**Facility Name** Click or tap here to enter text. **Ages in Care** Click or tap here to enter text. **to** Click or tap here to enter text.

**Date Completed** Click or tap to enter a date.

**Name of Person Completing Self-Assessment** Click or tap here to enter text. **Position** Click or tap here to enter text.

YoungStar promotes a system of continuous quality improvement (CQI) that can guide early learning and school-age programs toward achieving and maintaining high quality practices for children and families. CQI is an ongoing process that includes reviewing sources of evidence about how the program is currently functioning, planning goals, and implementing strategies that move the program toward best practices. Well-developed plans supported with regular follow up are essential when advancing CQI across all areas of the program.

The goal of this self-assessment is to help child care providers become aware of important indicators of quality. This self-assessment tool is not a

test or pass/fail exam, but instead is a tool that supports an intentional review of program policies and delivery of services. The focus is on

improvement. A provider should develop a vision of high-quality child care by using this self-assessment to identify areas for improvements that will benefit leadership, other staff, and the overall program. This part of the self-assessment will serve as a working tool for setting goals to improve current practices. It is important to engage any additional teaching staff in developing an action plan for change.

**How To Use This Tool**

When completing the YoungStar Self-Assessment it is important to honestly assess the work of the program. This YoungStar Self-Assessment can be used in a variety of ways to meet your program’s needs, such as:

* Complete one section of the self-assessment at a time,
* Complete the entire self-assessment,
* Work with a mentor to complete the self-assessment. It is important that the work of self-assessment not fall on one person.
* The self-assessment tool can be used by the provider.

This self-assessment is intended to supplement, not replace, licensing standards. Items in the self-assessment represent high quality standards that are above and beyond what are included in the licensing standards. Use this opportunity to reflect on the assessment results and think about:

1) What impressed you about your current practices?

2) What surprised you about your current practices?

3) Were there any safety/supervision issues that may put children at risk?

4) What general areas will you begin improving today? How about the near future?

**How To Self-Assess**

Read each item carefully.

**Step 1**: Decide if the stated indicator is:

* “Yes”= showing sufficient evidence to support the item description or consistently met
* “No” = showing no or little evidence to support the item description partially met or not consistently met.
* “P” = progress is being made - showing some evidence to support the item description partially
* “NA” indicates that it does not apply to the program at this time.

**Step 2**: Document evidence and make comments regarding strengths that are present or barriers/challenges that are present. Items should be addressed and prioritized for the Quality Improvement Plan.

At the bottom of each section on the Self-Assessment tool is a table for the program to identify areas for improvement and brainstorm ideas, feelings and practices that need to be prioritized.The purpose of this tool is to help you get started on looking at your current practices, sorting through your feelings, and from there identify areas you want to focus on developing to make improvements in your program. A key element to the process is having brainstorming conversations with others.

**QUALITY IMPROVEMENT PLAN (QIP)**:

Follow up to the QIP is critical to the success of any plan. QIPs offer an opportunity to think about how you can improve your program in each quality component section. These action steps from the self-assessment are then transferred to the Quality Improvement Plan document available on the YoungStar website or through a YoungStar Consultant*.* The QIP should include SMART goals (Specific, Measurable, Achievable, Realistic, Timely).

Describe the resource & supports needed to achieve the goal. As appropriate, include needs related to:

* Professional Development/Technical Assistance
* Learning Program, Management, or Business Practices
* Materials, Equipment, or Facility Improvements

Establish a process for ongoing and a concluding annual review of the plan. The review should address how quality was improved (including goals achieve and those still in process), what resources and supports were used to assist in improving quality, and what challenges were faced in working toward continuous quality improvement goals. The results of the annual review should be used to guide the revision of existing goals and the planning of additional goals to be included in the new QIP. Other considerations for the QIP may include “above and beyond” goals created to enhance and strengthen existing competencies within the program such as program administration, curriculum, and relationships with families, etc. These “above and beyond” goals may emerge from current research or the provider/director’s personal goals for the program.

***Plan for improvements now and in the future – YoungStar…Start Early. Start Smart. Start Here.***

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| Program Philosophy and Goals Yes/No/P/NA Evidence and Comments: | | |
| 1. A written program philosophy and program goals exist for the following topics:  * Supporting and strengthening families * Facilitating the optimal development of each child * Providing an environment of safety, support, and care, * Providing healthy nutrition practices, physical activity and screen time limits for children, * Providing opportunities for children to learn through socialization, exploration, choice, and creative play * If school-aged children are enrolled, complementing or balancing the child’s school program rather than extending it for additional hours | Choose an item. | Click or tap here to enter text. |
| 1. Written program philosophy and goals are shared with:  * Parents * Staff * Children * Committees and boards (if applicable) * Appropriate community agencies (e.g., schools, United Way, government) | Choose an item. | Click or tap here to enter text. |

**Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Completion Target Date**

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| Staff Qualifications/  Leadership Staff Qualifications Yes/No/P/NA Evidence and Comments | | |
| 1. The provider has education qualifications that meet the requirements for the desired star level. | Choose an item. | Click or tap here to enter text. |
| 1. The employed staff have education qualifications that meet the requirements for the desired star level. (NA) | Choose an item. | Click or tap here to enter text. |
| 1. Accurate and current records are on The Registry Organizational/Program Profile for all staff listed. | Choose an item. | Click or tap here to enter text. |
| 1. Employed and volunteer staff reflect the attitudes, image, and values consistent with the program goals and philosophy. | Choose an item. | Click or tap here to enter text. |
| 1. Regular training opportunities are provided for provider, employed staff and volunteers to improve skills in working with children and families. | Choose an item. | Click or tap here to enter text. |
| 1. Professional development opportunities are identified for staff and volunteers and a plan for how the training will be completed and implemented. Examples include:  * Wisconsin Early Learning Standards * School-Age Curricular Framework * Social Emotional Training * Inclusion Training * Strengthening Families Training * Credit-based training | Choose an item. | Click or tap here to enter text. |

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| Administration Yes/No/P/NA Evidence and Comments | | |
| 1. At least annually, program conducts one or more self-assessments using evidence-based tools and creates a QIP with goals and action items to support improvement. | Choose an item. | Click or tap here to enter text. |
| 1. The program has written policies and procedures for operation, including enrollment, fee collection, attendance, sign-in/sign-out procedures, financial assistance, etc. | Choose an item. | Click or tap here to enter text. |
| 1. Program has written personnel policies including job descriptions, a compensation structure, a staff retention plan, resignation and termination processes, explanation of benefits, and grievance procedures. (NA if program has no employed staff) | Choose an item. | Click or tap here to enter text. |
| 1. Program tracks actual income and expenses to budget on a six-month basis. | Choose an item. | Click or tap here to enter text. |
| 1. The program can produce a report of actual income and expenses divided into line-items for previous fiscal years. Report is available and is used to inform the current year’s annual budget. | Choose an item. | Click or tap here to enter text. |
| 1. Fiscal records are reviewed annually, and provider adjusts future annual budgets as necessary. | Choose an item. | Click or tap here to enter text. |
| 1. Fiscal records are kept with evidence of long-range budgeting and sound financial planning. | Choose an item. | Click or tap here to enter text. |
| 1. Program has written policies to reduce risk/program. | Choose an item. | Click or tap here to enter text. |
| 1. Provider and employed staff communicate frequently. (NA) | Choose an item. | Click or tap here to enter text. |
| 1. The provider (or employed staff) is familiar with and makes appropriate use of community resources. | Choose an item. | Click or tap here to enter text. |

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| Learning Environment and Curriculum Yes/No/P/NA Evidence and Comments | | |
| 1. Wisconsin Model Early Learning Standards are used as a resource by staff to support planning and documentation of children’s learning. Lesson plans reflect a balance of activities that support developmentally appropriate learning through play. | Choose an item. | Click or tap here to enter text. |
| 1. School Age Curricular Framework is used as a resource by staff to support planning a balance of activities that support developmentally appropriate learning opportunities for school-age children. | Choose an item. | Click or tap here to enter text. |
| 1. Curriculum is planned to reflect the program’s mission, philosophy and goals. | Choose an item. | Click or tap here to enter text. |
| 1. Staff plan appropriate curriculum goals based on child development and the assessment of individual needs and interests of the child. | Choose an item. | Click or tap here to enter text. |
| 1. Daily schedule is planned to provide a balance of activities; indoor and outdoor, quiet and active, large muscle and small muscle, child initiated and adult initiated, and small group and individual. | Choose an item. | Click or tap here to enter text. |
| 1. Developmentally appropriate materials and equipment are culturally responsive to children. | Choose an item. | Click or tap here to enter text. |
| 1. Staff continually provide learning opportunities for children in response to children’s skills, needs and interests. | Choose an item. | Click or tap here to enter text. |
| 1. Children are often permitted to move about freely, exploring and initiating activities. | Choose an item. | Click or tap here to enter text. |
| 1. Provider provides a variety of developmentally appropriate activities and materials. | Choose an item. | Click or tap here to enter text. |
| 1. Provider conducts smooth and varied/flexible transitions between activities. | Choose an item. | Click or tap here to enter text. |
| 1. Provider is flexible enough to change planned or routine activities according to needs of the children. | Choose an item. | Click or tap here to enter text. |
| 1. Provider uses routine tasks, such as diapering and toileting, eating, dressing, and sleeping, as a means of furthering the children’s learning. | Choose an item. | Click or tap here to enter text. |
| 1. Provider models cooperation, solving problems through discussion, and other positive behaviors; they also praise and encourage these behaviors in children through descriptive feedback. | Choose an item. | Click or tap here to enter text. |
| 1. The provider’s rules regarding children’s social behavior are age and developmentally appropriate . | Choose an item. | Click or tap here to enter text. |

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| Family Engagement Yes/No/P/NA Evidence and Comments | | |
| 1. Respectful two-way exchange of information with families is implemented. | Choose an item. | Click or tap here to enter text. |
| 1. Multiple ways to communicate with families are offered. | Choose an item. | Click or tap here to enter text. |
| 1. Time is made to engage families meaningfully in conversation. | Choose an item. | Click or tap here to enter text. |
| 1. Family input and feedback helps to guide program planning and policies. | Choose an item. | Click or tap here to enter text. |
| 1. Program is adapted to meet the needs of children and families. | Choose an item. | Click or tap here to enter text. |
| 1. Provider and volunteers reflect the diverse backgrounds of families in care. | Choose an item. | Click or tap here to enter text. |
| 1. Families are encouraged to participate in activities. | Choose an item. | Click or tap here to enter text. |
| 1. Opportunities exist for staff and families to learn from one another. | Choose an item. | Click or tap here to enter text. |
| 1. Volunteer opportunities match families’ strengths, interests, and skills. | Choose an item. | Click or tap here to enter text. |
| 1. Families are connected to community resources. | Choose an item. | Click or tap here to enter text. |
| 1. Support and planning around transitions are provided to families. Examples include child moving from classroom to classroom, center to school program, or program to program. | Choose an item. | Click or tap here to enter text. |
| 1. Educational and developmental resources are offered for families to use at home. | Choose an item. | Click or tap here to enter text. |

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| Program Content and Programming  with Children Yes/No/P/NA Evidence and Comments | | |
| 1. Provider and/or employed staff plan and consult together frequently about the program, the children, and the families. Regular staff meetings are held for staff to establish a plan for implementing overall goals, develop a plan for children, and discuss program and working conditions. | Choose an item. | Click or tap here to enter text. |
| 1. The majority of each child’s day is spent in activities utilizing staff-child ratios and group size with a minimum number of transitions or regroupings. | Choose an item. | Click or tap here to enter text. |
| 1. Modifications are made, as needed, in the schedule, environment, or activities to ensure the fullest possible participation by children with special needs. | Choose an item. | Click or tap here to enter text. |
| 1. Many aspects of the curriculum are developed or modified in response to specific questions or interests expressed by children. | Choose an item. | Click or tap here to enter text. |
| 1. The daily schedule is flexible. Children have many opportunities to make choices based on their needs and interests. | Choose an item. | Click or tap here to enter text. |
| 1. Program utilizes valid and reliable observation-based assessments of children’s development and maintains internal data regarding child outcomes. | Choose an item. | Click or tap here to enter text. |
| 1. Results from developmentally appropriate observation-based assessments of children’s development are used for curriculum planning, individual child planning, and referral to community resources. Teachers modify practices based on child assessment data. Accommodations are based on individual strengths/needs. | Choose an item. | Click or tap here to enter text. |
| 1. Observation-based assessment results are shared with families at least twice a year. | Choose an item. | Click or tap here to enter text. |
| 1. Individual descriptions of children’s development are written and compiled in portfolios as a basis for planning appropriate learning activities, as a means of facilitating the optimal development of each child, and as a record for use in communications with families. | Choose an item. | Click or tap here to enter text. |

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| Physical Environment Yes/No/P/NA Evidence and Comments | | |
| 1. Space is arranged so that children can work individually, together in small groups, or in a large group in clearly defined interest areas. | Choose an item. | Click or tap here to enter text. |
| 1. Five clearly defined interest areas are available. | Choose an item. | Click or tap here to enter text. |
| 1. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible and arranged on low, open shelves to promote independent use by children. | Choose an item. | Click or tap here to enter text. |
| 1. Children who cannot move around to access toys independently have toys made accessible to them by the staff. (e.g. non-mobile infants) | Choose an item. | Click or tap here to enter text. |
| 1. Materials are rotated to maintain children’s interest. | Choose an item. | Click or tap here to enter text. |
| 1. Equipment and supplies are of sufficient quality, quantity, and variety appropriate to the ages of the children and the size of the groups. | Choose an item. | Click or tap here to enter text. |

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| Interactions between Staff and Children Yes/No/P/NA Evidence and Comments | | |
| 1. Provider is available, responsive, and actively involved with children. They smile, touch, hold (infants and toddlers), and speak to children at their eye level. | Choose an item. | Click or tap here to enter text. |
| 1. Provider interacts frequently with children in a caring, honest, respectful, and responsible manner. Staff actively seek meaningful conversations with children. | Choose an item. | Click or tap here to enter text. |
| 1. Provider treats children of all races, religions, and cultures with equal respect and consideration. They respond to the individual needs of children, building curricula on children’s interests, talents, and cultures. | Choose an item. | Click or tap here to enter text. |
| 1. Provider encourages developmentally appropriate independence in children and assist and encourage children in learning to do things for themselves rather than doing things for them. (Examples include picking up toys, tying shoes, zipping coats.) | Choose an item. | Click or tap here to enter text. |
| 1. In managing children’s behavior, staff do not use responses that frighten or humiliate children. Staff use positive guidance techniques such as redirection, positive reinforcement and logical or natural consequences. Clear rules are developed and discussed regularly with children. | Choose an item. | Click or tap here to enter text. |
| 1. The sound of the environment is primarily marked by a controlled noise level and pleasant sounds made by positive staff and happy children while they play, talk and socialize. | Choose an item. | Click or tap here to enter text. |
| 1. Provider fosters cooperation and other social behaviors among children. | Choose an item. | Click or tap here to enter text. |
| 1. Provider’s expectations of children’s social behavior are developmentally appropriate. | Choose an item. | Click or tap here to enter text. |
| 1. Children are encouraged to verbalize feelings and ideas. | Choose an item. | Click or tap here to enter text. |
| 1. Provider assists children to be comfortable, relaxed, happy, and involved in play or other activities. | Choose an item. | Click or tap here to enter text. |
| 1. Provider uses a variety of strategies to enhance children’s learning and development. For example, staff present problems, ask questions, and make comments and suggestions to stimulate thinking and extend children’s learning. | Choose an item. | Click or tap here to enter text. |

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| Health and Wellness Yes/No/P/NA Evidence and Comments | | |
| 1. Program supports healthy nutrition and physical activity policies and practices. | Choose an item. | Click or tap here to enter text. |
| 1. Program uses the Nutrition and/or Physical Activity Self-Assessment for Child Care (Go NAPSACC) for determining efforts in quality improvement with children birth to five years. | Choose an item. | Click or tap here to enter text. |
| 1. Program uses the Out of School Nutrition and Physical Activity Initiative (OSNAP) self-assessment for the school age program to determine efforts for quality improvement. | Choose an item. | Click or tap here to enter text. |
| 1. If the program allows meals, snacks or beverages to be brought from home, the program has a policy which states the program will supplement the meals, snacks and beverages if they do not meet the guidelines established by the Child and Adult Care Food Program (CACFP). | Choose an item. | Click or tap here to enter text. |
| 1. The provider and/or employed staff have a Registry-verified training/equivalency for social Emotional/WI Pyramid Model/Inclusion Training. | Choose an item. | Click or tap here to enter text. |
| 1. The provider and/or employed staff have a Registry-verified training/equivalency of Strengthening Families training. | Choose an item. | Click or tap here to enter text. |

**Identified Areas for Improvement / Brainstorming Person Responsible Resources Needed Completion Target Date**

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| Program Evaluation Yes/No/P/NA Evidence and Comments | | |
| 1. The provider (or other appropriate person) evaluates all employed staff at least annually. | Choose an item. | Click or tap here to enter text. |
| 1. Program implements tracking of children’s development for child outcomes over the duration of a child’s enrollment, as derived from child assessments. | Choose an item. | Click or tap here to enter text. |

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| 1. At least annually, parents, staff, and other professionals are involved in evaluating the program’s effectiveness in meeting the needs of children and families. | Choose an item. | Click or tap here to enter text. |

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