DCF and the Consultant**. The tool will need to be aligned, by the program, to the WMELS Domains and Performance Standards using the Alignment Review Tool (birth through age five).

If an assessment tool is used that is not listed here, it is the program's responsibility to demonstrate that it is being conducted according to the rules of the authors of the tool.

[11] A continuum spans the whole of the early childhood years and describes the progression of development and learning that children can be expected to know and do as they develop. There usually is an overlap in the age ranges, reflecting that the sequence of developmental skills will be achieved within a broad range of time.

NOTE: The Ages and Stages Questionnaire-3 or S/E (Development Screener) or the CDC Milestone Moments will NOT be accepted as an assessment tool for YoungStar.

School-Age

Assessments are tied to children's daily activities, including child-guided experiences (e.g., in learning areas or work on projects) and peer-to-peer interactions. Staff may record on-the-spot assessments whenever possible (i.e. observe, ask, listen in, check), using the information to shape their teaching, moment by moment with individual children. Surveys/evaluations are also a way to check in with children. School-age children should have the opportunity to provide input into programming and how they learn. Older children could do this by completing a questionnaire; younger school-age children may need assistance with a survey/evaluation.

Assessment tools/surveys for school-age children can be customized or adapted to suit the assessment goals of a program and implemented internally without assistance. It is not expected that all school-age programming would address similar outcomes. It is also expected that there can be valid outcomes for programs to achieve that may not be included in assessment/survey tools. Different indicators may be used for different age groups to ensure the outcomes are developmentally appropriate.

A well-constructed program with clear goals and experiences linked to individual child goals/learning objectives may achieve a wide range of youth outcomes. Youth programs operating during the non-school hours are important partners that work alongside families and schools to support learning and development. Some programs prioritize academics; others prioritize enrichment, recreation or leadership development; others combine together a combination of these. Most of these programs aim to develop cross-cutting skills that will help youth to be successful now and help ensure they are ready for college, work and life. Partnering with the classroom teacher from the child's school is an opportunity to receive external evaluations or insight into the child's work from school. External evaluations can be valuable when partnering to support children's development.

Examples of assessment tools that may be used for school-age children:

- Afterschool Youth Outcomes Inventory, PASE
- Creating Portfolios With Kids in Out-of-School Programs (Developmental Checklist for School-Age): http://www.newroads-consulting.com/store.html
- Personal Learning Plans
- Family, program, child surveys, questionnaires, or evaluations
- National Institute on Out-of-School Time (NIOST): Survey of Afterschool Youth Outcomes (SAYO)
- Collections of Youth Outcome Measure Tools

Assessment tools used by the program must show that the following practices are included in the assessment process:

- demonstration that the assessment tool is ongoing (indicating specific dates the assessment tool has been used for a child versus check marks only),
- demonstration of use as a continuum that incorporates a broader scope of development and learning for children,
- review/alignment of **all** assessment tools to the School Age Curricular Framework used by the program (for school age children).

Programs choosing to develop their own assessments can view the following YoungStar document: "Guidance for Choosing/Developing Assessments in School-Age Programs". It is located at: http://dcf.wisconsin.gov/youngstar/pdf/guidance-choosing-developing-assessments-sa-prog.pdf.

VERIFICATION FOR ALL AGES WITHIN THIS INDICATOR

Program must be able to demonstrate that they do all of the following:

1. Assess individual children (*using an assessment tool aligned to WMELS or SACF).*
   This can be shown by using ongoing assessment practices. Any and all the domains of the child's learning and development can be assessed. A program will gather information to determine the current developmental level of the child by observing the child, using anecdotal notes, or collecting children's work, and then using development milestones checklists or a reliable assessment tool to put together the information on a collection form (assessment summary)[12] to document progress in relation to age-appropriate expectations. The goal is to gauge a child's abilities, attitudes and social skills, prior knowledge and understanding, and skills and habits in relation to what the program emphasizes. The Consultants/Rater will verify that assessment of individual children is taking place by:

   - Conducting an interview of the Lead Teacher to verify the following:
     - Individual classroom procedures for conducting assessments such as:
       - What is the process for documenting that children are moving toward their identified goals/learning objectives?
       - How many goals/learning objectives are set for each child each month?
       - Is there any identified focus for the observations/evidence collection?
       - Is the classroom's focus on one domain per month or on specific assessment indicators?
   - Modifications are being made for individual needs of children.
   - Verifying the frequency of child assessment is **at least twice per year or at the recommended frequency of the tool, if the recommended frequency is more than twice per year**.
   - Summer School-age only: Verifying the frequency of child assessment is **at least every six weeks or at the recommended frequency of the tool.**
   - It is the program's responsibility to demonstrate the connections between the child observations, lesson plans (if used), goals/learning objectives, and the individualized child assessment tool that is used by the program.
   - Verifying the program is using what is learned from the assessment process to inform the lesson plans (if used).

   NOTE: Any and all the domains of the child's learning and development can be monitored for progress. Best practice shows that a program should assess the child on the schedule recommended by the assessment tool that is used. All children do not need to be assessed at the same time. For example, the Lead Teacher may choose to assess a few children per week on a rolling basis, making sure each child is assessed at least once per month. The information gathered may be put into portfolios but this is not required for this point. Again, the goal is to gauge a child's abilities, attitudes and social skills, prior knowledge and understanding and skills and habits in relation to what the program emphasizes. The process follows the WMELS "Teaching Cycle."

2. Use what is learned from the assessment process to establish lesson plans and program areas where they aim to improve child outcomes. This can be shown by using curriculum and environment to support the developmental level and goals/learning objectives for individual children, small groups of children and the larger group of children as a whole. This information should be indicated on the lesson plans and in the environment. Various learning areas can be identified on the lesson plan which will allow the Lead Teacher to provide structure for exploration with the materials and environment. Developmental

[12] An assessment summary is a document that a Lead Teacher would use to track a child's or a small number of children's progress at meeting certain learning goals. The goals should be created by reviewing a child's assessment and determining where the child is currently and what the next goal/learning objective is. In some assessments, the summary is made in an area within the assessment tool.

goals/learning objectives that describe what the children will do through environment-based learning centers with curriculum that emerges from the children's interests are written in the planning framework or lesson plan. A lesson plan should include written goals/learning objectives for small group, large group, and individual children's goals/learning objectives. By writing down goals/learning objectives on a lesson plan/activity plan or individual child plan, it keeps focus on the purposes for activities and the ways that learning can be supported for children's development. Consultants/Raters will need to see a direct connection between assessment summaries and the goals/learning objectives identified on lesson plans on a sampling of portfolios. **If a program does not have a lesson plan** they can still earn this component but must have a way of indicating that they are documenting goals/learning objectives for individual children.

3. Plans and implements learning experiences based upon child assessments.
   This can be shown through implementation of the assessment process, lesson plan and interest areas/learning centers designed for the children. Learning opportunities and activities are guided by supportive interactions and relationships that are age appropriate, individually appropriate, and culturally appropriate. This will be reflected in the course of a series of lesson plans that are used to focus on goals/learning objectives for the children by using curriculum and the environment to design and create exploration, to support adult guidance, and allow information to be collected and documented for a collection/assessment summary for each child or groups of children.

   The Consultant/Rater will verify that the teacher can explain how they plan and implement learning experiences based upon child assessments:
   - Conducting an interview of the Lead Teacher about:
     - How they are supporting children being successful at the stage each child is at and not only the whole group of children
     - Modifications that are being made for individual needs of children and use of teacher strategies to support children's learning
   - Tracking through **consecutive 4 weeks** of lesson plans with specific children's goals/learning objectives.

To earn the point for this Indicator, **all classrooms must use intentional planning.** To use the verification time wisely, a Consultant/Rater will request to see the most recent consecutive four weeks of lesson plans for one-third of the classrooms, making sure to see at least one classroom from each age group served: birth – 35 months, 36 – 60 months and/or school age. Additionally, individual child assessments/developmental milestone checklists or portfolio entries must be verified for 25% of the children in regular attendance in those selected classrooms. For example, if there were three classrooms, one serving each age group, the Consultant/Rater should see the lesson plans for each classroom and the child assessments/developmental milestone checklists or portfolio entries for 25% of the children in regular attendance in the selected classroom. If there are fewer than four classrooms in the program, Consultant/Rater must verify for every classroom.

NOTE: Assessments that are designed by the program may be used if, in the opinion of the Consultant/Rater, they are appropriate. If the Consultant/Rater has any doubts or wants verification, he or she may send the assessment to DCF for review.

B.3.2 Intentional planning to improve child outcomes	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Infants and Toddlers (Birth – 35 months) ☐ Age Group Not Served Classroom verified: _____ Child assessments (or inventories/surveys) performed at least twice per year or the frequency recommended by the tool (if greater than twice per year) for 25% of children in regular attendance?	

☐ Yes ☐ No
Which assessment(s) is/are used?
_____
☐ Frequency verified
Comments:_____
_____
_____

Consultant/Rater verified that lesson plans and program use what is learned from the assessment process to establish goals/learning objectives for improving child outcomes?
☐ Yes ☐ No
Comments:_____
_____
_____

Consultant/Rater verified that the Lead Teacher uses information from individual child assessments to plan and implement learning experiences?
☐ Yes ☐ No
Comments:_____
_____
_____

Preschoolers (36 – 60 months)
☐ Age Group Not Served
Classroom verified: _____
Child assessments (or inventories/surveys) performed at least twice per year or the frequency recommended by the tool for 25% of children in regular attendance?
☐ Yes ☐ No Which assessment(s) is/are used?
_____
☐ Frequency verified
Comments:_____
_____
_____

Consultant/Rater verified that lesson plans and program use what is learned from the assessment process to establish goals/learning objectives for improving child outcomes?
☐ Yes ☐ No
Comments: _____
_____
_____

Consultant/Rater verified that the Lead Teacher uses information from individual child assessments to plan and implement learning experiences?
☐ Yes ☐ No
Comments: _____
_____
_____

School-Age (5 years and older)
☐ Age Group Not Served
Classroom verified: _____
Child assessments (or inventories/surveys) performed at least twice per year or the frequency recommended by the tool for 25% of children in regular attendance?
☐ Yes ☐ No ☐ Summer only (assessments performed ***at least once every six weeks***)
Which assessment(s) is/are used?
_____
☐ Frequency verified
Comments: _____
_____
_____

Consultant/Rater verified that lesson plans and program use what is learned from the assessment process to establish

goals/learning objectives for improving child outcomes?

☐ Yes ☐ No

Comments: _____

_____

_____

Consultant/Rater verified that the Lead Teacher uses information from individual child assessments to plan and implement learning experiences?

☐ Yes ☐ No

Comments: _____

_____

How did the Consultant/Rater verify that the teachers are trained in the assessment they are using?

_____

_____

Summer Only Serving School-Age Children

Assessments performed ***at least once every six weeks***.

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed at least twice per year or the frequency recommended by the tool for 25% of children in regular attendance?

☐ Yes ☐ No

Which assessment(s) is/are used?

_____

☐ Frequency verified

Comments: _____

_____

_____

Consultant/Rater verified that lesson plans and program use what is learned from the assessment process to establish goals/learning objectives for improving child outcomes?

☐ Yes ☐ No

Comments: _____

_____

_____

Consultant/Rater verified that the Lead Teacher uses information from individual child assessments to plan and implement learning experiences?

☐ Yes ☐ No

Comments: _____

_____

How did the Consultant/Rater verify that the teachers are trained in the assessment they are using?

_____

_____

Comments/areas for future work on intentional planning:

B.3.3 Program Implements Developmental Screening Practices

For 1 point

Children birth to five years

Developmental screening is an intentional process that provides information about how a child is developing. A screening will sometimes suggest that more in-depth information be gathered to determine whether additional professional support is warranted. Best practices include using multiple sources of information and a reliable, valid, and standardized tool or procedure. Determining whether a child is on a typical developmental trajectory or whether a child needs additional services can be difficult.

When development does not proceed along a typical trajectory, identifying the need through developmental screening and intervening early increases the likelihood that development can proceed typically and that children

and families experience favorable outcomes. Screening processes provide a way to gather high quality, valid, and reliable information about how a child is developing and provides a foundation for informed action to support healthy development and family functioning.

Families are Partners in Children's Developmental Screening contains information on how programs can provide resources to staff for family engagement around developmental screening practices and can be found at: http://dcf.wisconsin.gov/youngstar/provider-resources.htm in the Learning Environment and Curriculum section. The materials offer staff the "why" and "how" to engage families.

Director/designee demonstrates that she/he has received training on screening tools used in the program. Within 30 to 45 days of a child's enrollment, a completed developmental screener has been received from the family. The program provides the developmental screening opportunity annually or as recommended by the tool and assures appropriate referrals are made to appropriate resources. The developmental screener may be administered by a physician, a Head Start program, or another outside agency and if shared from the family to the program will be accepted for this indicator. If a program does not receive a completed screener from the family, the program must document which families have not returned it. Although not required to earn this point, programs should consider adding a statement in their program policies about their developmental screening practices for children. A Readiness Checklist for Group Centers can be found at: http://dcf.wisconsin.gov/youngstar/pdf/readiness-checklist-groupcenter.pdf.

A waiver form can be kept in lieu of developmental screening and results should a parent decline developmental screening. The waiver should be kept in the child's portfolio. The sample waiver form is available at: http://dcf.wisconsin.gov/youngstar/pdf/youngstar-screening-draft-waiver.pdf

Additional information on selection of a screening tool can be found here: http://www.collaboratingpartners.com/documents/TipSheet2selectingascreeningtool.pdf and http://www.collaboratingpartners.com/screening-early-identification-howtoworksheets.php

Examples of screening tools that may be used include:

- Ages and Stages Questionnaire – 3 (2 months – 60 months)
- Parent Evaluation for Developmental Success (PEDS) (birth - 7 years 11 months)

NOTE: For YoungStar purposes, the ASQ-SE should be used in concert with the ASQ-3. ASQ-SE alone does not meet the requirement.

School-Age

There are no commercial screeners for school-age children to use in afterschool programs. National youth development organizations have developed inventory tools to use with the children to give the staff and program an opportunity to plan for the interests and development of school-age children. An inventory is similar to a screening for early childhood programs, only it is more self-reported. Screeners that are used in early childhood programs are filled out by teachers and families to help families understand the child development and to inform program staff of the child's need for supportive services. During the school-age years, children are working on different tasks. They are at differing levels for each task: they may excel in one area and may be just beginning in another. Whatever task they are working on, school-age children thrive when staff tune into their needs and provide them with appropriate support, help and guidance. The YoungStar School-Age Enrollment Inventory has been adapted from the national youth organizations that support the use of such tools.

Examples of screening tools that may be used include:

- YoungStar Optional School-Age Enrollment Inventory (for school-age children, if enrolled)
- Parent Evaluation for Developmental Success (PEDS) (birth – 7 years, 11 months)

Additional information on selection of a screening tool can be found here:
http://www.collaboratingpartners.com/documents/TipSheet2selectingascreeningtool.pdf,
http://www.collaboratingpartners.com/documents/Healthy_Children_Blueprint_2ndeditionfinal.pdf
and
http://www.collaboratingpartners.com/screening-early-identification-howtoworksheets.php

VERIFICATION

To earn this point, screenings must be received **for every child who is in regular attendance.** To use Consultant/Rater time wisely, this indicator will be verified for 25% of the children in regular attendance from one classroom in each age group: birth – 35 months, 36 – 60 months, and school-age. The waiver and documented attempts are acceptable replacements. If there are fewer than four classrooms in the program, Consultant/Rater must verify indicators for 25% of the children in every classroom. The training needed for each screening tool varies by screening tool but could include any of the following: reading a book; watching a video; or attending a training by a registered PDAS trainer or other trainer. If there is no physical proof of the training (i.e. a certificate of attendance or similar artifact), the Consultant/Rater, through interview, needs to ensure the person who took the training understands the training content and can explain how the training will influence their practice.

Additional screening and early intervention resources are available at the Collaborating Partners website:
http://www.collaboratingpartners.com/screening-early-identification-professionalresources.php

B.3.3 Program Implements Developmental Screening Practices

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

Screenings or waivers are verified for 25% of the children in regular attendance from one classroom for each age group served?

Infants and Toddlers (Birth – 35 months)

Which classroom? _____

☐ Yes ☐ No

Training verified? ☐ Yes ☐ No

How? _____

_____

_____

Preschoolers (36 – 60 months)

Which classroom? _____

☐ Yes ☐ No

Training verified? ☐ Yes ☐ No

How? _____

_____

_____

School-Age (5 years and older)

Which classroom? _____

☐ Yes ☐ No

Training verified? ☐ Yes ☐ No

How? _____

_____

_____

Comments/areas for future work on Developmental Screening Practices:

B.3.4 Individual Child Outcomes Tracked

NOTE: this point cannot be earned if program does not earn the points for Indicators B.3.1 and B.3.2 AND a program cannot earn this point in the first year if they have not already started tracking child outcomes.

For 1 point

Teachers track individual child goals/learning objectives and programs track outcomes to demonstrate that teacher training and child interactions improve children's individual outcomes. **Programs must be able to demonstrate at least six months of tracking child outcomes to earn the point for this indicator.**

Outcomes or standards include developmental domains, but also specify what information or facts children are expected to know. For outcomes or standards to strengthen instruction and boost achievement, they must be receptive to assessment. Outcome statements are written in ways that take into account the unique ways that children develop and learn. The program must be able to document child outcomes (the knowledge, skills, and dispositions children demonstrate).

Child outcomes describe the knowledge and skills children should acquire by the end of the year. The year is determined by the program (end of school year, calendar year, or year of age). Comprehensive child outcomes define the range of knowledge and skills that children should master. They can also extend beyond knowledge and skills, describing the kinds of habits, attitudes, and dispositions children are expected to develop as a result of classroom experiences.

Learning expectations, curriculum, and assessment should align. Once expectations for learning are agreed upon, the curriculum should align with those expectations (curriculum should teach children the things they will be expected to have learned). Assessment tools should align with both outcomes and the curriculum, measuring what the outcomes specify and what the curriculum teaches.

Programs should use a cycle of:

- Assessment of children to learn where children are;
- Planning of goals/learning objectives for child outcomes;
- Implementation of those plans; and
- Review of child outcomes after implementation to learn which strategies worked to further the children's development.

An example of year-end outcomes that programs can track to is as follows:

Children demonstrate improved:

A. Positive social-emotional skills (including social relationships)
B. Acquisition and use of knowledge and skills (including health and physical development, language/communication and literacy, cognitive development, and approaches to learning)
C. Use of appropriate behaviors to meet their needs
D. Child relationship with parent

An example for school age children is:

School-Age children:

A. Demonstrate age-appropriate social skills
B. Demonstrate increased problem-solving skills
C. Demonstrate increased knowledge about healthy lifestyles
D. Acquire and gain new knowledge and skills.
E. Increased positive relationships with family members

Additional examples of year-end outcomes for early childhood and school age can be found in Appendix E. Examples of outcome tracking forms can be located in the Learning Environment and Curriculum section of

this webpage: http://dcf.wisconsin.gov/youngstar/provider-resources.htm. These forms can be used to track outcomes of the class or individual children. At the top of the sample form is a program's identified outcome. **The outcomes chosen are linked to the WMELS**. This does not mean performance standards must be written on the lesson plan. Child outcomes are defined as the benefits experienced as a result of supports provided for a child(ren). By using a systematic tracking system, the program can follow the movement of individual children or of all children in a classroom and be able to indicate whether the intended benefits or changes were experienced by the child(ren) and will help identify if progress has been made toward the specific outcome. It can also be used to inform the teacher about the progress the class is making as a whole and provide a picture of where additional supports are needed. In the same location, a blank template is available for programs to use to design a classroom tracking form for their own program.

VERIFICATION

To earn this point, programs must be able to demonstrate at least six months of tracking child outcomes for every child in regular attendance for 25% of the children in one classroom from the following age groups: birth – 35 months, 36 – 60 months, and/or school-age.

To earn this point, Consultants/Raters should ensure the Director and Teacher shows an understanding of child outcomes and can explain how individual child outcomes are tracked over the duration of a child's enrollment. Individual teachers must be able to demonstrate they track child outcomes through portfolios and lesson plans. The teacher must show that lesson plans are adapted to reflect goals from individual child assessments.

If an initial assessment has been done on the children in the classroom, and because of the timing of the rating, a follow up assessment has not been completed, the program may still earn the point by demonstrating past assessments. If the program is in the process of performing assessments for the first time and has not completed the first round of assessments, the program **MAY NOT** earn the point for assessments.

Summer School-age: Programs must be able to demonstrate at least six weeks of tracking child outcomes to earn the points for this indicator. The program may show previous year's information combined with current year. To earn the point for this indicator, all classrooms must track individual outcomes but to use verification time wisely, a Consultant/Rater must request to see **the most recent consecutive four weeks** of lesson plans for 25% of children in one classrooms from each age group served: birth – 35 months, 36 – 60 months and/or school age. If there are fewer than four classrooms in the program, Consultant/Rater must verify indicator for 25% of the children in every classroom. For the classrooms selected, the Consultant/Rater must also cross-check **the most recent four weeks** of lesson plans with the individual child assessments and portfolios for the children that are listed on the lesson plans.

B.3.4 Individual child outcomes tracked

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

NOTE: this point cannot be earned if center does not earn the points for Indicators B.3.1 and B.3.2 AND they cannot earn this point in the first year if they have not already started tracking child outcomes.

How do the Director **and** Teachers show an understanding of child outcomes and the importance of tracking them throughout the child's enrollment?

_____

_____

_____

Consultant/Rater should use the age grouping sections below to support this answer.

Infants and Toddlers (Birth – 35 months)

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate ***six months*** of tracking individual child outcomes for 25% of children in classroom?

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

Preschoolers (36 – 60 months)

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate ***six months*** of tracking individual child outcomes for 25% of children in classroom?

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

School-Age Children (5 years and older)

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate ***six months*** of tracking individual child outcomes?

Summer Only Serving School-Age Children

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate ***six weeks*** of tracking individual child outcomes for 25% of children in classroom?

The program may show previous year's information combined with current year.

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

Comments/areas for future work on tracking individual child outcomes:

Total points earned for Indicator B.3.1-4 _____/4

C. Business and Professional Practices

Business and Professional Practices: REQUIRED Points

QUALITY INDICATOR

C.1 Signed YoungStar Contract

POINTS AVAILABLE: 0

C.1 Signed YoungStar Contract **REQUIRED for 2, 3, 4, and 5 Stars**

For 0 points

Program must sign and hand in a YoungStar Contract to participate in YoungStar. They do not earn any points for doing this; it is just a prerequisite for participation. This contract is valid for two years.

QUALITY INDICATOR

C.2 Business Practices

POINTS AVAILABLE: 3

C.2.1 Ongoing Yearly Budget/Budget Review/Record-Keeping/Taxes

REQUIRED for 3, 4, and 5 Stars

For 1 point

The program does all of the following:

1. Develops an annual line-item budget which includes funding for at least one item in the program's Quality Improvement Plan.
2. Reviews the budget annually and makes adjustments to future budgets if necessary.
3. Demonstrates record-keeping practices that track income and expenses including meals and snacks served.
4. Completes timely and accurate tax documents.

VERIFICATION

The Consultant/Rater needs to verify the following four items for this indicator:

1. **Line-item Budget:** The program has an annual line-item operating budget which includes all of the following:
   a. Projected income and expenses for current year divided into line-items: this is to be a 12-month budget but does not necessarily need to follow the calendar year—programs may use the state or federal fiscal years or some other time period that is meaningful to the program. The Consultant/Rater needs to verify that the program has a budget for the current 12-month period using whatever fiscal year the program has chosen to use. For example, if the program is using a state fiscal year (July to June), and it is October 2015, the Consultant/Rater would need to see the budget that runs from July 2015 to June 2016. The requirement is to show this for a 12-month period. This could be shown in one sheet that covers a 12-month span or could be broken down monthly or quarterly, depending on the program's preference.
   b. One line-item which includes funding for at least one item in the program's Quality Improvement Plan (QIP): this may be a line-item by itself or may be an item within a line-item. For example, a program may have WMELS training in their QIP and they may be shown within a line-item for "Training" or may be named "QIP line-item" explicitly.

   NOTE: Large, multi-site organizations may have a large budget which includes one or more programs within it. YoungStar recognizes that each site may not have an individual budget. Consultants/Raters need to be able to verify each of the items listed above for the individual sites within the larger budget to earn the point for this indicator.

2. **Budget Review:** The program reviews the budget annually and makes adjustments to future annual budgets if necessary. Programs should not continually update or change dollar amounts on their current

budgets, but rather review them periodically and use the information to inform and create future budgets. This should be shown through the following:

a. The program has a report of actual income and expenses divided into line-items for the previous fiscal year and can demonstrate to the Consultant/Rater at least one area where the actual income and expenses from the previous year informed the annual budget for the current year. This may be shown as a separate document, an interview or as part of the annual budget document in the form of additional columns or notes.

3. **Record-Keeping Practices:** The program demonstrates record-keeping practices that track income and expenses including tracking meals and snacks. All of the following must be verified for this indicator:
   a. **Tracking income and expenses:** Verification will be completed by the Consultant/Rater reviewing documents that demonstrate that the program is keeping track of income received and expenses paid within categories for the line-item budget or profit/loss statement. The Consultant/Rater needs to see evidence of **one month's worth of records** (however, note that extrapolating information from **one month** to determine *actual income received* for the whole year is not an accepted business practice).
   b. **Tracking Meals and Snacks:** Child and Adult Care Food Program (CACFP) claims **(last 2 months and an in-progress claim)** would satisfy this requirement. This supports good business practice as this information can be used to provide documentation for development of future budgets. Programs that provide meals and snacks for children and that are not on CACFP must provide records (Consultant/Rater will request **up to 3 months' worth)** documenting:
      i. Menus
      ii. Meal/snack components (what was actually served if different from printed/posted menu)
      iii. Children served that meal/snack (programs not on CACFP will need to keep track of number of children served meal/snack to meet this requirement)
      iv. Date meal/snack was served
      v. Time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-11:30AM], as long as this is reasonably accurate to what is observed by Consultant/Rater.)

      NOTE: if children bring all meals and snacks from home, the number of children served does not need to be verified for this indicator.

4. **Accurate Taxes:** The program completes timely and accurate tax documents. For a group child care, the Consultant/Rater needs to see signed or electronically filed copies of all of the following:
      i. Copy of last four quarterly 941's or 944's
      ii. Copy of last year's Federal Income Tax Return (Form 1065, Form 1120, Form 1120S or Form 990)
      iii. If they have employees: Copy of last year's State WT-7 OR W3 if they don't file WT-7 because the employees are exempt from paying taxes

Accurate Taxes

There are many different tax reports that child care programs need to file with the Federal and State Government. There are two categories of tax reports that you will need to verify that the child care program has filed. The first is payroll taxes. The second is income taxes. Income tax returns have confidential and sensitive information. The requirement is only to verify that the required income tax reports have been filed. Child care programs should blackout any social security numbers and amounts on the income tax returns. The payroll tax returns do not have sensitive data so there is no need to black out amounts on those returns.

941/944: There are Federal and State payroll tax reports that need to be filed. The Federal payroll taxes are reported on either Federal Form 941 or 944. These reports are filed quarterly. This return reports the amount of taxes withheld from employee's pay checks for Federal Tax, Social Security Tax and Medicare Tax. This

return also includes the amount that the child care program owes for Social Security Tax and Medicare Tax. Verify that either the 941 or 944 has been filed for the previous quarter. If a program has been open for less than a year, they would need to show the 941/944s for the quarters they have been open. If the program is only open for a portion of the year, they would need to show 941/944s for the quarters of the year they are open.

Federal Income Tax Return: Which Federal income tax return filed depends upon the type of organization. Verify that one of these Federal Income Tax reports was filed for the previous year by looking at the signature page of the return. Confirm that it was signed and dated.

- A Partnership will file a Federal Form 1065
- A Limited Liability Company (LLC) will file either a Federal Form 1065 or 1120
- A Subchapter S or C Corporation will file a Federal Form 1120
- A Non-Profit Corporation will file a Federal Form 990
- Dis-regarded Entity will file a Federal Form 1040 and Schedule C.

WT-7/WT-3: If the program has employees, they need to file a WT-7 or WT-3. Most programs will have WT-7s. The amount withheld from employee's pay checks for State Tax is reported on the Wisconsin form WT-7 annually. Verify that the WT-7 was filed for the previous year. If the program has employees who are tax-exempt, they will file a WT-3 instead of or in addition to a WT-7.

Tax Extensions: If a program has filed for a tax extension for any one of the required tax forms and, because of this, cannot show the appropriate form, a copy of the extension along with the previous year's filing documents would be accepted for this point.

Electronic Filing: If a program files taxes electronically, a document that confirms electronic filing is required.

Budget Definitions

Actual Report of Income and Expenses: A report of actual income and expenses that shows the same line-items as the budget, but with the real (not estimated) amounts in the document. This is often called an "Income Statement" or a "Profit and Loss Statement." Consultants/Raters will make sure the budget is **not** a report of actual income and expenses, but an estimate of the year to come. The actual report of income and expenses of the previous year should be used by the program to inform budget planning for the coming year.
Budget: An annual operating budget is a line-item projection or estimate of income and expenses that the program will have for a 12-month period, either the calendar year or the program's fiscal year. If applicable, the budget should reflect the business income/expenses as line-items separately from the owner's personal household income/expenses as line-items.
Fixed vs. Variable: Many budgets show the projected income and expenses as annual dollar amounts, separated into fixed and variable. Fixed income or expenses generally stay the same throughout the year. For example, the rent for the space used for the program is a fixed expense. Variable income or expenses change, and may increase or decrease depending on the number of children attending. Variable expenses can be budgeted by something other than a set yearly/monthly amount, such as a percentage of income or the cost per child. An example of a variable cost is food, which increases and decreases depending on enrollment. Tuition is an example of a variable income that increases or decreases as enrollment fluctuates.
Line-Items: Line-items are descriptions of income or expenses within a budget. For programs that are at the 3 Star level, line-items may be general and broad. At the 4 and 5 Star level, Consultants should encourage programs to get more detailed with the line-items they use in their budgets. There is no specific number and/or type of line-item required for YoungStar. Line items used are decided by the program, based on their needs.

What if a Program Doesn't Have a Budget?

- **If a new program opens and wants to create a budget**, the Director can create a budget which includes current month and every month for the rest of the calendar year (Example: if it is August 2015, the starting

month of the budget would be August 2015 and the ending month would be Dec 2015). In order to receive credit for "assessing the program's financial status" during this first budget period, the Director would need to provide actual income and expense amounts for the months completed of the budget time span, current within a one month lapse. A budget must be created annually after the initial budget period is completed.

- **If an existing program would like to create a budget for the first time**, the Director can create a budget which includes estimates of income and expenses for 6 months prior to the current month and 6 months forward, for a total of 12 months. In order to receive credit for "assessing the program's financial status" during this first budget period, the Director would need to provide actual income and expense amounts for the first 6 months of the budgeted time span and use this to inform the second 6 months of their annual budget. A budget must be created annually after the initial budget period is completed.
- **If the program is currently using a budget**, the program must create a new annual budget each year. To satisfy the "yearly assessment of program financial status" the program must show that **ACTUAL** expenses/income for the past 12-month time frame informed the current annual budget.
- **If a program has not been in existence for 12 months**, the program would not be eligible for a formal rating with observation.

C.2.1 Ongoing yearly budget, budget review, record-keeping and taxes

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

All checkboxes below must be marked "Yes" to earn the point for this indicator.

Budget

Does the program have a line-item budget for the current fiscal year?

☐ Yes ☐ No

Is there at least one line of the budget that reflects a goal from the program's Quality Improvement Plan?

☐ Yes ☐ No

Notes on budget: _____

_____

_____

Budget Review

Does the program have a report of actual income and expenses for the previous fiscal year that is used to inform the budget? ☐ Yes ☐ No

Can the program demonstrate at least one area where the actual income and/or expenses from the previous year informed the current annual budget? ☐ Yes ☐ No

Notes on budget: _____

_____

_____

Record-keeping

Does the program track income received and expenses paid within a line-item budget or profit/loss statement?

☐ Yes ☐ No

Documentation provided: _____

_____

Does the program have a written record of the following?

☐ CACFP claims **(last 2 months submitted and in-progress claim would satisfy this)**

OR

☐ Programs not on CACFP must be able to provide records **(up to 3 months' worth)** documenting:

- menus
- meal/snack components (what was actually served if different from printed/posted menu)
- children served that meal/snack (programs not on CACFP will need to keep track of number of children served meal/snack to meet this requirement)
- date meal/snack was served
- time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-

11:30AM], as long as this is reasonably accurate to what is observed by Consultant/Rater.)

Notes on record keeping: _____

_____

_____

NOTE: if children bring all meals and snacks from home, this part of the indicator does not need to be verified.

Tax records

What type of organization is the program?

☐ Partnership ☐ Limited Liability Company (LLC) ☐ Subchapter S ☐ C Corp.

☐ Non-profit ☐ Other (Multi-Member LLC or Dis-regarded Entity): _____

☐ The program is tax-exempt *(In this case, the Consultant/Rater must see the program's tax-exempt certification/letter. This applies to Tribal programs also.)*

Does the program have a signed or electronically filed copy of all of the following:

The last 4 quarterly 941's or 944's ☐ Yes ☐ No

Notes: _____

_____

Last year's Federal Income Tax Return (Form 1040, Form 1065, Form 1120, Form 1120S or Form 990)

☐ Yes ☐ No

Notes: _____

_____

If they have employees: Copy of last year's State WT-7 OR W3 if they don't file WT-7 because the employees are exempt from paying taxes.

☐ Yes ☐ No ☐ No employees

Notes: _____

_____

Comments/areas for future work on budget, budget review, record-keeping and taxes:

Business and Professional Practices: OPTIONAL Points

QUALITY INDICATOR

C.2.2-3 Business Practices

POINTS AVAILABLE - 2

C.2.2 Employment Policies and Procedures **REQUIRED for 4 and 5 Stars**

For 1 point

A written copy of employment policies and procedures including **at least six of the following**: job descriptions, hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, and program policies. For the selected practices, under this indicator, the following will need to be in place:

- each must be available to staff, and
- staff must know about the existence of the document and if the staff member requests a copy, they will be given a copy **within one business day** of the request.

A dated document(s) with each employee's signature would be the verification of receipt and review of the selected policies. An example of a policy review and receipt signature sheet is available on the YoungStar website in the Business and Professional Practices section of the Resources for Providers at: http://dcf.wisconsin.gov/youngstar/provider-resources.htm.

1. Job descriptions: A written procedure is available that says the program gives staff a job description upon hire. The job description is based on the responsibilities of the job. There is a different description for each job title, not each staff member.

2. Hiring practices: A written process for hiring is available. The program will detail the process it uses to recruit, interview and select employees. It will include each person's responsibilities in the process. The process will include a list of questions that the interviewer may not ask or topics that cannot be broached because they may be considered discriminatory against the job applicant. While it is good practice to have a broad Equal Opportunity Employer (EOE) statement in policy, having this statement alone would not meet the intent of this indicator. Information about this topic is available at: http://dwd.wisconsin.gov/er/discrimination_civil_rights/fair_employment_law.htm

3. Personnel policies: Written personnel policies are made available to all center staff upon hire and are available to all staff while at the center. Personnel policies should include staff expectations.

4. Salary/benefit schedules: All center staff has access to a written salary scale which outlines staff roles and takes into account **at least three** factors when differentiating between salary schedules encompassing educational qualifications/specialized training and years of experience related to the age group served. A written salary scale is a document which shows the beginning rate of wages/benefits earned by employees in regard to factors the employer deems important.

   In child care, these factors are often:
   - Education level for example Registry level/degree
   - Years of experience
   - Specialized training for example non-credit class in age served, a credential earned
   - Job title

   A salary scale must also show how an employee earns an increase in wages/benefits. There are a number of ways that organizations choose for these increases. Some include:
   - A standard annual cost of living adjustment (COLA)
   - Earned through years of service
   - Earned by acquiring additional training, credits, or degrees
   - Earned by a high performance on an annual review

   It is up to the individual programs to decide starting wages for each level of the scale as well as the methods by which increases are earned. Increases can be done in set amounts or a percentage of current wages.

5. Evaluation procedures: Annual performance appraisal process includes input from all Lead Teachers and Director. This means that staff have input on the evaluation process, not that each staff member evaluates every other staff member.

   Criteria for appraising staff performance are different for each role and are tied to the specific responsibilities outlined in each job description. A written performance appraisal process is available to all Lead Teachers and Director while at the program. If there is a Board of Directors or owner for the program, or if the Director reports to some other higher entity (not a Board of Directors or owner), the evaluation of the Director by the Board, owner, or higher entity must be shown. If the Director is also the owner of the program and there is no Board of Directors or other supervisor for the Director, the director must have a self-evaluation with professional development goal setting to meet the requirements of this point.

Lead Teachers and Directors who have been employed for **90 days** or more must have a written appraisal on file. When there is a large number of staff, not all staff need to be verified to earn this point. A sample size of 25% is sufficient to determine if the appraisals are being completed. The appraisal includes a self-evaluation as well as an evaluation done by the person they report to. Consultant/Rater needs to ensure that the appraisals are kept confidential. This can be verified verbally.

If a center is in their first year of operation, it is understood they will not have annual performance appraisals done for each employee. In this case, the programs must have written performance appraisal for Lead Teachers and Director who have been employed for **longer than 90 days**; these evaluations must include a self-evaluation done by the teaching staff as well as an evaluation done by the person they report to. After the first year of operations, annual performance appraisals must be done.

6. Staff disciplinary policies: The written progressive disciplinary policy details the behaviors that are subject to disciplinary action, the consequences and timeframe for notification of violation. When a violation occurs, the employee will be informed of the violation and the consequences at the earliest opportunity. Notifications can be done verbally and/or in writing. The policy must specifically address that all disciplinary procedures are done in private and between the employee and the person they report to. A broad policy that overarches the center regarding privacy in personnel matters would be acceptable as long as it has a phrase inserted which included something like "this includes disciplinary action with staff" as a way of acknowledging the importance of this. When violations are repeated the consequences become more severe.

7. Grievance procedures: The written grievance policy explains who the staff person needs to notify, how it needs to be reported and how the grievance will be evaluated. For example, if an employee disputes a decision made they have an opportunity to file a grievance.

8. Program policies: Written program policies are available to all center staff and families.

C.2.2 Employment policies and procedures

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

Does the program have a dated document(s) with each employee's signature verifying receipt and review of at least 6 of the 8 selected policies?

☐ Yes ☐ No

Job Descriptions	☐ Yes	☐ No	Evaluation Procedures	☐ Yes	☐ No
Hiring Practices	☐ Yes	☐ No	Staff Disciplinary Policies	☐ Yes	☐ No
Personnel Policies	☐ Yes	☐ No	Grievance Procedures	☐ Yes	☐ No
Salary/Benefit Schedule	☐ Yes	☐ No	Program Policies	☐ Yes	☐ No

1. Job descriptions

Does the program have a written job description for each of the staff (i.e. teaching staff, director, assistant director)?

☐ Yes ☐ No

If Yes, where are they written? _____ Page #:_____

Are job descriptions based upon responsibilities of the job and linked to items on the staff evaluation?

☐ Yes ☐ No

Does each position have a different written description?

☐ Yes ☐ No

List the positions:

☐ Position: _____

☐ Position: _____

☐ Position: _____

☐ Position: _____

Does the program have a written procedure available that says the program gives staff a job description upon hire?
☐ Yes ☐ No
Notes on job descriptions: _____
_____

2. Hiring practices

Does the program have a written hiring process?
☐ Yes ☐ No
If Yes, where is it written? _____Page #: _____
Does the hiring process include each of the following and designate who is responsible for each part of the process?
☐ Yes ☐ No Recruiting Process
If Yes, who is responsible? _____
☐ Yes ☐ No Interviewing Potential Employee Process
If Yes, who is responsible? _____
☐ Yes ☐ No Selection of New Employee Process
If Yes, who is responsible? _____
Does the program have information on what can and can't be asked in an interview so they do not discriminate against job applicants and is the information shared with people involved in the interview process?
☐ Yes ☐ No
If Yes, where is it written? _____
Notes on hiring practices: _____
_____
_____

3.Personnel policies

Does the program have written personnel policies that include staff expectations readily available to staff?
☐ Yes ☐ No
If yes, where is it written? _____Page #: _____
Where are the policies located within the center?

_____

Examples of staff expectations in personnel policies:
_____
_____
_____

4.Salary/benefit schedules

Does the program have a written salary and benefit schedule easily available to staff that includes all of the following?
☐ Yes ☐ No
- ☐ Outlines staff roles and responsibilities
  Where: _____ Page #: _____
- ☐ Salary Scale uses at least three factors when differentiating between salary schedules
  - ☐ Factor One: _____
  - ☐ Factor Two: _____
  - ☐ Factor Three: _____
- ☐ Written policy which documents the salary and benefits schedules
  Where: _____ Page #: _____
- ☐ Written policy which documents annual process for increasing salary and benefits
  Where: _____ Page #: _____

Notes on salary/benefits:
_____
_____

5. Evaluation procedures

Does the program have a written performance appraisal process that documents the annual process for evaluation and contains all of the following?
☐ Yes ☐ No
- ☐ Documents the annual process for evaluation
  Where: _____ Page #: _____
- ☐ Written performance appraisal process is available to all staff while at the program

Where are the policies located within the center?
_____

Teachers: Does the program have a written performance appraisal on file for each Lead Teacher who has been employed for at least 90 days? (this can be verified by seeing files for 25% of staff)

☐ Yes ☐ No

If the program has been open for at least one year, do all Lead Teachers that have been there one year have an annual performance appraisal on file?

☐ Yes ☐ No ☐ Program has not been open for one year

Does the performance appraisal include a self-evaluation for staff to complete?

☐ Yes ☐ No

Director: Does the program have a written performance appraisal from the board of directors, owner or higher entity on file for the Director who has been employed for at least 90 days?

☐ Yes ☐ No

If No, does the program have a self-evaluation with professional development goal setting?

☐ Yes ☐ No

Are all appraisals kept in a confidential manner?

☐ Yes ☐ No

Notes on evaluation procedures: _____
_____
_____

6.Staff disciplinary policies

Does the program have a written disciplinary policy that outlines all of the following?

☐ Yes ☐ No

If yes, where is it written? _____ Page#: _____

- ☐ Behaviors that are subject to disciplinary action
- ☐ Consequences of unacceptable behaviors
- ☐ Methods to inform the employees of violation including the timeline, how the notification of violation and consequences will be given
- ☐ Confidentiality clause which states this notification is done in private and between the employee and person they report to

Where is the policy located within the program?

Where: _____ Page #: _____

Notes on staff disciplinary policies: _____
_____
_____

7.Grievance procedures

Does the program have a written grievance policy?

☐ Yes ☐ No

Where is the policy located within the program?
_____

Where: _____ Page #: _____

Does the grievance policy explain who and how the employee needs to notify if they have a grievance?

☐ Yes ☐ No

Does the grievance policy explain how the grievance will be evaluated?

☐ Yes ☐ No

Notes on grievance policies: _____
_____
_____

8.Program policies

Does the program have written program policies readily available to families and staff?

☐ Yes ☐ No If yes, where is it written? _____ Page #:_____

Where are the policies located within the program?

Families:_____Staff:_____

Notes on program policies: _____
_____
_____

Does the program meet all the requirements listed for at least 6 of the 8 policies?
☐ Yes ☐ No
Comments/areas for future work on overall employment policies and procedures:

C.2.3 Use of Full-Staff Strategic Planning for Improved Workplace Standards

REQUIRED for 5 Stars

For 1 point

Program offers evidence of using strategic planning with their whole staff for administration of business including hiring, staffing and business planning **at least once every two years.** This strategic planning must include plans to improve the workplace environment for staff members. Demonstration of the strategic planning must be site/location specific.

A high quality adult working environment is crucial to sustaining quality improvements over time. The strategic planning for workplace standards are viewed as a practice that promotes goal-setting, and as such can be used as a framework for establishing an action plan. The following tools are examples that could be used to achieve desired results: *Model Work Standards*, *Question-Based Planning, A Great Place to Work, Program Administration Scale* and *Blueprint for Action*.[13]

Other tools may be appropriate and will be evaluated for acceptance. Programs that use other tools or procedures for strategic planning may submit these to their Consultant for consideration.

Programs may choose to use an outside facilitator to help with this process and ensure shared decision-making among all staff members. However, if the Director or a Lead Teacher facilitates, there must be a commitment to a process of shared decision-making among all involved. Training in this area is available and a template for a meeting process is available.

Programs that are in the first year of implementing strategic planning for workplace standards

To demonstrate that a program is using strategic planning for workplace standards, they must do all of the following:

- Director/administrator has read the *Model Work Standards, Question-Based Planning, A Great Place to Work, PAS, Blueprint for Action* or another accepted tool.
- The program has conducted an initial strategic planning process to improve quality in the program and develop a strategic plan. The strategic plan must address improvements in the adult work environment and should last 1 – 2 hours at a minimum. **75% of staff are in attendance.**
- All staff are involved in identifying needs for improving working conditions and the work environment. The needs identified by staff are included in the strategic planning process.
- All staff are involved in prioritizing the needs for improving working conditions and the work environment.
- All staff are involved in setting at least one goal for improvements in working conditions and the work environment.
- All staff are involved in the creation of action plans for improvements in working conditions and the work environment and are involved in the improvement process. There is a template available for creating this plan. The plan must include:
    - Clearly stated goal(s),

[13] Model Work Standards ordering information: http://www.ccw.org/index.php?option=com_content&task=blogcategory&id=81&Itemid=69
Question-Based Planning is available here: http://www.3goodquestions.com/about.html
A Great Place to Work is available here: http://newhorizonsbooks.net/early_childhood.htm
Program Administration Scale is available here: http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/
Blueprint for Action is available here: http://www.redleafpress.org/Blueprint-for-Action-2nd-Edition-P99.aspx

- Names of persons who will be engaged in helping to achieve the goal (to include members of the staff),
- Specific steps are needed to achieve the goal,
- The timeline for achieving the goal, and
- A plan to evaluate.

Plans may address improvements in a wide variety of areas, including: needs of staff in terms of the physical environment; interaction and collaboration among staff; relationships and communication needs; opportunities for professional growth, leadership and shared decision-making; challenges posed by scheduling and daily routines; improved working conditions, etc.

NOTE: All staff members do not need to be involved in the actual writing of the plan but must be able to review and change it if desired.

NOTE: If the program is in the first year of using strategic planning for work standards, it is not expected that programs will be in the implementation phase of their action plan in order to earn a point. To earn this point in a program's first year of implementing this practice, a meeting must have occurred and at least one goal identified with an action plan. After the first year, programs must demonstrate evidence of all items mentioned and show evidence that the program has made progress on at least one goal from the action plan of the previous year.

Programs that are in subsequent years of implementing strategic planning for workplace standards

To demonstrate that a program is using strategic planning, they must do all of the following:

- Director/administrator has read the *Model Work Standards, Question-Based Planning, A Great Place to Work, PAS, Blueprint for Action* or another accepted tool.
- The program conducts a strategic planning process to improve quality in the program and develop a strategic plan. The strategic plan addresses improvements in the adult work environment and should last 1 – 2 hours at a minimum. 75% of staff are in attendance.
- All staff are involved in identifying needs for improving working conditions and the work environment. The needs identified by staff are included in the strategic planning process.
- All staff are involved in prioritizing the needs for improving working conditions and the work environment.
- All staff are involved in setting goals for improvements in working conditions and the work environment
- All staff are involved in the creation of action plans for improvements in working conditions and the work environment and are involved in the improvement process. There is a template available for creating this plan. The plan must include:
    - Clearly stated goal(s),
    - Names of persons who will be engaged in helping to achieve the goal (to include members of the staff),
    - Specific steps are needed to achieve the goal,
    - The timeline for achieving the goal, and
    - A plan to evaluate.
- The staff are involved in evaluating the progress made towards goals from the previous strategic planning process to improve working conditions and the work environment. Evidence of progress on at least one goal from the previous year's action plan must be shown.

Plans may address improvements in a wide variety of areas, including: needs of staff in terms of the physical environment; interaction and collaboration among staff; relationships and communication needs; opportunities for professional growth, leadership and shared decision-making; challenges posed by scheduling and daily routines; improved working conditions, etc.

NOTE: All staff members do not need to be involved in the actual writing of the plan but must be able to review and change it if desired.

C.2.3 Use of Strategic Planning for Workplace Standards

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

Has the Director/administrator read the *Model Work Standards, Question-Based Planning, A Great Place to Work, PAS, Blueprint for Action* or another accepted tool?

☐ Yes ☐ No Which book was read? _____

Did the program conduct a strategic planning process to improve quality in the program and develop a strategic plan which addresses improvements in the adult work environment? This is verified by a written agenda and notes from their strategic planning process meeting.

☐ Yes ☐ No

Did at least 75% of the staff attend?

☐ Yes ☐ No How verified? _____

_____

Was there a participatory process used in the development of an action plan?

☐ Yes ☐ No

How were the staff involved? _____

_____

Was there a facilitator? (Not required)

☐ Yes Name: _____ ☐ No

Has the program identified at least one goal to work on?

☐ Yes ☐ No

Is there a written action plan, contributed to by all staff, for the year that specifies 1-3 goals that the program will work on to improve the work environment and/or working conditions?

☐ Yes ☐ No

If this is a subsequent strategic planning process for earning this point, has the program made progress on at least one of the goals from the previous strategic planning process?

☐ Yes ☐ No ☐ Not Applicable (Program's initial year earning the point)

If this is a subsequent strategic planning process for earning this point, are all staff involved in evaluating the progress made toward goals to improve working conditions and the work environment?

☐ Yes ☐ No ☐ Not Applicable (Program's initial year earning the point)

List the goal and progress made: _____

_____

Comments/areas for future work on strategic planning for workplace standards:

Total points earned for Indicator C.2.1-3 _____/3

Business and Professional Practices: OPTIONAL Points

QUALITY INDICATOR

C.3.1-5 Professional Development

POINTS AVAILABLE: 1

1 point is awarded if TWO or more of the following practices are evident

- C.3.1 Annual staff evaluation includes professional development (PD) goal-setting: A staff evaluation that includes professional development goal-setting has been completed in the past year and is on file for every staff person who has been employed for a full year or more.

  If a program is in their first year of operation, it is understood they will not have annual evaluations done for each employee. In this case, the program must have written evaluations for all employees who have

been employed for longer than 90 days; these evaluations must include professional development goal setting. After the first year of operation, annual evaluations must be done.

- C.3.2 Access to professional development funding: The Income Statement or Profit/Loss Statement has an expense account line-item for professional development or a similarly named account. The line-item shows that there have been expenses paid in the past 12 months for an individual or multiple staff. This could include, for example, participation in T.E.A.C.H. or access to other funds such as grants or private donations to support completion of education or training. Paid invoice(s) or other supporting documents are available with the amount spent on professional development to meet the goals of individual staff Professional Development plans identified by the program.
  NOTE: This practice cannot be earned if center does not earn the practice indicated in C.3.1.

- C.3.3 Access to professional development materials on-site: The program has at least 10 books, CD's, electronic/online resources and/or other PD materials on-site that are available to staff on a variety of topics. Materials must be in the building or on the same property to be counted for this indicator. For example, if a program is located within a college campus and materials are available for free at a library on campus; this would meet the intent of this indicator.

- C.3.4 Director and/or administrator have active membership in a professional association focused on Early Childhood Education (ECE) or school-age care: The Director and/or administrator plays an active role in a professional ECE or school-age association. The purpose of this indicator is for directors or administrators to show their commitment to the field of early childhood beyond center-based responsibilities. This may include service or leadership in an early childhood professional organization similar to what is listed in the evaluation criteria. The ideal is to strengthen and to promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues of well-being of young children, accessibility to high-quality programs, their families, and educators. Proof of membership can be membership cards, letters and/or invoices with dates of membership. Active membership means that they are current members who attend two meetings per year: either regular meetings of the association or of committees/ groups/teams per year (in person or by phone or web conference). Meeting schedules, agendas, notes/minutes of the meetings will provide proof of active participation. Both must be proven for this point. Conference attendance can count for one of the two meetings required. ECE and school-age associations may include:
  - Black Child Development Institute (BCDI)
  - National Association for the Education of Young Children (NAEYC)
  - Wisconsin Early Childhood Association (WECA)
  - Local Area Early Childhood for the Education of Young Children (AEYC)
  - National Association for Child Care Professionals (NACCP)
  - North American Montessori Teachers Association (NAMTA)
  - Wisconsin Child Care Administrator's Association (WCCAA)
  - Wisconsin Afterschool Association (WAA) or the National Afterschool Association (NAA)

  If the Director belongs to more than one organization and attends a total of two meetings across multiple organizations (for example: 1 NAEYC meetings and 1 BCDI meetings) per year, this would meet the requirement for this indicator.

  Other organizations may be approved upon DCF review. If programs would like to submit their organization for consideration, they should contact their Technical Consultant or complete the **Application for an Organization to be recognized as a Professional Association by YoungStar** which is available online at: http://dcf.wisconsin.gov/youngstar/pdf/application_organization_recognized.pdf

- C.3.5 75% or higher retention rate of well-educated (AA or higher) Lead Teachers and program administration over most recent three-year period: Staff retention is calculated by dividing the number of currently employed Lead Teachers and program administrator with AA degrees or higher who have been employed for three consecutive years or longer by the total number of currently employed Lead Teachers and program administrator with AA degrees or higher. For example, if a program has three Lead Teachers with AA degrees and a Director with a Bachelor's degree. The total number of people in our pool (the denominator) is four (three Lead Teachers + one Director). Seventy-five percent of four is three. So, three of the four would have to have been there for three consecutive years or more to earn credit for this part of the indicator.

C.3 Professional development

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

At least two Indicators in C.3 must be verified to earn this point. Place a checkmark in the boxes that correspond to the Indicators that were verified.

☐ **C.3.1 Staff evaluations**

Goal-setting around professional development is evident in all staff evaluation.

☐ Yes ☐ No

Notes on staff evaluations with professional development goal-setting: _____

_____

_____

☐ **C.3.2 Professional development funding**

NOTE: This practice cannot be earned if center does not earn the practice indicated in C3.1

What professional development goals are included on individual staff Professional Development Plans?

_____

_____

_____

If the program has a line-item budget, does the program have line-item on the budget or Profit/Loss Statement for professional development for the individuals identified by the program?

☐ Yes Name of line-item in budget: _____

☐ No ☐ Program does not have a line-item budget or Profit/Loss Statement

Has there been money spent on professional development **in the last 12 months?** (This can be shown through receipts or paid invoices from professional development activities.)

☐ Yes ☐ No

Notes on professional development funding: _____

_____

_____

☐ **C.3.3 Professional development materials**

Does the program have at least 10 books, DVD's, electronic/online resources, current magazines **(within the last 12 months),** CD's and/or other professional development material available to staff?

☐ Yes ☐ No

If Yes, what is available?

_____

_____

Notes on professional development materials: _____

_____

_____

☐ **C.3.4 Membership in a professional association**

Does the Director/Administrator belong to an Early Childhood professional association?

☐ Yes ☐ No

If Yes, which association(s)? _____

How did Consultant/Rater verify that the Director/Administrator is a member? (invoice, membership card, letter, etc.) _____

How did Consultant/Rater verify that the Director/Administrator is an active member? (meeting notes, agendas, etc.)

Notes on membership in a professional association: _____

_____
_____

☐ **C.3.5 Retention rate**

To calculate the retention rate, divide the number on line B by the number on line A.

How many currently employed Lead Teachers/Directors with an Associate's Degree or higher does the program have?

A) _____

How many of the currently employed Lead Teachers/Directors have an Associate's Degree or higher and have been employed for three consecutive years or longer?

B) _____ Retention rate: _____%

Notes on retention rate: _____
_____
_____

Comments/areas for future work on overall professional development:

Total points earned for Indicator C.3.1-5 _____/1

QUALITY INDICATOR

C.4.1-4 Staff Benefits

POINTS AVAILABLE: 1

C.4.1-4: Staff benefits

1 point is awarded if TWO or more of the following practices are evident

- C.4.1—Access to health insurance with 25% contribution within the first year of employment: The budget, Profit/Loss Statement or Income Statement has a line-item for group health insurance showing that the program pays at least 25% of the group health insurance premiums for full-time Lead Teachers and Director. A written policy needs to be conveniently available to all Lead Teachers and Director showing that the employer covers at least 25% of the monthly premiums for all full-time Lead Teachers and Director. If the program can show through policies that the benefit is offered but no one took it, they can meet the intent of this indicator.

  NOTES:
  - Supplemental insurance such as Aflac is NOT an acceptable health or life insurance benefit for the YoungStar criteria.
  - The 25% requirement can be met in two ways: either the employer pays 25% of the premium for the employee in a group health insurance policy or the employer reimburses the employee for 25% of the cost of coverage for the employee under a health insurance policy that the employee has purchased.

- C.4.2—Access to pension/retirement with contribution: The budget, Profit/Loss Statement or Income Statement has a line-item for pension/retirement expense for full-time staff. An invoice or statement supports that the company contributes toward the full-time Lead Teachers and Director pension/retirement account. A written policy needs to be conveniently available to all Lead Teachers and Director showing that the employer contributes to pension or retirement for all full-time Lead Teachers and Director. If the policy is online and a computer is available for easy access during the working day by staff, it would be considered conveniently available. If the program can show through policies that the benefit is offered but no one took it, they can meet the intent of this indicator.

- C.4.3—Paid time off of 18 or more days per year for full-time Lead Teachers and Director, prorated for part-time Lead Teacher staff: Written Paid Time Off (PTO) policy is readily available to Lead Teachers and Director while at the center which details the amount of PTO they earn. If PTO is earned at a per minute basis, then the rate is multiplied by 2,040 hours and then divided by 8 hours to calculate the annual number of days available. If the center hires Part-time Lead Teachers, they will earn PTO pro-rated based on the number of hours they work per week. The 18 days must be available to use during the first year of employment. Holidays like Christmas, Thanksgiving or Memorial Day count toward the 18 total days if staff are paid for these days off. Common PTO that does not count includes items like Jury Duty, Bereavement Leave and Military Duty for example.

  NOTE: this indicator is pro-rated for programs operating less than a full year. So, if the program is open for three months (one-fourth) of the year, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

- C.4.4—All-staff meetings and planning time: The program provides a monthly staff meeting. To demonstrate this, the program must show a schedule of the monthly staff meetings, agendas, and minutes from previous meetings and attendance sheets for the previous 12 months. Staff schedules and/or time sheets showing that a total of two hours of planning time per week is available for Lead Teachers. Planning time is defined as the time that the teacher is given by administration to plan to meet the learning needs of the children. Planning time can only occur when the teacher(s) are not counted in ratio; not during nap time if the teacher is counted in ratio.

  Examples for possible scenarios for programs to meet this point include:
  - If there is only one Lead Teacher for the classroom, the Lead Teacher must receive two hours of paid planning per week.
  - If a program has a Master (Mentor) teacher who creates the lesson plan for every classroom; 2 hours of planning time to review the plans with the teachers in the classroom must be verified. Master teacher time is not included in the two hours, only the review time with lead teachers is included.
  - If two teachers work in a classroom then either of the following examples must occur:
    - Each Lead Teacher/Teacher gets one hour of paid planning time per week for the named classroom (total of two hours per week).
    - Each Lead Teacher/Teacher alternates planning weeks; two hours are given per teacher on alternating weeks.

C.4 Staff benefits

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

At least two Indicators in C.4 must be verified to earn this point. Place a checkmark in the boxes that correspond to the Indicators that were verified.

☐ **C.4.1 Access to health insurance with 25% employer contribution for full-time staff**

If the program has a line-item budget, does the program have line-item on the budget for health insurance?

☐ Yes Name of line-item in budget: _____

☐ No ☐ Program does not have a line-item budget

Has there been money spent on health insurance in the **last 12 months?** [This can be shown (for example) through receipts or invoices from insurance companies, Profit/Loss Statement etc.]

☐ Yes Verified through (receipts, invoices, etc.): _____

☐ No

☐ Benefit was offered (evidenced through policies) but no one took the benefit

Is a written copy of the insurance policy conveniently available to staff?

☐ Yes ☐ No

Notes on health insurance: _____
_____
_____

☐ **C.4.2 Access to pension/retirement with employer contribution for full-time staff**

If the program has a line-item budget, does the program have line-item on the budget for pension/retirement?

☐ Yes Name of line-item in budget:
_____

☐ No ☐ Program does not have a line-item budget

Has there been money spent on pension/retirement in the last 12 months? [This can be shown (for example) through receipts, Profit/Loss Statement or documents showing contribution to a retirement plan.]

☐ Yes Verified through (receipts, statements, etc.):
_____

☐ No

☐ Benefit was offered (evidenced through policies) but no one took the benefit

Is a written copy of the pension/retirement policy conveniently available to staff?

☐ Yes ☐ No

Notes on pension/retirement: _____
_____
_____

☐ **C.4.3 Paid time off**

Does the program have a written policy that gives 18 days of paid time off annually for full-time Lead Teachers and Director?

☐ Yes ☐ No

Does the program pro-rate the paid time off for part-time Lead Teachers?

☐ Yes ☐ No

Notes on paid time off: _____
_____
_____

☐ **C.4.4 All-staff meeting and planning time**

Does the program hold monthly staff meetings?

☐ Yes Verified through (schedules, timesheets, etc.): _____

☐ No

Do Lead Teachers/Teachers get at least 2 hours of paid planning time per week?

☐ Yes Verified through (schedules, timesheets, etc.)_____

☐ No

Notes on all staff meeting and planning time: _____
_____
_____

Comments/areas for future work on overall staff benefit

Total points earned for Indicator C.4.1-4 _____/1

QUALITY INDICATOR
C.5.1-5 Family Engagement

POINTS AVAILABLE: 1 or 2

REQUIRED for 3, 4 and 5 Stars
Programs are required to earn at least one point for 3 Stars and two points to earn a 4 or 5 Star rating.

Because families are a child's first and most important teachers, it is essential for child care programs to have a vested interest in connecting with the families of the children that attend their program on a number of different levels. Understanding how to effectively engage families is an essential piece to building meaningful relationships. The family engagement criteria consist of five categories with at least three activities in each category. Within each of these five categories there are two tiers; Tier A and Tier B. The five categories are:

1. Transition
2. Family involvement (engagement)
3. Family communication strategies
4. Family support strategies
5. Family/community connection strategies.

For 1 point
To earn one point, programs must provide documentation of meeting the requirements of five activities from either tier in at least two separate categories.

For example, a program could earn one point for completing any of the following:

- two activities in the Family Involvement category and three activities in the Transition category, **or**
- the program could earn the point by completing three activities in Tier A in the Transitions category and two activities in Tier B in the Family Communication Strategies category.

For 2 points
To earn two points, programs must provide documentation of meeting the requirements of ten activities in at least three separate categories. At least five of the ten activities need to be at the Tier B level.

For example, a program would earn two points if they completed all of the following:

- Three activities in the Family Involvement category in Tier A
- Two activities in the Transitions category in Tier A, and
- Five activities in the Family Support Strategies category in Tier B.

Points Available	Activities	Categories	Tier Level
1	5	2	Tier A or B
2	10	3	At least 5 activities **must** be from Tier B

NOTE: Verification periods are stated as 12 months. If a program operates for less than 12 months, the requirements are pro-rated.

Transition

Transition is an ongoing process to ensure that children and families have appropriate information and support whenever there is a change in their child's placement. Transition activities may occur when children enter a child care program, change placements/classrooms within a child care program, or go to another program or on to kindergarten. To ensure a smooth transition of information between current and future placements, family involvement will be encouraged throughout the process, as the families are the primary advocates for their children.[14]

[14] This paragraph is from the Lane County Head Start Policy and Procedure manual on transitions (1304.41 (c) (3) https://www.hsolc.org/node/1443.

C.5.1	Transition: Tier A		
	Activity	**Example**	**Verification**
a.1 ☐	The program has a written policy that describes what the program does to support **children** and families during individual daily activity transitions **within** the program.	ABC Child and Family Development Center has a written policy that describes what the program does to support children and families during daily activities and transitions over a period of time. Daily activities could include: naptime, lunch/snack, or specific "special" activity.	The policy is available for verification by the Rater. Page #_____
a.2 ☐	The program has a written policy stating that the program will transfer any child's record to the new setting at the family's request and with the family's written consent.	ABC Child and Family Development Center will transfer a child's record upon request from the family with written consent to the new setting.	The policy is available for verification by the Rater. Page #_____
a.3 ☐	The program has a written policy encouraging the opportunity for the child and family to visit the program prior to regular attendance.	ABC Child and Family Development Center encourages children and families to visit our program prior to regular attendance.	The policy is available for verification by the Rater. Page #_____
a.4 ☐	The program has a written policy stating that primary caregiving is provided by one or two consistent staff members who lead the group every day **AND** can provide one other piece of evidence.	ABC Child and Family Development Center has a written policy stating that they believe it is best for children that they remain with the same consistent teachers throughout the year. **Examples of evidence:** teacher's schedule, time sheets (if classroom specific) or a bulletin board.	The policy **AND** at least one other form of documentation are available for verification by the Rater. Page #_____ Other Documentation: _____ _____ _____
a.5 ☐	The program has a written policy(ies) stating the plans which outline intentional, age-appropriate activities for **children** to prepare for the transition to a **new** classroom or educational setting over	**Example:** When moving to a new classroom in the center: The children visit new classroom every Thursday morning for 2 weeks, every Tuesday and Thursday full-day for 2 weeks and then Monday through Friday for one	The program provides the Rater with documentation of a policy showing that the program is planning for/preparing for the transition process three months prior to the transition occurring. Page #_____

	the course of at least three months.	week. The children eat lunch and take naps with the new class 3 times per week. **Example**: When moving to a new educational setting: The children receive information, registration support, and visits during 4K "open house" in the fall. The children attend Child Development Days with the school district each spring.	

C.5.1	**Transition: Tier B**		
	Activity	**Example**	**Verification**
b.1 ☐	The program has a written policy and provides documentation of children remaining with one staff member and the same classroom for at least 12 months (looping of care and continuity of care).	ABC Child and Family Development Center designs their program around continuity of care. Evidence would be 12 months of attendance sheets, individual child assessments, anecdotal notes, or portfolio entries.	The policy **AND** at least one other form of documentation are available for verification by the Rater. Page #_____ Other documentation: The documentation provided must be for 25% of the children in at least one classroom for each age group (birth – 35 months, 36 – 60 months, and/or school-age) for at least 12 consecutive months.
b.2 ☐	The program provides documentation of following the program's transitioning policies and procedures **and** provides evidence that demonstrates how the program transitioned specific **children** within the program.	The program has a note in Billy's portfolio that says Billy loves a tractor and that he plays with it every day. The note says that when Billy went from the Teddy Bear room to the Tiger room, the tractor transitioned with him. Parents were informed of the process for Billy ahead of time. Follow up review was done after 1 week in new environment.	The program will provide the Rater with three pieces of documentation per child for at least two children in the last year as evidence the program has followed the policy. If the program has not experienced any transitions in the last year, the Rater can look back 24 months. If no transitions occurred within the last 24 months, the program is not eligible for this option. The documentation **MUST** be child specific activities to accommodate each child's personality and needs. Child 1 documentation: 1. _____ 2. _____ 3. _____ Child 2 documentation: 1. _____

			2. _____ 3. _____
b.3 ☐	The program provides documents of a "face to face" meeting with all families during the first 45 days of transitioning into the program.	The program has signed documentation by both program staff (teacher, director or administrator) and one person from the family.	The program will provide the Rater with one piece of documentation that the meeting occurred for at least 50% of children entering the program for the first time within the last year. If the program has not experienced any transitions in the last year, the Rater can look back up to 24 months. If no transitions occurred within the last 24 months, the program is not eligible for this option. If a family refuses to meet, a signed refusal form is acceptable. Documentation provided:_____ Waivers: ☐Yes ☐ No How Many? ___
b.4 ☐	The program meets with and supports all children and their families **transitioning out of** the program including when children transition to another educational setting.	The program has signed documentation by both program staff (teacher, director or administrator) and one person from the family. Example: The meeting could take place during an exit interview or parent/teacher conferences (face to face).	The program will provide the Rater with one piece of documentation per child that the meeting occurred for at least two children within the last 12 months. If a family refuses to meet, a signed refusal form is acceptable. Child 1 Documentation: _____ Child 2 Documentation: _____
b.5 ☐	The program has a policy describing a system in which a new family is paired with a more experienced family to help the new family engage in the child care program and larger community setting.	Evidence would be a letter describing the match between two families, a volunteer sign-up buddy sheet, bulletin board, pictures of events, entries in the child's file, newsletter article, or the program acknowledges the partnerships among families with an end of the year celebration.	The policy **AND** at least one other piece of documentation that the policy was followed for at least two families within the last 12 months is available for the Rater to verify. Any documentation/evidence of a mutual agreement between families. Page #_____ Documentation/evidence of a mutual agreement between families: _____

Family Involvement and Engagement

Family Involvement is the participation of families in the systems and activities of the program in ways that support them as the primary educators, nurturers and advocates for individual children and for all children enrolled in the program. Family involvement refers to opportunities for family participation in a variety of program activities that support child and adult development, including policy and program decision making.

Family Engagement is ongoing, goal-directed relationships between staff and families that are mutual, culturally responsive, and that support what is best for children and families both individually and collectively. Staff and

families share responsibility for the learning and development of children, the progress toward outcomes for children and families, and for parent involvement in the program.

C.5.2	Family Involvement/Engagement: Tier A		
	Activity	**Example**	**Verification**
a.1 ☐	The program has a family handbook that describes the program's mission statement, educational philosophy, and expectations for families.		The handbook is available for verification by the Rater and has each of the following elements: Mission Statement: Page #_____ Educational Philosophy: Page #_____ Expectations for Families: Page # _____
a.2 ☐	The program has at least three different types of opportunities for families to participate in the child care program per year (in-class helpers, field trips, donated items, family functions).	Evidence could be sign-up sheets, event flyers, pictures of the event, or non-profit donation letter.	The program will provide the Rater with documentation that the program has participated in at least three types of activities within the last 12 months. 1. _____ 2. _____ 3. _____
a.3 ☐	The program provides information **monthly** to families about child development, parenting or self-improvement conferences, workshops or trainings through bulletin boards, newsletters, brochures, social media, etc.	Evidence could be: Handouts, flyers, brochures or a reading list.	The program will provide the Rater with documentation that information has been shared monthly for the three months prior to the verification. 1. _____ 2. _____ 3. _____
a.4 ☐	The program has at least three pictures, three books, and three learning materials that reflect diversity accessible to children. Each of the following diversity categories must be represented at least once: race, abilities, age, culture and gender in non-stereotyping roles.	The program will provide evidence of the items and categories represented. Evidence could be posters, books in classrooms, dolls, pictures, skin tone paints or crayons, block people, or pictures on puzzles.	The Rater can visibly observe three pictures, three books and three other learning materials from any of the categories, in at least one classroom for each age group: birth – 35 months, 36 – 6- months and/or school-age.

C.5.2	Family Involvement/Engagement: Tier B		
	Activity	**Example**	**Verification**
b.1 ☐	The program hosts at least two annual group activities for enrolled families. The activities	Evidence could be invitations, flyers, photographs of the activities, or a newsletter	The program will provide the Rater with documentation that at least two activities were offered to families in the last 12 months. (C.5.5)

	should be intentional and developmentally appropriate for children.	article. Examples of activities could include gallery walk in child care, winter literacy carnival, or a healthy kids day where the activities are developmentally appropriate for the children.	1. _____ 2. _____
b.2 ☐	The program provides and encourages at least two educational opportunities for families per year (child development, parenting, health and wellness curriculum, early literacy, Early Learning Standards).	Evidence could be a flyer or invitation and sign-in sheet from a parent learning night, a book club, or teacher-led learning activities.	The program will provide the Rater with documentation of at least two educational opportunities offered in the last 12 months. 1. _____ 2. _____
b.3 ☐	The program hosts and provides documentation of at least two activities per year that incorporate the cultures of both the enrolled families and the local or global community.	Evidence could be invitations to the event or interview of Director on how it relates to their enrolled families.	The program will provide the Rater with documentation of at least two of the activities offered in the last 12 months. 1. _____ 2. _____
b.4 ☐	The program has documentation of activities that includes diversity as a regular part of daily routines and play activities.	The program should also encourage families to share family customs with children. Evidence could be menu items specific to ethnicity, music diversity, or information from teacher/director interview.	The program will provide the Rater with at least three pieces of evidence from activities that occurred in the last 12 months that incorporated diversity as a regular part of daily activities. 1. _____ 2. _____ 3. _____

Family Communication Strategies

Family Communication Strategies are the foundation to begin building meaningful relationships with the families that attend child care programs. One of the easiest ways to avoid miscommunication, support families, and eliminate negative biases is to know how to effectively communicate with families.

C.5.3	**Family Communication Strategies: Tier A**		
	Activity	**Example**	**Verification**
a.1 ☐	The program uses a communication system that uses families' preferred method of communication.	An example of evidence could be a question on the intake form on the family's communication preference: text message, phone call, in writing or email.	The program provides the Rater with documentation of the preferred communication means of at least five families for group centers and half of the families enrolled for family programs. Documentation: _____

a.2 ☐	The program has a written policy that is available to families that details the program's philosophy. The materials for families are provided in their native language or resources and are made available to families so that they can understand the materials. If materials in native language are not provided, program will have a policy stating how these will be made available to families.	Example: ABC CDF will have information for additional supports available through translators or translated materials provided from outside entities.	This is verified through the program having a written policy stating how program philosophy materials and resources will be provided to families who speak other languages (C.1.5). Program Philosophy Where _____ Page # _____ Resources: _____ _____
a.3 ☐	The program offers at least two family conferences per year for all children in regular attendance that have been enrolled for at least 12 months. Additional parent conferences are available by request or as needed.		The program will provide the Rater with documentation of two dated conference agendas with any additional notes from the meeting for 25% of the children in regular attendance from at least one classroom for each age group: birth – 35 months, 36 – 60 months, and/or school-age for last 12 months. Sign-up sheet or notes on calendar/ planner is not enough to show that the meeting actually occurred; only that it was planned. If a family refuses to meet, a signed refusal form is acceptable. Conference 1 Documentation: _____ Conference 2 Documentation: _____
a.4 ☐	When an assessment tool for a child is completed, the program communicates the information with the family.	Evidence could be the assessment, meeting notes, plan of action, or next steps.	The program will provide the Rater with the completed assessment, and documentation of the meeting with the families for 25% of the children in regular attendance from at least one classroom for each age group: birth – 35 months, 36 – 60 months and/or school-age for the last 12 months. If a family refuses to meet, a signed refusal form is acceptable. Documentation provided: _____

a.5 ☐	The program intentionally interacts daily with each child's family about individual child's day-to-day activities. The program has documentation of at least three types of communication with families on their individual child's activities, development and progress.	Evidence could be day to day communication forms, emailing photos and videos, text messages, sharing a daily activity log, and other non-traditional ways.	The program will provide the Rater with documentation of at least three types of communication in the last 12 months. The communication must be specific to the child (C.5.6). 1. _____ 2. _____ 3. _____
a.6 ☐	The program has documentation of frequent, on-going communication between staff and families. For this indicator, the program should ensure general information about the program is communicated to families. Three types of communication from the last 12 months must be documented.	This could be changes at the center, changes in staffing, changes in procedures, new things happening, or family events upcoming -- the large picture of the culture at the center. Evidence could be notes, emails, listserv, and social media specific for that program, newsletters, phone call logs, text messages and logs of face-to-face conversations.	The program will provide the Rater with documentation of at least three types of communication methods in the last 12 months (C.5.4). 1. _____ 2. _____ 3. _____

C.5.3	**Family Communication Strategies: Tier B**		
	Activity	**Examples**	**Verification**
b.1 ☐	The program has a written policy available to families explaining how their input on program policies and procedures will be gathered. Families are given the opportunity to participate in advisory committee, board membership or other committees.	The program collects input from families through surveys, suggestion box or Director-led parent meetings.	The program will provide the Rater with the policy for verification. Documentation _____ Policy Page# _____ NOTE: If the program uses family surveys and has a process for using the results of the survey to inform their practice, and notify families about the changes made as a result of the surveys, the program can earn the credit for this indicator. Family surveys alone (without follow up) do not meet this requirement. If changes to programming or policies were made as a result of a survey and that change can be documented and verified, that would meet the intent of this indicator (C.5.2).
b.2 ☐	When developmental screening is completed, the family and reviewed	Evidence could be the results of the developmental screening,	The program will provide the Rater with at least one completed screening tool, and documentation of the meeting with the families

	by the program staff and findings are discussed with the families.	meeting notes, plan of action, or next steps. A screener could be completed by another professional and the results shared with program. If the family has an alternative screener the program MUST use identical screener during the family discussion.	for 25% of the children in regular attendance from at least one classroom for each age group, for the last 12 months. If a family refuses to meet, a signed waiver form is acceptable. Documentation Provided: _____ _____
b.3 ☐	The program provides at least two opportunities per year to engage fathers/male role models in a variety of ways to support these roles. Activities may include: leadership opportunities, volunteering, etc. to connect with their child at various ages and stages of development	Evidence could be flyers, sign-up sheets, or pictures of activities or events.	The program provides the Rater with documentation of at least two father/male role model specific engagement activities from the last 12 months. 1. _____ 2. _____

Family Support Strategies

Families that receive support in areas of need, especially during challenging time which allows for the family to interact with their children in a way that enhances their physical, emotional, social, and educational development.

C.5.4	**Family Support Strategies: Tier A**		
	Activity	**Example**	**Verification**
a.1 ☐	The program has a written policy that acknowledges families' cultures and values the family's rights to make decisions for their children, and outlines the programs method of gathering information about families.	How the program gathers information could be regular communication documented in the child's daily activities log, intake form, or a survey. The policy could include: information about routine care items, feeding, sleeping, and toileting.	The policy is available for verification by the Rater. Page #_____
a.2 ☐	The program provides families **quarterly** with child-specific, home-based activities, and ideas based on child's talents and opportunities for growth for every child in regular attendance.	Evidence could be tool kits, reading lists, letter to the families, literacy bag or take home bags that are specific to the individual child (activities around literacy, math, science, or physical activity).	The program provides the Rater with documentation of four activities provided to the families in the last 12 months for 25% of the children in regular attendance from at least one classroom for each age group: birth – 35 months, 36 – 60 months, and/or school-age. 1. _____ 2. _____ 3. _____

			4. _____
a.3 ☐	The program has a **dual purpose space** where staff and families can meet.	An example of the policy could be that the program reserves a time to speak to the family at the family's request or as needed. An example of a dual-purpose space could be a both as staff resource room and be utilized for family conversations or could be used as a mother's room to support breastfeeding mothers. A restroom would not count for dual-purpose.	The Rater can visibly observe the space within the program or view the written policy in the policy manual. Policy: _____ or Observation: _____
a.4 ☐	The program supports families in contributing to a newsletter, parent discussion board, Facebook page that is specific to that child care program that is disseminated to families and staff of the program.	Evidence could be an article in the program's newsletter written by a family member. Examples of family contributions could be recipes, arts and craft ideas, or community events and activities.	The program provides the Rater with documentation of families contributing to the program's newsletter, discussion board, Facebook page or some similar method of mass communication. How documented: _____ _____
a.5 ☐	The program provides the families with at least two pieces of information about health and safety per year.	This could include information around practices on SIDS reduction, breastfeeding, Shaken Baby Syndrome, Active Early, Healthy Bites, information about product recalls, etc. Evidence could be brochures, flyers, magazine articles, posters, newsletter articles, or Healthy Bites Home Edition.	The program provides the Rater with two pieces of documentation on health and safety in the last 12 months. 1. _____ 2. _____

C.5.4	**Family Support Strategies: Tier B**		
	Activity	**Example**	**Verification**
b.1 ☐	The program provides families **monthly** with child-specific, home-based activities, based upon the individual child's talents and opportunities for	Evidence could be pulling items from the resource library specific to the individual children for activities around literacy, math, science, or physical activity, or addressing	The program provides the Rater with documentation for 25% of the children in regular attendance from at least one classroom for each age group: birth – 35 months, 36 – 60 months and/or school-age, in the last 12 months. Documentation provided:

	growth for every child in regular attendance.	things that are on an Individual Education Plan (IEP) or the Individual Family Serviced Plan (IFSP)	_____
b.2 ☐	The program has a **dedicated space** where staff and families can meet confidentially.	A conference room with a sign-up sheet that is completed with staff member, family, date and time of the meeting; language posted on the door, an "in progress" sign, or reserving a time outside of care.	The Rater can visibly observe this within the program. Space provided: _____
b.3 ☐	The program has a **dedicated space** that supports breastfeeding mothers and staff members.	Examples: the program can provide a breastfeeding mother with **at least:** a private room, an electrical outlet, and chair, a small table, a waste basket, a sink nearby with running water, and a refrigerator or storage space for a small cooler nearby. A restroom does not count.	The Rater must be able to visibly observe **at least:** A private room, an electrical outlet, and chair, a small table, a waste basket, a sink nearby with running water, and a refrigerator or storage space for a small cooler nearby in order within the program for this option. Space provided: _____ _____
b.4 ☐	The program works with families to implement at least two strategies to create consistency between home practices and the child care program's culturally/linguistically appropriate practices.	A form created by the program for this specific use, an added question on the intake form or a survey about what happens in the home. The information gathered is used in the child care settings in lesson plans, child's file, place on the form for actions steps, or through teacher/director interview.	The program provides the Rater with documentation of how the program gathered the information from the families about home practices **AND** how the program used the information to create consistency for the children. The Rater's judgment should be used, and they have the ability to be flexible. 1. _____ 2._____
b.5 ☐	Program offers library services for families to check out books, toys, videos and/or resource materials on parenting **AND** appropriate child development.	Evidence could be books, toys, videos and/or resource materials on parenting **AND** appropriate child development. The materials could come from school library, CCIC, CCR&R, or book mobile.	The Rater can visibly observe at least 20 books, toys, videos or resources that can be checked out this within the program. Examples: _____ _____

b.6 ☐	Program completes the Engaging Families Around the Wisconsin Model Early Learning Standards training (WMELS). The program must complete one section of the training per year.[15]	The program provides a sign-in sheet and agenda or handout as documentation of the event. The program must be specific about which tip sheet the event was derived from.	Sign-in sheet and agenda or program materials such as PowerPoint slides, WMELS tips sheets or handouts that were given as part of the presentation. Documentation of training: _____

Family and Community Connection Strategies

By developing a strong relationship with communities and community service providers, early childhood programs can effectively connect families with what they need (Strengthening Families).

C.5.5 Family and Community Connection Strategies: Tier A			
	Activity	**Example**	**Verification**
a.1 ☐	The program demonstrates that they are a part of sponsoring or an active participant in relevant, local community events at least twice per year.	Evidence could be pictures of the event, event board, sign-up sheet, or flyer.	The program provides the Rater with documentation of at least two events in the last 12 months The program provides evidence that the events took place and whether they sponsored the event or were actively participating. 1. _____ 2. _____
a.2 ☐	The program invites community programs to share their areas of expertise with families and the community at least twice per year (librarian, local artists, police, story tellers, etc.).	Evidence could be pictures of the community program and the families, handouts that were given during or after the event, invite letter to families or to a specific community member or program, art work by children during or after and that showcases the event.	The program provides the Rater with documentation of at least two events in the last 12 months. 1. _____ 2. _____
a.3 ☐	The program relays at least three of the following to families per year: best practices, new research, and/or policy changes at local, state or national levels that affect early care and education services to families.	Evidence could be newspaper articles, legislation, magazine articles, data board, or teacher-led learning activities based on best practices.	The program provides the Rater with documentation that at least three pieces of information was shared with the families in the last 12 months. 1. _____ 2._____ 3._____
a.4 ☐	The program maintains at least five resources and referral linkages to crisis services, food	Examples of specific resources could be a resource list, maps, phone number, brochures,	The program provides the Rater with the referral list and the list has at least five different resources on it.

[15] Materials for the Engaging Families Around the Wisconsin Model Early Learning Standards training can be found at: http://www.collaboratingpartners.com/wmels-family-training.php.

	pantries, domestic violence services, shelters, respite care for children, alcohol and substance abuse services, senior center, Aging and Disability Resource Centers, etc.	informational posters, specific names of professionals and their titles, or business cards of professionals/organizations in the community.	1. _____ 2. _____ 3._____ 4._____ 5._____

C.5.5	Family and Community Connection Strategies: Tier B		
	Activity	**Example**	**Verification**
b.1 ☐	The program has cultivated at least three working relationships with public and community-based services (health, education, and social services).	Evidence could be that the program has a protocol in place, a system for providing a "warm handoff", or the director is a member of a community taskforce (early childhood or school-age, or family support).	The program provides the Rater with documentation of at least three specific relationships within the community. Verified by interview with director/ 1._____ 2._____ 3._____
b.2 ☐	The program collaborates with at least two community agencies that bring the program staff, children, and families together in a way that enhances program and family involvement in the community.	Evidence could be event flyers, pictures of the event, community calendar, sign-up sheets, or attendance logs. An example of a collaboration event could be taking part in the town parade.	The program provides the Rater with documentation of a specific collaboration event. 1._____ 2._____

C.5.1-5 Family Engagement

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/2

Indicators in C.5 must be verified to earn one point or two points.

To earn one point, programs must provide documentation of meeting the requirements of five activities from either tier in at least two separate categories.

To earn two points, programs must provide documentation of meeting the requirements of ten activities in at least three separate categories. At least five of the ten activities need to be at the Tier B level. Record the idenitifcation number of the activities verified in each section.

Categories	Tier A	Tier B
C.5.1 Transitions		
C.5.2 Family Involvement /Engagement		
C.5.3 Family Communication Strategies		
C.5.4 Family Support Strategies		
C.5.5 Family and Community Connections		

Comments/areas for future work on overall family engagement:

Total points earned for Indicator C.5.1-5 _____/2

D. Health and Well-being

Health and Well-being: REQUIRED Points

QUALITY INDICATOR

D.1 Health and Well-being

POINTS AVAILABLE: 1

D.1.1 Program supports healthy nutrition and/or physical activity policies and practices

REQUIRED for 3, 4 and 5 Star programs

The intent of this indicator is for programs to improve nutrition and/or physical activity policies and practices through the use of a self-assessment and continuous quality improvement cycle.

To earn this point, programs must demonstrate all of the following:

1. Program uses one of the following self-assessment tools for quality improvement in the area of nutrition and/or physical activity:
   - Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
     - Go NAP SACC Self-Assessments – Centers[16]
       - Go NAP SACC Child Nutrition Self-Assessment
       - Go NAP SACC Breastfeeding & Infant Feeding Self-Assessment
       - Go NAP SACC Infant & Child Physical Activity Self-Assessment **and** Outdoor Play & Learning Self-Assessment
     - Go NAP SACC Self-Assessments – Family Child Care Programs[17]
       - Go NAP SACC FCCH Breastfeeding & Infant Feeding Self-Assessment
       - Go NAP SACC FCCH Child Nutrition Self-Assessment
       - Go NAP SACC FCCH Infant & Child Physical Activity Self-Assessment **and** Outdoor Play & Learning Self-Assessment
   - Out of School Nutrition and Physical Activity Initiative (OSNAP) - School Age Programs[18] http://osnap.org/tools/practice-assessment/introduction/
   - Wisconsin Youth Garden Self-Assessment: http://dcf.wisconsin.gov/youngstar/provider-resources.htm

   The program must use a self-assessment tool that matches the ages of children in care. If there are children of all ages in care, the program should choose the tool that matches the ages of the majority of children in care. The program cannot use the YoungStar Evaluation Criteria or the rating results from the previous year as their self-assessment. The program may choose to use more than one self-assessment if they want to work on multiple areas of nutrition and/or physical activity quality improvement that a single self-assessment tool does not cover. The program must identify the date(s) the assessment process was completed in the last 12 months and who was involved in the process. The self-assessment process must include review and contributions from the Director and at least 75% of Lead Teachers.

2. Program has developed a Quality Improvement Plan (QIP) based upon the results of the chosen nutrition and/or physical activity self-assessment. The QIP must have been developed within the past 12 months and

[16] Ward D, Morris E, McWilliams C, Vaughn A, Erinosho T, Mazzuca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill.

[17] Ward D, Morris E, McWilliams C, Vaughn A, Erinosho T, Mazzuca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, Family Child Care Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill.

[18] This work was supported by Prevention Research Center cooperative agreement number 1U48DP001946 from the Centers for Disease Control and Prevention, including the Nutrition and Obesity Policy Research and Evaluation Network, as well as support from the Donald and Sue Pritzker Nutrition and Fitness Initiative and the Robert Wood Johnson Foundation (#66284).

coincide with the completion of the self-assessment mentioned above. The QIP must include all of the following:

- **At least three specific goals** for nutrition and/or physical activity
- Action steps to be taken to meet the identified goals
- Timeline for completion of the goals
- Persons responsible for accomplishing the goals

3. Program has policies and procedures on-site to address children's allergies and dietary restrictions. This requirement applies even if there are no children in care with allergies or dietary restrictions.

4. If the program allows meals, snacks or beverages to be brought from home, the program has a policy which states the program will supplement the meals, snacks and beverages if they do not meet the guidelines established by the Child and Adult Care Food Program (CACFP).

Programs are encouraged to utilize *Healthy Bites*, *Active Early*, *Got Dirt* and *Ten Steps to Breastfeeding Friendly Child Care Centers* to inform their practices in this area of quality improvement. Free copies of these texts are available at local YoungStar offices or on the YoungStar website in the Provider Resources section.

VERIFICATION

The Consultant/Rater will verify that an approved self-assessment has been completed within the past 12 months. The Consultant/Rater will verify that the self-assessment has been reviewed and contributed to by the Director and at least 75% of Lead Teachers. This can be demonstrated through a coversheet, signed by the Director and 75% of Lead Teachers saying they had a chance to review and contribute to the document.

The Consultant/Rater will verify that a complete nutrition and/or physical activity-focused QIP was completed. The Consultant/Rater will verify that the QIP was developed within the past 12 months to coincide with the self-assessment mentioned above.

The Consultant/Rater will verify that the program has policies and procedures on-site that address children's allergies and dietary restrictions. The Consultant/Rater will verify this by specific document and page numbers of the written policy and procedures.

The Consultant/Rater will verify that the program has a policy which states the program will supplement meals, snacks and beverages if they do not meet the CACFP Guidelines. The Consultant/Rater will verify this through review of the policy.

D.1.1 Program supports healthy nutrition and/or physical activity policies and practices	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Consultant/Rater verified the following: Self-assessment(s) used: _____ Date of self-assessment(s): _____ Who completed the self-assessment(s)? _____ Did at least 75% of Lead Teachers and the Director review and contribute to the self-assessment(s)? ☐ YES ☐ NO Date of QIP: _____ Who completed the QIP? _____ What goals have been identified for quality improvement in nutrition and/or physical activity practices over the next 12 months (three are required to earn this point but more may be listed)? 1. _____	

2. _____
3. _____

Does the program have policies and procedures on-site to address children's allergies and dietary restrictions?

☐ YES
☐ NO

Where are the policies and procedures located: _____

Does the program have a policy that addresses how meals, snacks and beverages brought from home must meet the CACFP guidelines, and how supplements will be provided as needed?

☐ YES
☐ NO

Where is the policy located: _____

Comments/areas for future work on nutrition and/or physical activity environment and/or education:

Total points earned for Indicator D.1.1 _____/1

Health and Well-being: OPTIONAL Points

QUALITY INDICATOR

D.1.2-4 Health and Well-being

POINTS AVAILABLE: 4

D.1.2 Program supports physical skill development and healthy physical activity

For 1 point

The intent of this indicator is to improve physical activity practices through the environment used by the children to demonstrate that individual children are supported by best practice in physical activity and physical skill development. Pro-ration of the time requirements will be allowed for programs that operate less than 8 hours per day. Appendix G contains the pro-ration time allowances. Programs are encouraged to utilize *Active Early* to inform their practices in this area of quality improvement.

To earn this point, programs must demonstrate all of the following (based on the age groups served):

- Classrooms with the majority of children birth -35 months of age (infants and toddlers): Program provides free play which is unrestricted and allows for daily active exploration and physical activity. Children will be provided with physical activity and active exploration for 45 minutes daily. Half of this time is teacher-led and half is child-initiated and can be in 5 – 10 minute increments. Children are provided with zero minutes of screen time while attending the program. Unrestricted free time[19] for children to explore their physical movement must be available indoors and outdoors, weather permitting.
- Classrooms with the majority of children 36 – 60 months of age: Program provides children 36 - 60 months a total of 90 minutes minimum of physical activity and active exploration daily. Half of this time is teacher-led and half is child-initiated. Children are provided with less than 30 minutes of screen time per week while at the program. Unrestricted free time for children to explore their physical movement must be available indoors and outside, weather permitting.
- Classrooms with the majority of children 5 years and older in school: Program provides children with a total of 90 minutes minimum of physical activity and active exploration daily. Half or this time is teacher-led and half is child-initiated. School-age children are provided with less than 60 minutes of

[19] Unrestricted free time should be unobstructed where possible and should include safe activities for the space the children are using for the physical activity free time. If inclement weather prohibits outside time, equivalent time indoors for physical activity will be available. Definition of inclement weather or weather permitting follows licensing standards from Wisconsin Administration Code.

screen time per day while at the program. Unrestricted free time for children to explore their physical movement must be available indoors and outdoors, weather permitting.

VERIFICATION

To earn the point for this indicator, all classrooms must follow the guidelines outlined above, but to use verification time wisely, a Consultant/Rater should verify this practice in one classroom for each of the three age groups served. Consultant/Rater must verify learning experiences through observations, lesson plans for the past 4 weeks, daily schedules or by interview. The Consultant/Rater must also verify the screen time policy.

D.1.2 Program supports physical skill development and healthy physical activity

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

Consultant/Rater verified the following:

Infants and Toddlers (Birth – 35 months)

Classroom verified: _____

Physical activity is provided for infants and toddlers which includes **all** of the following:

- Infants and toddlers provided with 45 minutes of physical activity and active exploration daily. Half of this time is teacher-led and half child initiated. Infants and toddlers provided with opportunities to freely explore their environment and materials outside of restrictive devices.
- Infants and toddlers are provided with 0 minutes of screen time.
- Infants and toddlers are provided unrestricted free time to explore their physical movement both indoors and outdoors daily (weather permitting).

☐ YES Verified through one or more of the following:

_____Observation
_____ Lesson Plans (4 weeks)
_____ Daily Schedule
_____ Interview

Does the program have a policy that addresses how screen time is used?

☐ YES
☐ NO

Where is the policy located: _____ Page # _____

☐ NO

_____Not Applicable because this age group is not served

Comments: _____
_____

Preschoolers (36 months – 60 months)

Classroom verified: _____

Physical activity is provided for children which includes **all** of the following:

- Children are provided with 90 minutes of physical activity and active exploration daily. Half of this time is teacher-led and half child initiated.
- Children are provided with less than 30 minutes of screen time per week. This can be demonstrated through any of the following:
  - Classroom schedule
  - Lesson plans for the past 4 weeks demonstrating this
  - Program policy prohibiting more than 30 minutes of screen time per week for 31 months to 5 year olds
- Children are provided unrestricted free time to explore their physical movement both indoors and outdoors daily (weather permitting).

☐ YES Verified through one or more of the following:

_____Observation

_____ Lesson Plans (4 weeks)
_____ Daily Schedule
_____ Interview

Does the program have a policy that addresses how screen time is used?

☐ YES
☐ NO

Where is the policy located: _____ Page # _____

☐ NO

_____Not Applicable because this age group is not served

Comments:

_____

_____

School-Age (61+ months)

Classroom verified: _____

Physical activity is provided for school-age which includes **all** of the following:

- School-age children are provided with 90 minutes of physical activity and active exploration daily. Half of this time is teacher-led and half child initiated.
- School-age children are provided with less than 60 minutes of screen time per day. This can be demonstrated through any of the following:
  - Classroom schedule
  - Lesson plans for the past 4 weeks demonstrating this
  - Program policy prohibiting more than 60 minutes of screen time per day for school-agers
- School-age children are provided unrestricted free time to explore their physical movement both indoors and outdoors daily (weather permitting).

☐ YES Verified through one or more of the following:

_____Observation
_____ Lesson Plans (4 weeks)
_____ Daily Schedule
_____ Interview

Does the program have a policy that addresses how screen time is used?

☐ YES
☐ NO

Where is the policy located: _____ Page # _____

☐ NO

_____Not Applicable because this age group is not served

Comments: _____

_____

Comments/areas for future work on physical skill development and physical activity:

D.1.3 Social Emotional/WI Pyramid Model/Inclusion Training

For 1 point

50% of the staff have one of the Registry-verified trainings/equivalencies listed below. 50% is determined by taking every classroom that is in the Registry Program Profile and adding the Director's role to that number then dividing by two. One individual from a classroom would have to have the training/equivalency for that classroom to be counted toward the 50%.[20] For example, if a program has three classrooms and one director,

[20] Individuals from a classroom means an individual who is listed in The Registry Program Profile as any of the following: Lead Teacher, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see **Appendix D** for information on Maintaining Registry Program Profiles.

the pool is four. 50% of that is two. So, to earn one point, the program could have either one individual from a classroom and the Director OR they could have two individuals from two separate classrooms with the training/equivalency.

- 3 credits of inclusion training; (for example: a course from the Inclusion Credential)
- The Wisconsin Pyramid Model for Social and Emotional Competence Infant Toddler and Preschool Modules(24 hours);
- 15 or more hours of training in Positive Behavior Intervention and Supports (PBIS);
- 15 or more hours of Guiding Children's Behavior in School-Age Care;
- 12 or more hours of training in Tribes® TLC; or
- 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.

For 2 points

The Director and an individual from every classroom must have one of the Registry-verified trainings/equivalencies listed below. 100% is determined by taking every classroom that is in The Registry Program Profile and adding the Director's role to that number. For example, if a program has three classrooms and one director, the pool is four. So, to earn two points, the program must have one individual from every classroom and the Director with the training/equivalency.

- 3 credits of inclusion training; (for example: a course from the Inclusion Credential)
- The Wisconsin Pyramid Model for Social and Emotional Competence Infant Toddler and Preschool Modules(24 hours);
- 15 or more hours of training in Positive Behavior Intervention and Supports (PBIS);
- 15 or more hours of Guiding Children's Behavior in School-Age Care;
- 12 or more hours of training in Tribes® TLC; or
- 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.

NOTES:

- Wisconsin Pyramid Model Training—delivered in multiple formats by Approved Trainers including: two or more full-day workshop training sessions, or eight-week series training. The total number of hours for this training is 24. Each of these training pathways meets the requirements of Social Emotional content delivery. When the individual has completed the full Wisconsin Pyramid Model training and the Approved Trainer verifies this within the Registry the program's training requirement is met.
- Non-credit training—must meet one or more of the Wisconsin State Personnel Development Grant priorities (see Appendix B for definition). Consultants/Raters do not need to verify that the training meets these guidelines; The Registry does this.

VERIFICATION

Verified by The Registry.

D.1.3 Social Emotional/WI Pyramid Model/Inclusion Training	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/2 **VERIFIED BY THE REGISTRY**
Comments/areas for future work:	

D.1.4 Strengthening Families or Darkness to Light Training

For 1 point

- 50% of the staff have one of the Registry-verified trainings/equivalencies listed below. 50% is determined by taking every classroom that is in The Registry Program Profile and adding the Director's role to that number then dividing by two. One individual from a classroom would have to have the training/equivalency for that classroom to be counted toward the 50%.[21] For example, if a program has three classrooms and one director, the pool is four. 50% of that is two. So, to earn one point, the program could have either one individual from a classroom and the Director OR they could have two individuals from two separate classrooms with the training/equivalency. Trainings that apply to this part of the indicator are:
    - Strengthening Families Through Early Care and Education: Building Protective Factors with Families, or have attained the
    - Family Services Credential,[22]
    - Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development
    - Department-approved equivalent that demonstrates knowledge of protective factors.

OR

- The Director and an individual from every classroom must have one of the Registry-verified **Darkness to Light** training. 100% is determined by taking every classroom that is in The Registry Program Profile and adding the Director's role to that number. For example, if a program has three classrooms and one director, the pool is four. So, to earn one point, the program must have one individual from every classroom and the Director with the training/equivalency. Trainings that count for this part of the indicator are:
    - Darkness to Light (administered by a PDAS Approved Trainer)
    - Completion of course 10-307-167 ECE: Health, Safety and Nutrition at a WI Technical College.

NOTE: Online training offered for Strengthening Families Through Early Care and Education (Wisconsin) is accepted for YoungStar beginning October 2016. Online training offered for Darkness to Light is not accepted for YoungStar.

For ratings occurring on or after January 1, 2016, YoungStar will no longer accept Department-approved Child Abuse and Neglect Prevention (CANP) training to meet the requirements of indicator D.1.4. Programs that earned a point for D.1.4 due to having 100% of Lead Teachers/ Director with CANP training will no longer earn that point when they are rated in the 2016 rating year unless the program has staff with qualifications to meet the other training options in indicator D.1.4.

VERIFICATION

Verified by The Registry.

D.1.4 Strengthening Families or Darkness to Light Training	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1 **VERIFIED BY THE REGISTRY**
Comments/areas for future work:	

Total points earned for Indicator D.1.1-4 _____/5

[21] "Individuals from a classroom" means an individual who is listed in The Registry Program Profile as any of the following: Lead Teacher, Other Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see **Appendix D** for information on Maintaining Registry Program Profiles.

[22] See **Appendix A** for a definition of the Family Service Credential.

Required Quality Indicators for YoungStar Levels

Group Child Care

	☆☆ **0-10 Points**	☆☆☆ **11-22 Points**	☆☆☆☆ **23-32 Points**	☆☆☆☆☆ **33-40 Points**
All programs must be in Regulatory Compliance to earn two or more stars.				
Education	N/A	Lead Teachers with Registry Level 7 for 50% of all classrooms Director with Registry Level 10	Lead Teachers with Registry Level 9 for 50% of classrooms AND all other Lead Teachers with Registry Level 7 Director with Registry Level 12	Lead Teachers with Registry Level 12 for 100% of Classrooms Director with Registry Level 13
Environment and Curriculum	N/A	Indicator B.1.1: Self-Assessment	Indicator B.1.1: Self-Assessment Indicator B.4.1: Environment Rating Scale (ERS) average score of 4	Indicator B.1.1: Self-Assessment Indicator B.4.2: ERS average score of 5
Business and Professional Practices ***NOTE:*** *All programs must sign a YoungStar Contract to participate in YoungStar*	N/A	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.5.1-5 Family Engagement 1 point is required.	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies Indicator C.5.1-5 Family Engagement 2 points are required.	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies Indicator C.2.3: Strategic Planning for Workplace Standards Indicator C.5.1-5 Family Engagement 2 points are required.
Child Health and Well-being		Indicator D.1.1: Program supports healthy nutrition and/or physical activity policies and practices	Indicator D.1.1: Program supports healthy nutrition and/or physical activity policies and practices	Indicator D.1.1: Program supports healthy nutrition and/or physical activity policies and practices
Additional Optional Points Needed		**5 or more points**	**10 or more points**	**13 or more points**

Appendix A

This document outlines the criteria for Self-Assessment and Quality Improvement Plans when the program has their own format or template for Self-Assessment or Quality Improvement Plan. Programs can use a variety of different tools that lead to a written quality improvement plan. The program must demonstrate effort to assess key elements of program quality that are linked to higher quality care and have developed a plan to improve in areas identified. The quality improvement plan is developed in accordance with authentic quality improvement tools. For YoungStar purposes, the following must be identified.

What is a Self-Assessment?
Self-assessment tools help programs become better aware of important indicators of quality demonstrated within their own program. It is not a test that a program can pass or fail. Instead, it is a tool that supports an intentional review of program policies and delivery of services. The focus is on improvement. For YoungStar, the program is responsible for completing a Self-Assessment on:

- space and furnishings,
- personal care routines,
- literacy and language components,
- activities that engage children,
- promoting acceptance of diversity,
- provisions for children with disabilities,
- interactions among children and children and staff,
- program structure, and
- business and professional practices.

Items in a Self-Assessment tool should represent high quality standards that are above and beyond what are included in the licensing standards.

What is a Quality Improvement Plan (QIP)?
The QIP provides the framework for a program's quality improvement work; it outlines the tasks the program needs to complete in order to meet the YoungStar level they are working to achieve.

Develop a Quality Improvement Plan
Developing a Quality Improvement Plan is an important step in the YoungStar process for programs to begin their quality improvement journey. The Quality Improvement Plan will serve as a guide for how your program will spend funds, prioritize staff time, determine curriculum and instructional practices, and choose staff development. The areas of quality improvement for consideration might include:

- Credit-based Education Qualifications
- Professional Development (credit or non-credit-based)
- Environments – indoor and outdoor
- Curriculum
- Health and Well-being
- Business and Professional Practices
- Family Engagement
- Inclusive Practices
- Wisconsin Pyramid Model for Social and Emotional Development for Young Children
- Strengthening Families approach to Child Abuse and Neglect Prevention

The Director and his or her staff team will identify and prioritize areas of need based upon the results of the program's Self-Assessment. The team will then identify steps to be taken, resources needed, timelines for completion, and evidence of change. If a Technical Consultant is available, the team is encouraged to work with the Technical Consultant to develop a Quality Improvement Plan. A QIP for YoungStar will address the following:

- Aims or desired outcomes
- Barriers or challenges
- Tasks that will need to be completed
- Responsible party/parties
- Resources that are in hand or resources that are needed
- Measurement – How will the team know if the aim is achieved?
- Timelines or benchmarks for completion
- Test of the plan
    - Is the plan worth doing?
    - Are there concrete and specific measures?
    - Will the plan improve outcomes for children, families, staff or the program?
    - Are the outcomes inclusive of all, culturally competent and developmentally appropriate?

Verify and Maintain Continuous Program Quality

Each program will need to annually review their Quality Improvement Plan based upon the annual Self-Assessment to determine progress and to adjust goals. Significant changes would include changing location or site of the program, new administration, or new teachers. Programs are encouraged to continually examine the data from the Quality Improvement Plan as well as progress of the children to address continuous quality improvement. A sample Quality Improvement Plan is available from the YoungStar Regional Office and on the YoungStar website at: http://www.dcf.wisconsin.gov/youngstar/pdf/ys_sample_qip.pdf.

Other Definitions

- **Authentic Assessment:** The authentic assessment can be defined as focused observations which use reliable and valid evidence-based methods to incorporate strength-based functional assessment in natural environments using natural supports. They use everyday relationships, observations of growth and development; consideration of individual learning styles and differences; and utilization of all environments in which the child lives and learns.

  Assessment is on-going, continuous, and not done on a fixed timeline. Assessments will bring about benefits for children, programs and families. They will not add undue burden to families, programs or local and state administrators.

- **Family Service Credential:** The Family Service Credential is a comprehensive, competency and credit-based training experience, designed to support direct service staff in their work with children and families. The content is structured into four modules and designed to support staff in the refinement of skills and strategies to incorporate the core values of being family centered, relationship focused, strengths based, ecological and reflective. The training content corresponds to the Head Start Performance Standards and the Focus Group Recommendations of September 1999 for Federal Competency Goals and Indicators for Head Start Staff working with families. For more information, contact Ruth Chvojicek, CESA 5, 1-800-862-3725 ext. 245 or chvojicekr@cesa5.org.

Appendix B

Wisconsin State Personnel Development Grant priorities:

1. Legal Rules and Regulations in Wisconsin (Example: Individualized Family Service Plan (IFSP)/Individual Education Program (IEP), Least Restrictive Environment, Disability Descriptions and Eligibility Criteria).
2. Collaboration related to Children with Disabilities and their Families (Example: Working across program areas, working within multidisciplinary teams, team decision-making).
3. Evidence-based Practices (Example: Screening, assessment, inclusion strategies, caring for children with special health care needs).

Notes

Wisconsin Mandated Reporter Online Training (for licensing requirements only)
The Wisconsin Mandated Reporter Online Training is available for programs to take online at http://wcwpds.wisc.edu/related-training/mandated-reporter/. It will be counted as a registered training if entered by the program into the Registry. For information on how to do this, contact The Registry: http://www.the-registry.org

SCAN-MRT
SCAN-MRT trainings held prior to January 1, 2014 will continue to meet the requirement for Indicator D.1.4.

Appendix C

Age of Children	Ratio of Staff to Child	Maximum Group Size
Birth – 2 yrs.	1:4	8
2 – 2.5 yrs.	1:6	12
2.5 – 3 yrs.	1:8	16
3 – 4 yrs.	1:10	20
4 – 5 yrs.	1:13	24
5 – 6 yrs.	1:17	34
6 yrs. and older	1:18	36

Appendix D

Registry Program Profiles

The Registry Program Profile (also called an Organizational Profile) is a place for programs to store information about education and training. The information entered into these Program Profiles is automatically used to determine a program's star rating in YoungStar and reimbursement amounts in Wisconsin Shares. By signing a YoungStar Contract, programs agree to keep their Program Profiles accurate and up-to-date. Programs may be subject to Wisconsin Shares program violations if the Program Profile is not kept up-to-date at all times. A couple of suggestions for monitoring this Registry are to set a monthly calendar reminder or add an item to the program hiring/orientation checklist.

Check out the document at the link below for tips on keeping Program Profiles updated:

Information about maintaining your Registry Program Profile is available here:
http://dcf.wisconsin.gov/youngstar/pdf/keep_program_profile_updated.pdf

Appendix E

The Teaching Cycle is cyclical and includes the following:

Assessment: ongoing gathering of information to determine what the child can do and what the child is ready to learn. This includes data collection through ongoing observations, anecdotal notes, developmental screening information, work samples, children's journaling excerpts, etc. It also includes use of an individual child assessment tool. Programs are able to assess individual children and by developing appropriate activities in lesson plans and appropriate environments, they can refine the planning, goal setting and implementation process where they aim to improve child outcomes.

Evaluation Criteria Indicators that include assessment:

B.3.1 Individual child portfolios
B.3.2 Program Uses Intentional Planning to Improve Child Outcomes
B.3.3 Program Implements Developmental Screening Practices
B.3.4 Individual Child Outcomes Tracked

Planning and Curriculum Goals/Learning objectives: deciding what should be done to promote development and what we want children to learn. This includes planning and identifying the curriculum materials, the teaching strategies that will be used for individual children and groups of children, and identifying materials in the environment that are necessary to support the developmental level and goals/learning objectives of the children.

Evaluation Criteria Indicators that include planning and curriculum goals:

B.2.2 Curriculum/Programming aligned with WMELS or SACF

Implementation: providing meaningful, experiential activities that support individual and group goals/learning objectives guided by supportive interaction and relationship and is to be intentional. Teachers will consider how learning opportunities and activities are guided by supportive interactions and relationships. Teachers are to also consider how the learning opportunities and activities are age appropriate, individually appropriate, and culturally appropriate.

Evaluation Criteria Indicators that include implementation:

B.3.2 Program Uses Intentional Planning to Improve Child Outcomes

It is all of the above that determines whether what actually happens in a classroom is or is not developmentally appropriate. In this decision-making process, keep in mind the desired outcomes for children's learning and

development. NAEYC states that in the core of developmentally appropriate practice, it is important to understand that:

- knowledge must inform decision making,
- goals/learning objectives must be challenging and achievable and
- teaching must be intentional to be effective.

A Note on Child Goals/Learning Objectives
By writing individual children's goals/learning objectives, a program can capture data for tracking and evaluating the achievement of goals/learning objectives by individual children. Outcomes are designed to best capture what a program aims to accomplish, in this case what a program aims to accomplish for children enrolled in the program.

By using children's goals/learning objectives and tracking them, teachers are able to be more intentional about the goals/learning objectives that are written for children to help all children in the program achieve outcomes that have been determined.

Appendix F

Scoring Child Outcomes in Summer-Only School-Age Classrooms

For scoring B.2.2: For classrooms that have not yet been open for four weeks, the Consultant/Rater would need to see lesson plans for the weeks that they have been opened. Those lesson plans must meet the requirements for WMELS/SACF alignment, with developmentally appropriate expectations for the children in the classroom. Expectations for school-agers can be determined by the Framework used (WMELS/SACF) and/or by the curriculum/assessment used by the program. Individual child assessment is not required to earn this point.

For scoring B.3.1: Requirements for portfolios are somewhat flexible, based on age and attendance. Please pay close attention to the verification language of the evaluation criteria. If a child is enrolled more than six days, a portfolio must be created and must have at least one piece of evidence or observation in it. This means, at a minimum, the portfolios must be updated with a piece of evidence or observation **at least once every six weeks.** The item could include an interest survey, an artifact, anecdotal note or observation, or an activity summary survey.

For scoring B.3.2: Individual child assessment is required to earn this point. For school-age children, a survey is acceptable as a form of assessment. Please review page 30 of the evaluation criteria for information about school-age assessments. Since much of this indicator can be scored based on interview, the teacher must be prepared to explain the program's process for using the information gathered from the assessments/surveys of school-age children to plan/implement/refine experiences to improve the outcomes for the enrolled school-age children. For children who attend only during summer months, the program must be able to demonstrate (either by documentation from prior summer or written program policy) that school-age children are assessed once every six weeks.

For scoring B.3.3: Programs will follow the indicator as described.

For scoring B.3.4: Individual child assessment **and** use of portfolios are both required to earn this point. **Programs must be able to demonstrate at least six weeks of tracking child outcomes to earn the points for this indicator. The program may show previous year's information combined with current year.** The most recent lesson plans for the weeks that the classroom has been opened for the current year (up to four weeks) will be reviewed, and the Teacher and/or Director must be prepared to explain the process used to track child outcomes through portfolios, lesson plans, and individual assessments/surveys.

Appendix G

D.1.2 Pro-ration Time for Physical Activity for Children 36 Months and Older

Program open more than 8 hours per day	90 minutes
Program open for 6 hours but not more than 8 hours per day	65 minutes
Program open for 4 hours but not more than 6 hours per day	45 minutes
Program open for 2 hours but not more than 4 hours per day	23 minutes
Program open for less than 2 hours per day	15 minutes
Program with a split schedule daily	Minutes can be split

Score Sheet for Rating Group Programs

Anniversary Date of the Program: _____
Name of Program: _____
Provider and Location Numbers: _____
Name of Director: _____
Name of Consultant/Rater: _____ Date: _____

Quality Indicator	Points Available	Points Earned	Verification		
			Conslt. Initials	Director Initials	Date Verif.
A. Education and Training of Lead Teachers and Director ***NOTE:*** *Consultant/Rater is responsible for verifying educational information for points in YoungStar through case management. This section is included on the score sheet so that programs can get a picture of total points earned.*					
A.1 Lead Teachers	9		**Registry Verified**		
A.2 Center Director	6				
***Alternative administration:** Program uses: a. ___ Dual-role director b. ___ Centralized administration model	0	--			
Subtotal for section A	**15**				
B. Learning Environment and Curriculum					
B.1.1 Self-Assessment *(required for 3, 4 and 5 Stars)*	1				
B.1.2 Quality Improvement Plan	1				
B.1.3 Developmentally Appropriate Practices	1				
B.2.1 WMELS/ School-Age Curricular Framework training	1		**Registry Verified**		
B.2.2 Curriculum aligned with WMELS/ School-Age Curricular Framework	1				
B.3.1 Individual child portfolios	1				
B.3.2 Teacher Uses Intentional Planning to Improve Child Outcomes	1				
B.3.3 Program Implements Developmental Screening Practices	1				
B.3.4 Individual outcomes tracked	1				
B.4.1 ERS average score of 4 *(required for 4 and 5 Stars)*	3	**N/A for Technical Ratings**			
B.4.2 ERS average score of 5 *(required for 5 Stars)*	4				
Subtotal for section B	**13**				
C. Business and Professional Practices					
C.1 Signed YoungStar contract *(required for all programs participating in YoungStar)*	0	--	--	--	--
C.2.1 Ongoing yearly budget/budget review/record-keeping/accurate taxes *(required for 3, 4 and 5 Stars)*	1				
C.2.2 Employment policies and procedures *(required for 4 and 5 Stars)*	1				
C.2.3 Strategic Planning *(required for 5 Stars)*	1				

C.3.1 Annual staff evaluation plan Y N	1 point if two or more practices are evident				
C.3.2 Access to professional development funding Y N					
C.3.3 Access to professional resources Y N					
C.3.4 Membership in a professional association Y N					
C.3.5 75% or higher retention rate Y N					
C.4.1 Access to health insurance with 25% contribution Y N	1 point if two or more practices are evident				
C.4.2 Access to pension/retirement with contribution Y N					
C.4.3 Paid time off for Lead Teachers/ Teachers Y N					
C.4.4 All-staff meetings and planning time Y N					
C.5. Family Engagement *(1 point required for 3 Stars; 2 points required for 4 and 5 Stars)*	1 or 2 points				
Subtotal for section C	**7**				
D. Health and Well-being					
D.1.1 Program supports healthy nutrition and/or physical activity policies and practices *(required for 3, 4 and 5 Stars)*	1				
D.1.2 Program supports physical skill development and healthy physical activity	1				
D.1.3 Pyramid Model/Inclusion training	2		**Registry Verified**		
D.1.4 Strengthening Families/Darkness to Light Training	1 point if one of the two practices are evident		**Registry Verified**		
Subtotal for section	**5**				
TOTALS	**40**				

The Consultant/Rater has reviewed these indicators with me and I agree to the point levels earned in each category.

Director Signature: _____ Date: _____

Consultant/Rater Signature: _____ Date: _____