Group Evaluation Criteria
2014

Anniversary Date of the Program: _____

Name of Program: _____

Provider Number: _____ **Location Number:** _____

Name of Director: _____

Name of Technical Consultant: _____

Name of Rating Observer (if applicable): _____

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YoungStar Evaluation Criteria
Group Child Care Programs[1]

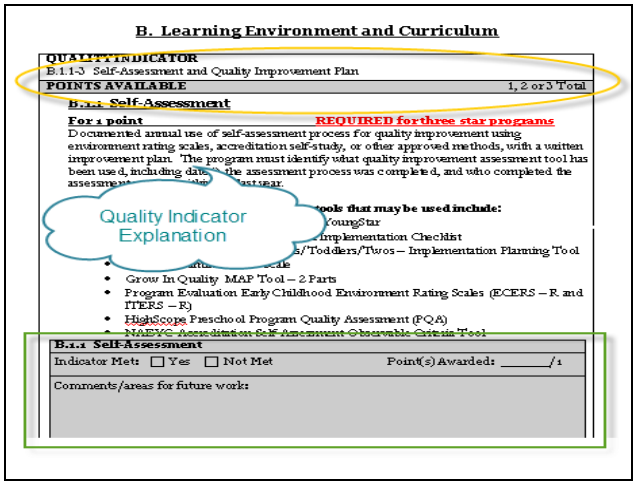
This document outlines the items that will be evaluated for YoungStar and can be used by Directors and Lead Teachers to prepare for a YoungStar rating. More in-depth information can be found in the YoungStar Frequently Asked Questions document, available here: http://dcf.wisconsin.gov/youngstar/pdf/faq.pdf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

The categories that will be evaluated are listed below.

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

The Director and Lead Teacher education and training qualifications will be verified by The Registry using the criteria listed within this document. **Technical Consultant/Rating Observer is not responsible for verifying educational information for points in YoungStar.**

Each Quality Indicator will be listed by name and 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 will be given and the points that are required for each star level will be separated from those that are optional. After each Quality Indicator, there is a box (in the green square in the example below) with an area for checking if the Indicator was met or not, an area for the corresponding points and an area for comments.



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) (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.

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[1] This track includes licensed group child care serving children from birth through age 12.
[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. New York: Teachers College Press, 1996.
[5] Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.

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. 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/Rating Observer will use the average number of hours per day to award points for items like this.

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. The person serving as the Site Supervisor may step in to help out with Group Leader 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.

B. A person can only be associated in The Registry's organizational 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.

C. For YoungStar,[6] the person who is designated as the Director shall be on-site for at least 25% of the total number of hours they work for the program 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

[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.

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

- **Centralized administration:** 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 above) 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] 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.
  - To be eligible 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. 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.
  - 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 C: 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 are 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 charts, the points are not cumulative. The center will receive credit for the highest education level attained in each chart. 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, she 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.

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 weekly. **If a change is made in a Program Profile, this will affect the program's star rating and points calculation.** Please see Appendix C for information about maintaining your Registry Program Profile.

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.

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	Requirement	Points Awarded
Lead teachers with CDA's for 50% of all classrooms	Registry Level 6	**1**
Lead Teachers with 6 related credits beyond high school for 25% of all classrooms	Registry Level 7	**1**
Lead Teachers with 6 related credits for 50% of all classrooms – ***Required for 3 Stars***	Registry Level 7	**2**
Lead Teachers with Infant/Toddler or Inclusion Credential for 50% of classrooms or 18 related credits; all other classrooms have a Lead Teacher with at least 6 related credits – ***Required for 4 Stars***	Registry Levels 7 and 9	**3**
Lead Teachers with Administrator or Preschool Credential or 24 related credits for 50% of classrooms; all other classrooms have a Lead Teacher with at least 6 related credits	Registry Levels 7 and 10	**4**
Lead Teachers with related Associate's Degree (AA) for 50% of classrooms and all other classrooms have a Lead Teacher with at least 6 related credits	Registry Levels 7 and 12	**5**
Lead Teachers with related AA degree for 50% of classrooms and Lead Teachers with Registry credentials for the rest of the classrooms	Registry Levels 10 and 12	**6**
Lead Teachers with related AA degree for 100% of classrooms – ***Required for 5 Stars***	Registry Level 12	**7**
Lead Teachers with AA degree for 50% of classrooms and Bachelor's Degrees/or Bachelor's Degree with DPI License for 50% of classrooms	Registry Levels 12 and 14	**8**
Lead Teachers with related Bachelor's Degrees for 100% of classrooms or Bachelor's Degree with DPI License or Master's Degree or Doctorate	Registry Level 14 or higher	**9**

A.2 Center Director Qualifications

Quality Indicators – Director Qualifications	Requirement	Points Awarded
Administrator Credential **or** 24 related credits – ***Required for 3 Stars***	Registry Level 10	**1**
Associate's Degree (related) **or** Bachelor's Degree (unrelated) – ***Required for 4 Stars***	Registry Level 12	**3**
Administrator Credential **and either** Associate's Degree (related) **or** Bachelor's Degree (unrelated) – ***Required for 5 Stars***	Registry Level 13 or higher	**4**
Bachelor's Degree (related)	Registry Level 14	**5**
Bachelor's Degree (related) and Administrator Credential or Master's Degree or higher	Registry Level 15 or higher	**6**

QUALITY INDICATOR
A.2 Center Director Qualifications

Role of the Director For 3 and 4 Star programs ONLY

YoungStar Technical Consultants and Formal Rating Observers 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 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:

☐ 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:

Program chooses:

☐ **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 (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

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
Documented annual use of self-assessment process for quality improvement using Environment Rating Scales, accreditation self-study, or other approved methods. This self-assessment could be used to inform a written improvement plan. The program must identify what quality improvement assessment tool has 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.

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 by calling Creative Curriculum)
- Creative Curriculum: Implementation & Planning Tool for Infants, Toddlers, & Twos (available by calling Creative Curriculum)
- 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
- National Accreditation Commission (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
- National Accreditation Commission (NAC) Self-Assessment
- National Institute on Out-of-School Time: Afterschool Program Assessment System (APAS)
- New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool
- School-Age Care Environment Rating Scale (SACERS)
- 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 Technical Consultant/Rating Observer 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. ***The program needs to do a new self-assessment each calendar rating year.***

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 with Observation.

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

POINTS AVAILABLE: 2

B.1.2 Quality Improvement Plan

For 1 point
Quality Improvement Plan (QIP) developed based upon self-assessment using the quality improvement self-assessment process described in B.1.1.

Identify the following within the QIP:

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

VERIFICATION

The Technical Consultant/Rating Observer is responsible for the verification of a complete QIP that is based upon a self-assessment.

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 over the next year (list up to three)?

1. _____
2. _____
3. _____

Comments/areas for future work on QIP:

B.1.3 Additional Work on Quality Improvement Plan

For 1 point
Option 1: Quality Improvement Plan (QIP) verified by an outside entity **within the last 12 months**

Option 1 Notes
"Outside entity" means an individual other than the Program's Technical Consultant/Rating Observer who is a PDAS-Approved Technical Consultant or Master Level Trainer. The outside entity must complete the on-site assessment process and develop a Quality Improvement Plan in collaboration with the Program. See Appendix A for criteria in selection of a Self-Assessment and Quality Improvement Planning tools. To find a PDAS-approved Consultant or Master Level Trainer, contact The Registry at 608-222-1123.

OR

Option 2: At least **two hours** of additional time spent working with a Professional Development Approval System (PDAS) Approved Technical Consultant or Master Level Trainer (outside of YoungStar technical consultation hours) on **an item identified in the Program's QIP**.

Option 2 Notes

This option is available for programs who want to work more in-depth on a specific issue outside of the hours allotted for YoungStar. The time must be at least two hours in length and must focus on an item in the program's QIP. The time must be spent with a PDAS-Approved Technical Consultant or Master Level Trainer. The program may request to have their YoungStar Technical Consultant or another staff member from their local YoungStar office provide this service as Consultant time permits. Local YoungStar offices charge fees for this service which may vary by location and Technical Consultant. This point cannot be earned through the completion of a publicly-available training. It may be earned if a private, individualized training is conducted for the program.

VERIFICATION

Verification of this indicator will be a copy of the receipt from the PDAS-Approved Technical Consultant or Master Level Trainer OR a copy of the YoungStar Quality Improvement Plan Additional Work/Outside Verification Worksheet.

B.1.3 Additional Work on Quality Improvement Plan

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

☐ *Option 1*

Name of outside entity: _____

Date of review by outside entity: _____

OR

☐ *Option 2*

Name of PDAS-approved Technical Consultant or Master Level Trainer who was hired to do additional work: _____

Registry Number of Trainer or Consultant: _____

Date of additional work: _____

Comments/areas for future work on additional work on QIP:

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: 3

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

For 1 point
Lead Teachers in 50% of classrooms completing full WMELS training **(15-18 hours)** or training in SACF **(15 hours)**. Lead Teachers have the option of completing either training if only school-age children are enrolled.

For 2 points
Lead Teachers in 100% of classrooms completing full WMELS training **(15-18 hours)** or training in SACF **(15 hours)**. Lead Teachers have the option of completing either training if only school-age children are enrolled.

NOTE: Verification will be completed through automated linkage with The Registry to identify Lead Teacher have completed either the full WMELS **15-18 hour** training delivered by an approved WMELS trainer or has completed WMELS credit based training or the SACF **15 hour training.** The intent of this indicator is that the Lead Teacher 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 Lead Teacher is trained). However, the Registry will give the Program credit for this indicator if the Lead Teachers have taken either training.

B.2.1 WMELS or School-Age Curricular Framework training	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/2 **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.

WMELS
WMELS are NOT a curriculum or assessment tool. The WMELS provide a framework to be used as a guide for determining developmentally appropriate expectations for young children. After developmentally appropriate age expectations have been determined and curriculum and assessment has been selected or developed, the Lead Teacher can determine goals for children based upon data collected from the ongoing assessment process. The goals of the children will assist the Lead Teacher to implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals.

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 Lead Teacher 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 **three** things:

1. **Developmentally appropriate learning experiences are linked to goals/outcomes for children and/or child assessments:** Lesson plans include developmentally appropriate practices for the age of children in the classroom. Lead Teachers have responsibility for knowing what the desired goals for the children are and how the program's curriculum is intended to achieve the goals. Developmentally appropriate practices for children's experiences will be linked to the assessment tools if assessment tools are used. The assessment tool is used to inform the planning and implementation of experiences for children's learning.

2. **Lesson plans reflect the WMELS five domains with developmentally appropriate practices for learning written on lesson plans:** The lesson plans for the day, week or month need to include the five WMELS domains in the key learning areas for the children. In addition, the teacher will have goals for learning for large group, small group, or individual children written on either the lesson plan or an attachment to the lesson plan. The WMELS domains and children's goals for learning will be linked to routines and learning environments that are designed to meet the WMELS domains.

3. **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

Children should be provided with opportunities to explore and, apply new skills through child-initiated and teacher-initiated activities, and through interactions with peers, adults, and materials. Lead Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts. Positive relationships help children gain the benefits of instructional experiences and resources.

Children should have the opportunity to engage in self-directed play in the environment that allows them to choose between different types of play or experiences. A minimum of three choices should be available to children. Using the space in the evaluation criteria to record, a rater should be able to observe a behavior from each of the five domains in action.

Often times, 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.

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.

In addition to curriculum alignment, WMELS is 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
- Orientation materials.

<u>School-Age Curricular Framework</u>

The SACF is NOT a curriculum or an assessment tool, but a framework that guides what staff is teaching and how staff is teaching. 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 learner goals 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 **three** things:

- 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/outcomes for children and the program as a whole and:
    - Are project based, hands on, inquiry based
    - Are age-appropriate and developmentally appropriate
    - Include 21st century skill-building and leadership activities: this includes the skills of flexibility, adaptability, taking initiative and having self-direction along with social and cross-cultural skills in working with diverse teams and others. Additionally, productivity, leadership and other life skills can be supported.
    - Improve life skills and character education: this means supporting the education of children in the social skills necessary to achieve success in life and the character traits of caring, honesty, respect, and responsibility.
    - Are integrated across multiple curriculum areas: enrichment experiences should be linked or integrated across the multiple curriculum areas in school and afterschool programming.
    - Are conducted using a variety of grouping levels (individual, small group, full group work)
    - Are intentional in scope and sequence

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.

For example:

Daily:

- Planned large motor activity (minimum 15 minutes per day at afterschool program)
- Homework/Academic support
- Social-Emotional Development/Character Development

Bi-weekly:

- Health and Well-being

- Media and Technology
- Science, Technology, Engineering & Math (STEM)
- Arts & Culture
- Global Learning
- Language, Literacy and Numeracy

Monthly:

- Service Learning
- Environmental Learning

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

VERIFICATION

Verification of programming alignment will be done by the Technical Consultant/Rating Observer. To use Consultant/Rating Observer time wisely, verification of this indicator can be done in one-third of the groups for no more than three groups. If there are three or fewer groups, Consultant/Rating Observer should verify lesson plans for all groups. The Consultant/Rating Observer 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 **three** things:

- Developmentally appropriate learning experiences are linked to child assessments and/or goals/outcomes for children and the program as a whole.
- Lesson plans reflect the WMELS five domains with goals for children's learning written on lesson plans.
- Interest centers reflect the WMELS five domains.

Programs must also show how information about how the program implements WMELS/SACF 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 **three** things in **at least one** school-age classroom (if present):

- 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/outcomes for children and the program as a whole and are:
    - project based, hands on, inquiry based
    - age-appropriate and developmentally appropriate
    - include 21st century skill-building and leadership activities
    - improve life skills and character education
    - integrated across multiple curriculum areas
    - conducted using a variety of grouping levels (individual, small group, full group work)
    - intentional in scope and sequence

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/Rating Observer must see all of the following:

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

☐ Yes ☐ No

Comments: _____

_____

_____

Interest centers reflect the WMELS five domains?

☐ Yes ☐ No

Comments: _____

_____

_____

Developmentally appropriate learning experiences are linked to child assessments and/or goals/outcomes for children and the program as a whole?

☐ Yes ☐ No

Comments: _____

_____

_____

WMELS 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 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/outcomes for children and the program as a whole and are:*
  - ☐ *project based, hands on, inquiry based*
  - ☐ *age-appropriate and developmentally appropriate*
  - ☐ *include 21st century skill-building and leadership activities*
  - ☐ *improve life skills and character education*
  - ☐ *integrated across multiple curriculum areas*
  - ☐ *conducted using a variety of grouping levels (individual, small group, full group work)*
  - ☐ *intentional in scope and sequence*

Comments/areas for future work on curriculum alignment with WMELS or SACF:

Total points earned for Indicator B.2.1-2 _____/3

QUALITY INDICATOR
B.3.1-3 Child Outcomes

POINTS AVAILABLE: 3

NOTE: Indicators B.3.1-3 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.3.1-3, teachers should be able to answer the following questions, which may be posed to them by raters verifying these points:

- Where and how do you document what you know about your children's development?
- How do you know if this is typical child development and meeting widely held expectations of child's age?
- Do you use an assessment tool? (Name of 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? (anecdotal records and assessment summary)
- How often are child goals reviewed and modified?
- How often are child goals 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? 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, please see Appendix D.

B.3.1 Individual child portfolios

For 1 point

Program uses individual child portfolios to document individual children's progress over time.

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

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 (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 group. 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 for children.

4. **Goals for child outcomes are included in child portfolios**
    - At least **one goal per month** should be documented and/or updated in child portfolios. The Lead Teacher would need to make sure the goals for the child correspond to the documentation that is being included in the portfolio. The goal statements cannot just be on the lesson plans because lesson plans are not to be inserted in children's portfolios. A Lead Teacher may consider keeping an ongoing journal or list of goals and adding them to each child's portfolio. Each entry or goal should be dated.
5. **Artifacts/samples of the child's work** such as a piece of art or a photograph or video of a child working on a goal.

Portfolios for Children Birth to Five

Portfolios should include one observation or piece of evidence from each of the five categories above. 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.

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.[9] For school-age children, portfolios must be robust for every child who is in regular attendance. To use Consultant/Rating Observer time wisely, verification of this indicator will be done for 25% of the children in one-third of the classrooms in the program. Verification must include at least one classroom for each age group served: infant, toddler, preschool and/or school age. For example, if there were four classrooms with eight children in each, one serving each age group, the Consultant/Rating Observer should see these documents for two children in each classroom. If a child has

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

been in attendance less than 3 months, the portfolio for that child should 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 should 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;
- Goals 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 should 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 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/Rating Observer 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).** 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 should update the portfolios at least once per year.

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. In this case, a Consultant/Rating Observer may encourage a Program to make photocopies of these things over the last year to demonstrate this practice for YoungStar.

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

☐ Age Group Not Served

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 for child outcomes*

Demonstrated through: _____

_____

_____

☐ *Artifacts/samples of child's work*

Demonstrated through: _____

_____

_____

How is children's progress over time demonstrated? _____

_____

_____

Toddlers

☐ Age Group Not Served

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 for child outcomes*

Demonstrated through: _____

_____

_____

☐ *Artifacts/samples of child's work*

Demonstrated through: _____

_____

_____

How is children's progress over time demonstrated? _____

_____

_____

Preschoolers

☐ Age Group Not Served

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 for child outcomes*

Demonstrated through: _____

_____

_____

☐ *Artifacts/samples of child's work*

Demonstrated through: _____

_____

_____

How is children's progress over time demonstrated? _____

_____

_____

School-Age Children

☐ Age Group Not Served

Portfolios demonstrate include at least three pieces of evidence:

☐ *Yes* ☐ *No*

List at least three pieces of evidence here:

_____

_____

_____

How is children's progress over time demonstrated? _____

_____

_____

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 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 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 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. Lead 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/Rating Observer needs to ensure the person who took the training understands the training content and can explain how the training will influence their practice.

Examples of 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)

- Creative Curriculum Child Assessment Tools
- High Scope – COR Assessment
- New Portage Guide
- Six Simple Ways to Assess Young Children—Developmental Milestone Checklist
- Work Sampling—Rebus, Inc.

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 activities linked to those goals 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

VERIFICATION

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

1. Assess individual children
   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)[10] 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/Rating Observer 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?
    - How many goals are set for each child each month?
    - Is there any identified focus for the observations/evidence collection?
    - Is the classroom's focus on a domain a month or on specific assessment indicators?
  - Modifications are being made for individual needs of children. Part of the planning process should include reflection on how the current goals are met, what modification needs to be made (both as a group and for each individual child). The program should be able to describe how they identify goals that may need to be added, etc.
- Verifying the frequency of child assessment is **at least twice per year**.
- Verifying the current goals for learning are updated on an assessment summary **monthly.**
- Verifying the program is using what is learned from the assessment to create lesson plans.

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. In 2015, YoungStar will require programs to assess children at the frequency recommended by the tool. 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 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 goals 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 small group goals, large group goals and individual children's goals. By writing down goals 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. Technical Consultants/Raters will need to see a direct connection between assessment summaries and the goals 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 for individual children.

3. Refine how they plan and implement activities 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

[10] 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 learning objective is. In some assessments, the summary is made in an area within the assessment tool.

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 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 Consultants/Rating Observer will verify that the Lead Teacher can explain how they refine and implement activities based upon child assessments is taking place by:

- 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.

To earn the point for this Indicator, **all classrooms must use intentional planning.** To use the verification time wisely, a Consultant/Rating Observer should 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: infant, toddler, preschool 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 four classrooms, one serving each age group, the Consultant/Rating Observer should see the lesson plans for each classroom and the child assessments/developmental milestone checklists or portfolio entries for 25% of the children in the selected classroom.

NOTE: Assessments that are designed by the program may be used if, in the opinion of the Consultant/ Rating Observer, they are appropriate. If the Consultant/Rating Observer 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

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed at least twice per year for every child in regular attendance?

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

Consultant/Rating Observer verified that lesson plans and program areas use what is learned from the assessment (or assessment summary) process to establish goals for improving child outcomes?

☐ Yes ☐ No

Comments: _____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

☐ Yes ☐ No

Comments: _____

_____

_____

Toddlers

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed ***at least twice per year*** *for every child in regular attendance?*

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

☐ Yes ☐ No

Comments: _____

_____

_____

Preschoolers

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed ***at least twice per year*** *for every child in regular attendance?*

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

☐ Yes ☐ No

Comments: _____

_____

_____

School-Age Children

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed ***at least twice per year*** *for every child in regular attendance?*

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

☐ Yes ☐ No

Comments: _____

_____

_____

How did the Technical Consultant/Rating Observer verify that the teachers are trained in the assessment they are using? _____

_____

_____

Comments/areas for future work on intentional planning:

B.3.3 Individual Child Outcomes Tracked

For 1 point

Teacher tracks individual child goals and 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 points for this indicator.** See indicator B.3.2 for examples of assessment tools that may be used. If an initial assessment has been done on the children in the group, 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.

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. 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 on, 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 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.

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. To earn the point for this indicator, all classrooms must track individual outcomes but to use verification time wisely, a Consultant/Rating Observer should request to see **the most recent consecutive four weeks** of lesson plans for one classrooms from each age group served: infant, toddler, preschool and/or school age. For the classrooms selected, the Consultant/Rating Observer 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.

To earn this point, Consultants and Rating Observers should ensure the Director 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.

B.3.3 Individual child outcomes tracked

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

NOTE: this point cannot be earned if center does not earn point 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 does Director show an understanding of child outcomes and the importance of tracking them throughout the child's enrollment? _____

_____

_____

Raters should use the age grouping sections below to support this answer.

Infants

☐ Age Group Not Served

Classroom verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

Toddlers

☐ Age Group Not Served

Classroom verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

Preschoolers

☐ Age Group Not Served

Classroom verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

School-Age Children

☐ Age Group Not Served

Classroom verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

_____

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

Total points earned for Indicator B.3.1-3 _____/3

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 one year.

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 Technical Consultant/Rating Observer 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—they may use the state or federal fiscal years or some other time period. The Technical Consultant/Rating Observer 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 2012, the Technical Consultant/Rating Observer would need to see the budget that runs from July 2012 to June 2013. 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 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 Technical Consultant/Rating Observer 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 Technical Consultant/Rating Observer 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 Technical Consultant/Rating Observer needs to see evidence of **one month's worth of records** but extrapolating information from **one month** to determine *actual income received* for the whole year is not accepted business practice.
    b. **Tracking Meals and Snacks:** 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 (Technical Consultant/Rating Observer can 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 11-1130AM], as long as this is reasonably accurate to what is observed by TC/RO.)

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

4. **Accurate Taxes:** The program completes timely and accurate tax documents. For a group child care, the Technical Consultant/Rating Observer needs to see signed or electronically filed copies of all of the following:
        i. Copy of last 4 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.

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." Technical Consultant/Rating Observers should 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 2011, the starting month of the budget would be August 2011 and the ending month would be Dec 2011). 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 11-1130AM], as long as this is reasonably accurate to what is observed by TC/RO.)

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: _____

☐ The program is tax-exempt *(in this case the Technical Consultant/Rating Observer must see the program's tax-exempt certification/letter)*

Multi-Member LLC

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 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:

C.2.2 Employment Policies and Procedures

REQUIRED for 4 and 5 Stars

For 1 point

Written copy of employment policies and procedures including: job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies and staff expectations. In this indicator "available" or "readily available" means that the staff knows about the existence of the document and if the staff member requests a copy, they will be given a copy **within 1 business day** of the request.

- Job descriptions: A written job description is available for all teaching staff (Lead Teachers, teachers, assistant teachers, etc.) and Director and/or administrator: 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.
- 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
- Personnel policies: Written personnel policies are available to all center staff: Personnel policies are made available to all center staff upon hire and are available to all staff while at the center.
- Salary/benefit schedules: All center staff have 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
  - Years of experience
  - Specialized training
  - Job title

  It also shows 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 increase (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.

Salary and benefit schedules are made available to all center staff upon hire and are available to all staff while at the center. There is an annual process for evaluating, calculating and reviewing salary and benefits. This can be one document together or two separate documents.

- 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, the evaluation of the Director by the Board or owner 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 working **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 about 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. TC/RO 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 all employees 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.

- Staff disciplinary policies: A written policy of progressive discipline is available to all center staff: The 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.
- Grievance procedures: A written grievance policy is available to all center staff: The grievance policy explains who the person they need 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.
- Program policies: Written program policies are available to all center staff and families.
- Staff expectations: Written staff expectations are available to all center staff: They can be in a separate document or part of the job description, personnel policies, and/or performance appraisal.

C.2.2 Employment policies and procedures

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

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: _____

_____

_____

Hiring practices

Does the program have a written hiring process?

☐ Yes ☐ No

If Yes, where is it written? _____

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: _____

_____

_____

Personnel policies

Does the program have written personnel policies readily available to staff?

☐ Yes ☐ No

If Yes, does the program have a policy that states that the personnel policies are made available to staff upon hire?

☐ Yes ☐ No

Where are the policies within the center? _____

Notes on personnel policies: _____

_____

Salary/benefit schedules

Does the program have a written salary and benefit schedule easily available to staff and prospective 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*

☐ *Written policy which states that salary and benefits schedules are made available to staff upon hire*

Where: _____ *Page #:* _____

☐ *Salary and benefits schedules are available to staff at the program*

Where: _____

☐ *Written policy which documents annual process for increasing salary and benefits*

Where: _____ *Page #:* _____

Notes on salary/benefits: _____

_____

Evaluation procedures
Does the program have a written performance appraisal process documents the annual process for evaluation and contains all of the follow?

☐ 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 within the center? _____

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

☐ Yes ☐ No

Does the program have a written performance appraisal from the board of directors or owner on file for the Site Supervisor 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

If the program has been open for at least one year, do all staff who 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

Are all appraisals kept in a confidential manner?

☐ Yes ☐ No

Notes on evaluation procedures: _____

_____

Staff disciplinary policies
Does the program have a written disciplinary policy that is easily available to staff and outlines all of the following?

☐ Yes ☐ No

☐ *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? _____

Notes on staff disciplinary policies: _____

_____

_____

Grievance procedures

Does the program have a written grievance policy that is easily available to staff?

☐ Yes ☐ No

Where is the policy located within the program? _____

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: _____

_____

Program policies

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

☐ Yes ☐ No

Where is the policy located within the program? _____

_____

Notes on program policies: _____

_____

_____

Staff expectations

Does the program have written staff expectations readily available to staff?

☐ Yes ☐ No

If yes, which document(s) contain staff expectations? _____

_____

Notes on staff expectations: _____

_____

_____

Comments/areas for future work on overall employment policies and procedures:

C.2.3 Use of Model Work Standards

REQUIRED for 5 Stars

For 1 point

Program offers evidence of using Model Work Standards for administration of business including hiring, staffing and business planning.

A high quality adult working environment is crucial to sustaining quality improvements over time. The Model Work Standards are viewed as standards that promote goal-setting, and as such can be used as a framework for establishing an action plan. Other tools, however, could also be used to achieve desired results (examples of tools include: *Question-Based Planning, A Great Place to Work, Program Administration Scale* and *Blueprint for Action).*[11]

Programs may choose to use an outside facilitator to help with this process. 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 Model Work Standards

To demonstrate that a program is using the Model Work Standards, they must do all of the following:

- The program has conducted an annual strategic planning process to improve quality in the program and develop a strategic plan. The strategic plan addresses improvements in the adult work environment.
- All staff were 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 were involved in prioritizing the needs for improving working conditions and the work environment.
- All staff were involved in setting at least one goal for improvements in working conditions and the work environment
- All staff were 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.
    - 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 & 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 Model 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.

[11] 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

Programs that are in the second or subsequent years of implementing Model Work Standards

To demonstrate that a program is using the Model Work Standards, they must do all of the following:

- The program conducts an annual strategic planning process to improve quality in the program and develop a strategic plan. The strategic plan addresses improvements in the adult work environment.
- 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.
    - 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 & 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.

- The staff are involved in evaluating the progress made towards goals 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

C.2.3 Use of Model Work 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 or Blueprint for Action? ☐ Yes ☐ No Which book was read? _____ *Does the program conduct an annual strategic planning process to improve quality in the program and develop a strategic plan which addresses improvements in the adult work environment? This can be evidenced by a written agenda and notes from their strategic planning process meeting.* ***This meeting should have been 1-2 hours minimally.*** ☐ Yes ☐ No *Did at least 75% of the staff attend?* ☐ Yes ☐ No *Was there a participatory process used in the development of an action plan? For this to be met, a written document on the process used to maximize staff engagement – either provided within or attached to the meeting agenda – must be provided that describes how:*	

- *All staff are involved in identifying needs.*
- *All staff are involved in prioritizing identified needs.*
- *All staff are involved in developing goals based on their priorities.*

☐ Yes ☐ No

How were the staff involved? _____

_____

_____

Was there a facilitator?

☐ 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 the second or subsequent years of earning this point, has the program made progress on at least one of the goals from the previous year?

☐ Yes ☐ No ☐ Not Applicable (Program's First Year Earning the Point)

If this is the second or subsequent year of 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 First Year Earning the Point)

List the goal and progress made: _____

_____

_____

_____

_____

Comments/areas for future work on Model Work 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 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 center is in their first year of operation, it is understood they will not have annual evaluations done for each employee. In this case, the programs 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 (specifically to meet goals of individual staff PD plans): 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. 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. Invoice(s) or other supporting documents are available with the amount spent on professional development to meet the goals of individual staff PD plans.

- 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 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 four 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. ECE associations may include BCDI, NAEYC, WECA, Local AEYC, NACCP, NAMTA, and WCCAA. School-age associations may include Wisconsin Afterschool Association or the National Afterschool Association.

  If the Director belongs to more than one organization and attend a total of four meetings across multiple organizations (for example: 2 NAEYC meetings and 2 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 3-yr. 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 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 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 staff evaluation.

☐ Yes ☐ No

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

_____

_____

☐ **C.3.2 Professional development funding**

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?

☐ 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 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 the Consultant/Rating Observer verify that the Director/Administrator is a member? (invoice, membership card, letter, etc.)

_____

How did the Consultant/Rating Observer verify that the Director/Administrator is an <u>*active*</u> *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 years of 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

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 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, prorated for part-time 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. **NOTE:** this indicator is pro-rated for programs operating less than a full year. So, if the program is open for 3 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 should show a schedule of the monthly staff meetings, agendas, minutes from previous meetings and attendance sheets. Staff schedules and/or time sheets showing that a total of **two hours** of planning time per week is available for Lead Teachers. This time must be when the teachers are not counted in ratio, not during nap time if the teacher is counted in ratio during that time.

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**

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**

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

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 get at least 2 hours of paid planning time per week?

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

☐ No

Comments/areas for future work on overall staff benefits:

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

QUALITY INDICATOR
C.5.1-6 Family Involvement

POINTS AVAILABLE: 1 or 2

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

2 points are awarded if THREE or more of the following practices are evident

- C.5.1—Families given philosophy, orientation and resources: A written policy is available to families that details the program's philosophy. The materials for families are provided in their native language or resources are made available to families so that they will understand the materials. A written procedure is available explaining how new families are oriented. A written policy is available to families encouraging them to observe the program prior to enrolling and periodically while enrolled. If evidence of materials in another language is not available, this is verified through the program having a written policy stating how materials and resources will be provided to families who speak other languages.

- C.5.2—Families provide input on program policies and procedures: A written policy is 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. 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.5.3—Family conferences are held at least annually and more often if needed to discuss children's progress: Documentation of dated conference agenda with any additional notes from the meeting available for each child who has been enrolled for **at least 12 months** (best practice: documentation includes family signatures or initials). Sign-up sheet or notes on calendar/planner is not enough to show that the meeting *actually* happened; only that it was planned. If the family refused a conference, documentation of attempts (phone call/email/letter to families) should be presented to the TC/RO.

- C.5.4—Frequent, on-going, regular communication between staff and families: The program has documentation showing that there is frequent, on-going communication between staff and families. For this indicator, the program should ensure general information about the program is communicated to families. 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. Documentation may include notes, emails, newsletters, phone call logs, text messages and logs of face-to-face conversations. Three types of communication must be documented.

- C.5.5—Family outreach, education and social opportunities two times per year: Outreach activities are scheduled **at least two times per year**. Families are given notice of the activities. Notices can include parent handbook, newsletters, emails, phone calls or other methods to ensure that all families are informed of the activities.

- C.5.6—Information about **individual** child's day-to-day activities shared with families: The program has documentation of at least three types of communication with families on their **individual** child's activities, development and progress. Documentation can include day to day communication forms, photos and videos, email messages, text messages, logs of face-to-face conversations and other methods. The communication is specific to the child.

C.5 Family involvement

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

Two Indicators in C.5 must be verified to earn one point and at least three Indicators in C.5 must be verified to earn two points. Place a checkmark in the boxes that correspond to the Indicators that were verified.

☐ **C.5.1 Families given philosophy, orientation and resources**

Is there a written policy that outlines all of the following?

☐ *Where is the policy located:* _____

Program philosophy Page: _____

☐ How materials/resources are given to families Page: _____

☐ How new families are oriented Page: _____

☐ Families are encouraged to observe the program Page: _____

Notes on philosophy, orientation and resources: _____

_____

_____

☐ **C.5.2 Families provide input on program policies and procedures**

Is there a written policy that explains families' opportunities for input?

☐ Yes ☐ No

Where is the policy located: _____

Are families allowed to participate in advisory committees, boards or the like? (Families surveys alone are not sufficient for this indicator.)

☐ Yes ☐ No

If family surveys are used, which policy or programming practices were impacted?

_____

_____

_____

What is being done with the information in the surveys? _____

_____

_____

Are survey results shared with parents in some way (newsletter, meeting, etc.)?

☐ Yes ☐ No

Notes on family input: _____

_____

_____

_____

☐ **C.5.3 Annual family conferences**

Does the program have a written policy that says family conferences are held at least annually and more frequently if needed?

☐ Yes ☐ No

Where is the policy located: _____

Did the program provide documentation that the family conferences occur or that the program has made a best effort to get families to attend these conferences?

☐ Yes ☐ No

Notes/documentation provided on family conferences: _____

_____

☐ **C.5.4 Frequent, on-going, regular communication between staff and families**

Does the program have a record of regular communication between staff and families such as a message board, notes in children's files, emails, etc.?

☐ Yes. Verified through the following THREE types (emails, newsletter, etc.):

_____

☐ No

Notes on communication: _____

_____

☐ **C.5.5 Family outreach, education and social opportunities two times per year**

Are families given notice of outreach activities?

☐ Yes. Verified through (emails, newsletter, etc.): _____

☐ No

Notes on family outreach: _____

_____

☐ **C.5.6 Information about individual child's day-to-day activities shared with families**

Are families kept abreast of their children's day to day activities?

☐ Yes. Verified through the following **three** examples (emails, face to face communication notes, etc.): _____

☐ No

Notes on information sharing: _____

_____

Comments/areas for future work on overall family involvement:

Total points earned for Indicator C.5.1-6 _____/2

D. Health and Well-being

Health and Well-being: REQUIRED Points

QUALITY INDICATOR
D.1.1 Health and Well-being

POINTS AVAILABLE: 1

D.1.1 Child and Adult Care Food Program (CACFP) participation/ nutritious meals and snacks

REQUIRED for 3, 4 and 5 Stars

For 1 point

To earn this point, Programs must meet BOTH requirements 1 and 2 below:

1. The program **EITHER** participates in the Child and Adult Care Food Program (CACFP) (confirmed by DPI) including mandatory participation in CACFP-related training opportunities **OR** provides well-balanced meals and snacks daily which can be demonstrated through **the latest three months** of menus. Further proof may be required in some instances. If a program has their CACFP participation revoked or suspended, they will lose this point for the rest of the YoungStar rating year. They will be eligible to earn the point again upon their next YoungStar Contract Renewal and rating.

AND

2. The program must have policies and procedures on-site to address children's allergies and accommodate dietary restrictions. This requirement applies even if there are no children in care with allergies or dietary restrictions. The policy can mirror the language that is required for licensing in Wisconsin Administrative Code 251.07(5)(a)(9 and 9m).

NOTE: If the children bring their own meals and snacks, the Consultant/Rating Observer will verify that the Program has a written policy to ensure that the meals and snacks brought into the program meet CACFP guidelines and supplements when they do not meet the guidelines.

D.1.1 CACFP/nutritious meals and snacks

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

Program participates in CACFP or can provide **three months** of menus: ☐ Yes ☐ No

Consultant/Rating Observer verified the following:

☐ *Information on child allergies and dietary restrictions are in policies and procedures and a copy is available on-site*

Where is the policy located: _____

Comments/areas for future work on nutritious meals/snacks:

Health and Well-being: OPTIONAL Points

QUALITY INDICATOR

D.1.2-4 Health and Well-being

POINTS AVAILABLE: 4

D.1.2 60 minutes of physical activity

For 1 point

- **Infants and one year olds:** Program provides physical activity for infants and one year olds – infants having the opportunity to move around in their environment with no more than 15 minutes at a time of placement in restrictive equipment such as swings, bouncy seats, or pack-n-plays/port-a-cribs. Children may be in strollers on walks, in high chairs to eat, and in pack-n-plays or port-a-cribs to sleep for longer periods of time and these practices should not be counted against the program for this indicator. Ideally, children should be in restrictive equipment as little as possible and should never be placed in these devices to sleep (except for pack-n-plays or port-a-cribs). At this time there is no limit for cumulative time children are allowed in these devices for this indicator. However, this time is limited if a program is going through a Formal Rating with Observation using the Environment Rating Scales.
    - The program will provide infants and one year olds with outdoor play **at least two times per day** with opportunities for infants to explore and one year olds to have active (free) play.
    - If inclement weather prohibits outside time, equivalent time indoors for physical activity will be available. Definition of inclement weather follows licensing standards from Wisconsin Administrative Code 251.03(14).
    - One year olds will be provided with physical activities at the moderate level of intensity during the day for **at least 30 minutes (teacher-led) in 5 – 10 minute increments.**

AND

- **Toddlers and Preschoolers:** Program provides at least sixty minutes of physical activity for children 2 years old and older. Basic daily routine exists that is familiar to the children and the routine provides balance of teacher-led and unstructured play.
    - The program will provide children with outdoor play **at least two times per day with a minimum of 15 minutes** of teacher-led activity each time. The activity time will be in 15 minute increments. If inclement weather prohibits outside time, equivalent time indoors for physical activity will be available.
    - Children will be provided with physical activities at the moderate to vigorous level of intensity during transitions from one activity to another in a least half of the daily transitions taking place (e.g., hopping to the next space, follow the leader to another space in the classroom).

AND

- **School-Age children:** School-age children should have **60 minutes of staff-led physical activity per day.** Physical activity at this age group could mean individual, as well as small and large group challenges to ensure personal improvement and cooperation. This could include dancing, "stations", and team activities that incorporate music and movement. This is pro-rated for programs that serve school-age children less than 8 hours per day. For example, a program operating 2 hours for school-age children would need to have 15 minutes of staff-led physical activity.

AND

- **Music and movement:** The program's daily routine must include teacher-led music and movement for at least **10 minutes each day** for each age group except school-age children separate from outside time. These 10 minutes are counted toward the 60 minutes of physical activity total.

NOTE: The 60 minutes is pro-rated for programs that operate less than 8 hours per day. **For example, a program operating 2 hours per day would need to have 15 minutes of physical activity in total.**

Physical Activity Definitions

Unstructured Play: This is free play which may be outdoors or indoors. Examples of these types of activity include: riding tricycles, a game of tag, climbing. An indoor play area is an area where children are free to run around and do ALL types of movement. Unstructured activity help's children develop imagination, body awareness, and creativity. This type of activity should be child-initiated, where the child directs his/her own activity and play. This type of activity typically is sporadic with a lot of stop and start activity.

Teacher-led: This means physical activities that are led by teachers and are structured. Structured activity involves setting aside a specific time to be active and planning activities to do during that time period. Teacher should plan for these activities but children should not be forced to join in. It is recommended that programs try to schedule several 10-15 minute structured physical activities each day to help teach children how to move. Programs will get credit for teacher-directed activities that are offered even if not all children actively participate.

VERIFICATION

To earn the point for this Indicator, all classrooms must follow the guidelines outlined above, but to use verification time wisely, a Consultant/Rating Observer should verify this practice in one classroom of each age group served: infant, toddler, preschool and/or school age. Lesson plans, observation and/or daily schedules can be used to verify this indicator.

D.1.2 60 minutes of physical activity

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

Infants

☐ Not Applicable because this age group is not served

Classroom verified: _____

Physical activity is provided for infants and one-year-olds which includes all of the following: Infants are not placed in restrictive equipment for more than 15 minutes at a time; infants are given the opportunity to play outside (weather permitting) ***at least twice per day*** *with opportunities for free play outside; AND one year olds are provided with* ***30 minutes of teacher-led moderate physical activity in 5-10 minute***

☐ Yes Verified through **one or more** of the following:
- ☐ Lesson Plans
- ☐ Observation
- ☐ Daily Schedule

☐ No

☐ Not Applicable because this age group is not served

At least 10 minutes *of music and movement is provided each day.*

☐ Yes Verified through **one or more** of the following:
- ☐ Lesson Plans
- ☐ Observation
- ☐ Daily Schedule

☐ No

Comments: _____

_____

Two-Year-Olds and Older

☐ Not Applicable because this age group is not served

Classroom verified: _____

At least sixty minutes of physical activity is provided for children 2 and older which includes all of the following: outdoor play (weather permitting) ***two times per day*** *with* ***at least 15 minutes*** *of Teacher-Led activities each of the two times.*

☐ Yes Verified through **one or more** of the following:

- ☐ Lesson Plans
- ☐ Observation
- ☐ Daily Schedule

☐ No

☐ Not Applicable because this age group is not served

At least 10 minutes *of music and movement is provided each day.*

☐ Yes Verified through **one or more** of the following:

- ☐ Lesson Plans
- ☐ Observation
- ☐ Daily Schedule

☐ No

Children are provided with physical activities at the moderate to vigorous level of intensity during transitions from one activity to another in ***at least half*** *of the daily transitions taking place.*

☐ Yes Verified through **one or more** of the following:

- ☐ Lesson Plans
- ☐ Observation
- ☐ Daily Schedule

☐ No

Comments: _____

_____

_____

School-Age Children

At least sixty minutes *of staff-led physical activity is provided.*

Classroom verified: _____

☐ Yes Verified through **one or more** of the following:

- ☐ Lesson Plans
- ☐ Observation
- ☐ Daily Schedule

☐ No

☐ Not Applicable because this age group is not served

Comments: _____

_____

Comments/areas for future work in physical activity:

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

For 1 point

50% of staff has one of the following **Registry-verified** trainings/equivalencies:[12]

- 3 credits of inclusion training;
- 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

100% of staff has one of the following **Registry-verified** trainings/equivalencies:[13]

- 3 credits of inclusion training;
- 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.

NOTE:

- Verification for each of the trainings/equivalencies accepted for this indicator will be completed by The Registry.
- Wisconsin Pyramid Model Training—delivered in multiple formats by Approved Trainers including: two or more full-day workshop training sessions, or an 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 for definition). Consultants and Rating Observers do not need to verify that the training meets these guidelines; The Registry does this.

[12] For one point, 50% is calculated by taking the number of classrooms plus the Director's role as the denominator. For example, if there are three classrooms, to earn this point a program would have to have two staff members with the training (3 classrooms + 1 Director = 4, and half of 4 is 2). In this case, either two Lead Teachers with the training or one Lead Teachers and the Director with the training would earn one point.

[13] For two points, all Lead Teachers and the Director must have the training/equivalencies.

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/Child Protective Services Abuse and Neglect Prevention Training

For 1 point

- At least 50%[14] of the Lead Teachers/Director are trained in protective factors training around working with family through the Strengthening Families Initiative or have attained the Family Services Credential,[15] Touchpoints Training, or Registry-approved equivalent that demonstrates knowledge of protective factors.

OR

- 100%[16] of Lead Teachers/Director have completed Department-approved child abuse and neglect mandated reporter training or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect. See **Appendix B** for a list of the course titles that are accepted for the Department-approved child abuse and neglect mandated reporter training or Darkness to Light portion of this point. Other trainings may be submitted to the Department for evaluation to see if they meet the intent of the indicator.

NOTE: Automated linkage with The Registry will verify Lead Teacher/Director have completed full Strengthening Families Protective Factors Training and/or Department-approved child abuse and neglect mandated reporter training.

D.1.4 Strengthening Families/Child Protective Services Abuse and Neglect Prevention 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

[14] 50% is calculated by taking the number of classrooms plus the Director's role as the denominator. For example, if there are three classrooms, to earn this point a program would have to have two staff members with the training (3 classrooms + 1 Director = 4, and half of 4 is 2). In this case, either two Lead Teachers with the training or one Lead Teachers and the Director with the training would earn one point.

[15] See **Appendix A** for a definition of the Family Services Credential.

[16] For two points, all Lead Teachers and the Director must have the training/equivalencies.

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 6 related credits for 50% of all classrooms Director with Administrator Credential	Lead Teachers with infant/toddler or inclusion credentials or 18 related credits for 50% of classrooms AND all other Lead Teachers with 6 related credits Director with related Associate's (AA) Degree or unrelated Bachelor's Degree	Lead Teachers with AA Degrees for 100% of Classrooms Director with Administrator Credential and either related AA Degree or unrelated Bachelor's Degree
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.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies Indicator C.2.3: Model Work Standards use
Child Health and Well-being		Indicator D.1.1: CACFP and/or nutritious meals	Indicator D.1.1: CACFP and/or nutritious meals	Indicator D.1.1: CACFP and/or nutritious meals
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 Services 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.k12.wi.us.

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).

Below is a list of courses that are accepted for the point for Indicator D.1.4.

- Wisconsin Mandated Reporter Online Training (DCF-approved)
- Darkness to Light–administered by a PDAS-approved trainer
- 10-307-167 ECE: Health, Safety, and Nutrition
- Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development

Notes

Wisconsin Mandated Reporter Online Training

At this time, 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 January 1, 2014 or after will not meet the requirement for Indicator D.1.4. If an individual has already taken SCAN-MRT prior to January 1, 2014, that training would meet the intent of this indicator. However, if the individual took a SCAN-MRT training after January 1, 2014, it would not meet the intent of this indicator. The Department is moving away from the SCAN-MRT training and toward the new Wisconsin Mandated Reporter Online Training that has been developed in partnership with the University of Wisconsin to give the most up-to-date information about this topic.

Appendix C

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 Organizational 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. 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 D

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 Individual Child Outcomes Tracked

Planning and Curriculum Goals: 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 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 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 must be challenging and achievable and
- teaching must be intentional to be effective.

A Note on Child Goals

By writing individual children's goals, a program can capture data for tracking and evaluating the achievement of goals 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.
Use of outcomes allows a program to select a specific outcome that they hope to achieve and to determine to what extent they have achieved it.

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

The following are **examples** of child outcomes. Programs may develop other outcomes that capture the unique aims of the program. The outcomes used should reflect the program's philosophy and goals.
Early Childhood -Children:

- Demonstrate that children and their families communicate.
- Demonstrate positive social-emotional skills (including social relationships).
- Acquire and gain knowledge and skills as indicated in the five domains of WMELS.

School-Age Children:

- Demonstrate age-appropriate social skills.
- Demonstrate problem-solving skills.
- Demonstrate knowledge about healthy lifestyles.
- Acquire and gain knowledge and skills

Score Sheet for Rating Group Programs

Anniversary Date of the Program: _____

Name of Program: _____

Provider and Location Numbers: _____

Name of Director: _____

Name of Technical Consultant or Rating Observer: _____

Quality Indicator	Points Available	Points Earned	Verification		
			Conslt. Initials	Director Initials	Date Verif.
A. Education and Training of Lead Teachers and Director ***NOTE:*** *Consultants do not verify quality indicators on this score sheet. Points in this category are automatically awarded using Registry data. 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 Outside verification of/additional work on Quality Improvement Plan	1				
B.2.1 WMELS/ School-Age Curricular Framework training	2		Registry Verified		
B.2.2 Curriculum aligned with WMELS/ School-Age Curricular Framework	1				
B.3.1 Individual child portfolios	1				
B.3.2 Intentional planning to improve child outcomes	1				
B.3.3 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 Model Work Standards used *(required for 5 Stars)*	1				
C.3.1 Annual staff evaluation plan	1 point				

C.3.2 Access to professional development funding	if two or more practices are evident				
C.3.3 Access to professional resources					
C.3.4 Membership in a professional association					
C.3.5 75% or higher retention rate					
C.4.1 Access to health insurance with 25% contribution	1 point if two or more practices are evident				
C.4.2 Access to pension/retirement with contribution					
C.4.3 Paid time off for Lead Teachers					
C.4.4 All-staff meetings and planning time					
C.5.1 Families given philosophy, orientation and resources	1 point if two practices are evident; 2 points if three or more practices are evident				
C.5.2 Families provide input on program policies and procedures					
C.5.3 Annual family conferences					
C.5.4 Frequent, on-going, regular communication between staff and families					
C.5.5 Family outreach, education and social opportunities two times per year					
C.5.6 Information about children's day-to-day activities shared with families					
Subtotal for section C	**7**				
D. Health and Well-being					
D.1.1 CACFP/nutritious meals and snacks *(required for 3, 4 and 5 Stars)*	1				
D.1.2 60 minutes of physical activity	1				
D.1.3 Pyramid Model/Inclusion training	2		**Registry Verified**		
D.1.4 Strengthening Families/ Mandated Reporter Training	1 point if one of the two practices are evident		**Registry Verified**		
Subtotal for section	**5**				
TOTALS	**40**				

My Technical Consultant/Rating Observer reviewed and explained all areas of my YoungStar rating with me.

Director Signature: _____ Date: _____

Consultant/Rating Observer Signature: _____ Date: _____