COMPANION GUIDANCE DOCUMENT

2019/2020 EVALUATION CRITERIA 4.11.18

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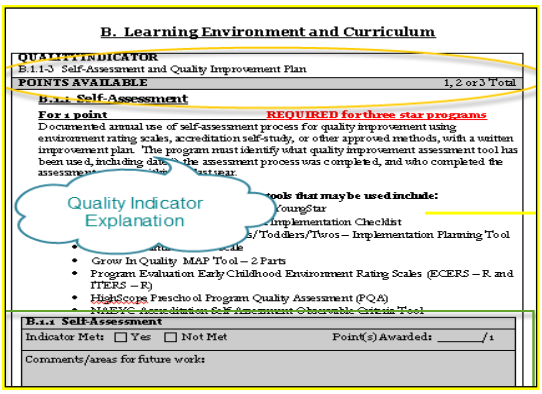
Each Quality Indicator in the Evaluation Criteria is listed by name. An explanation of each Quality Indicator is given, and those that are required for any Star Level are separated from those that are optional. After each Quality Indicator, there is a gray box outlined in green in the example below) for verification and comments to be completed by the Rater.



This Quality Rating and Improvement System is informed by the following nationally-recognized tools:

- Early Childhood Environment Rating Scale-Revised (ECERS-R)[1]
- Infant/Toddler Environment Rating Scale-Revised (ITERS-R)[2]
- Family Child Care Environment Rating Scale – Revised (FCCERS-R)[3]
- School-Age Care Environment Rating Scale (SACERS-Updated) (if school-age children are enrolled)[4]
- Program Administration Scale (PAS)[5]
- Business Administration Scale (BAS)[6]

[1] Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.
[2] Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.
[3] Harms, Thelma, Richard M. Clifford, and Debby Cryer. Family Child Care Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2007.
[4] Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale, Updated Edition. New York: Teachers College Press, 2014.
[5] Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.
[6] Talan, Teri N. and Paula Jorde Bloom. Business Adminsitration Scale for Fmaily Child Care. New York: Teachers College Press, 2009.

NOTE: The PAS and BAS tools are listed merely as a reference and resource for programs to use when determining if they meet an indicator or not. Programs WILL NOT be scored on the PAS or BAS tool directly.

Registry Program Profiles

The Registry Program Profile (also called an Organizational Profile) is a place for programs to store information about education and training. To earn indicators in the education section of YoungStar, programs must complete a Registry Program Profile at www.the-registry.org. The information in the Program Profile is automatically transferred to YoungStar each night and programs are rated based upon this information monthly. The information entered into these Program Profiles is used to partially 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. **If a change is made in a Program Profile, this may affect the program's star rating.**

A suggestion for monitoring The Registry are to set a monthly calendar reminder or add an item to the program hiring/orientation checklist. Information about maintaining your Registry Program Profile is available here: https://dcf.wisconsin.gov/files/youngstar/pdf/keep-program-profile-updated.pdf

GROUP, SCHOOL-AGE, DAY CAMP

The education and training qualifications for the Director, Lead Teachers and other staff listed in the Program Profile will be verified by The Registry using the criteria listed within the evaluation criteria document. For the purposes of the Guidance Document, the Lead Teacher will also refer to the Lead Group Leaders (School-Age) and Lead Counselors (Day Camp).

DEFINITIONS

YoungStar Lead Teacher, Lead Group Leader, or Lead Counselor

YoungStar uses these titles to refer to the individual who:

- Spends the greatest number of hours between 6 AM and 6 PM in a given classroom/group
- Is assigned in The Registry Program Profile as the YoungStar:
  - Lead Teacher (in Group Child Care programs)
  - Lead Group Leader (in School-Age programs)
  - Lead Counselor in (Day Camp programs)
- Has her/his education and training qualifications counted for YoungStar points and star rating.
- Plans, implements, and supervises the daily activities for a group of children, engages in program planning, communicates with families, and builds relations with the community. (In a Group, School-Age, or Day Camp program, the YoungStar Lead performs these duties under the supervision of a Director.)

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

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

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

YoungStar Director/Site Supervisor/Administrator

YoungStar uses the title "Director" to refer to the individual who:

- Is assigned in The Registry Program Profile as the YoungStar:

    - Director of Record or Licensee (In Group child Care programs)
    - Director of Record or Site Supervisor (in School-Age programs)
    - Director of Record (in Day Camp programs)
- Has her/his educational and training qualifications counted for YoungStar points and star rating.
- Is responsible for the overall direction and daily operation of the program through:
    - Developing the program mission, philosophy, goals, and policies
    - Program planning and evaluation
    - Administration of the program (including fiscal management)
    - Organizational development (including the management of human resources)
    - The recruitment, hiring, and guidance of teaching staff and – when necessary – for firing or dismissal of staff.

Staffing of Group Child Care Programs:

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

A. For YoungStar,[7] the person who is designated as the Director shall be on-site weekly for at least 25% of the total number of hours they work per week for the program (up to 40 hours) and shall have the following responsibilities:

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

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

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

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

[7] Licensing requirements regarding the role of the Director are different from YoungStar and can be found here: https://dcf.wisconsin.gov/cclicensing/rules. 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.

Verification of Staffing. Before approving a rating, the Consultant will visit each classroom or group at least once and must see the person who is listed as the Lead Teacher in the Program Profile teaching in that classroom or group. If a Consultant does not see each Lead Teacher in the classroom/group in which they are listed in the Registry Program Profile, a Technical Rating will not be completed and the program will be ineligible for a Formal Rating until the information can be verified. Further proof may be required in the form of time sheets or pay stubs.

Variations—the following variations to rule A will be allowed:[8]

- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the center, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed under Staffing of Group Child Care Programs) must be performed by a person who is on-site at the center for at least 25% of the total number of hours they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.
  In these cases, the program has two options:
  - Option 1: List a person from the administrative office who is responsible for 3 and 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 (Group Center – Track 2)* 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[9] (up to 40 hours) devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 10 hours per week and be at a Registry Level 10 or higher as verified through The Registry Program Profile.
  - To be eligible to earn 4 Stars: The person in the dual-role has 37.5% of the time the program is open (up to 40 hours) devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements per regulation requirements. The dual-role Director must also meet the educational qualifications for a 4 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 15 hours per week and be at a Registry Level 12 or higher as verified through The Registry Program Profile.
  - To be eligible to earn 5 Stars: A full-time dedicated Director must be in place, who meets the educational qualifications for a 5 Star rating.

*** NOTE:** School-age and Day Camp programs licensed for 50 or fewer children may have a Director who also is listed as a Lead Group Leader or Lead Counselor on the Program Profile for the above Star levels.

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

Ratios

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

[8] 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.

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

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

- If the program is open **40 hours per week or fewer**, to be in "regular attendance" means that the child attends the program 50% or more of the hours the program is open for that age group of child. For example, if a program is open 25 hours per week, a child in regular attendance would attend 12.5 hours or more per week.
- If the program is open **more than 40 hours per week**, to be "in regular attendance" means a child attends 20 hours per week or more of the hours the program is open for that age group of child. For example, if the program were open for 45 hours per week, the child in regular attendance would attend 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 many 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 50 minutes of uninterrupted free choice time per day, the part-time program operating 4 hours per day would be asked to provide 23 minutes of time. If the operating hours vary during the week, a Consultant will use the average number of hours per day to award points.

For the purposes of YoungStar, the definition of a full-time employee is someone who works an average of 40 hours per week. For any rating indicator that relates to full-time employees, individuals that work fewer than an average of 40 hours per week are not considered. For programs open more than 6 months per year, programs should only consider full-time employees that are employed for 6 months or more out of the year. For programs open fewer than 6 months, the requirements for full-time staff are pro-rated. For example, if a 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.

A. Education and Training

The information in the evaluation criteria 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. Unqualified individuals also cannot be listed in the Program Profile and earn training indicators for the program. The acceptable entry level training alternatives for school-age and early childhood professionals can be found at: https://dcf.wisconsin.gov/cclicensing/entry-level-training.

NOTE: Any time a "Registry Level 12" 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 Registry Level 12 for YoungStar purposes.

GROUP, SCHOOL-AGE, DAY CAMP

The following applies to these positions for YoungStar:

- Lead Teacher and Director (Track 2)
- Lead Group Leader and Site Supervisor (Track 3), and
- Lead Counselor and Director and Day Camp (Track 4)

The program will receive credit for the highest education level attained by listed Lead staff members. Points are not cumulative.

The following chart will be used to determine the number of classrooms/groups requiring Level 7 or higher and Level 6 or higher to satisfy the 3 Star education requirement for Lead Teachers, Lead Group Leaders, and Lead Counselors. .

Total classrooms or groups	Number requiring Level 7 or higher	Number requiring Level 6 or higher
1 or 2	1	
3 or 4	1	1
5 or 6	2	1
7 or 8	2	2
9 or 10	3	2
11 or 12	3	3

FAMILY CHILD CARE

The provider's education and training qualifications will be verified by The Registry using the criteria listed within the evaluation criteria. In family most child care programs, the role of Lead Teaching Staff and Supervisory/Administrative Staff is filled by the same person. If that is the case, then that person should be listed in both roles (Licensee/Owner and Primary Family Provider) in the Program Profile.

If a family child care program has a person, other then the Licensee or Owner, teaching for the greatest number of hours between the hours of 6 AM and 6 PM, that person should be listed as the Primary Family Provider on the Registry Program Profile. For example, if the program is open 6 AM to 6 PM and Judy works from 6 AM - 8 AM and then again from 3:30 PM – 6 PM, a total of 25 hours per week and Beth works 32.5 hours per week (8:00 AM – 3:30 PM) with the group of children, Beth should be listed as the Primary Family Provider for the program.

B. Learning Environment and Curriculum

GROUP, SCHOOL-AGE, DAY CAMP

B.1.1 Self-Assessment

The self-assessment should be used to inform a written improvement plan. The program should choose a self-assessment tool that matches the ages of the children in care. 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 develop a plan to improve in areas identified. The quality improvement plan is developed in accordance with authentic quality improvement tools.

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,
- activities that engage children,
- promoting acceptance of diversity,
- family engagement,
- provisions for children with disabilities,
- interactions among children and children and staff,
- professional development planning,
- 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 licensing or certification standards.

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

- https://dcf.wisconsin.gov/files/youngstar/pdf/ys-self-assessment/ys-self-assessment-gcc.pdf
- City of Madison Self-Assessment
- Council on Accreditation Self-Assessment
- Creative Curriculum for Preschool Implementation Checklist (available from CCIC)

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

Options for programs with school-age children

- https://dcf.wisconsin.gov/files/youngstar/pdf/ys-self-assessment/ys-self-assessment-schoolage.pdf
- California After School Program Quality Self-Assessment Tool
- City of Madison Self-Assessment
- Council on Accreditation Afterschool Self-Assessment
- National Afterschool Association Standards for Quality School Age Care Self-Assessment (available from CCIC)
- National Institute on Out-of-School Time: Afterschool Program Assessment System (APAS)
- New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool
- Ohio Quality Self Assessment Tool (QSAT)
- School-Age Care Environment Rating Scale (SACERS-Updated)
- Wisconsin After-School Continuous Improvement Process (WASCIP) Self-Assessment Guide – for 21st Century Community Learning Centers
- YMCA School-Age Care Program Guidelines (available for YMCAs only)
- http://store.cypq.org/

FAMILY CHILD CARE

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

- Optional Self-Assessment Tool for YoungStar—Family
- Business Administration Scale for Family Child Care (BAS)
- Family Child Care Environment Rating Scale-Revised (FCCERS – R)
- Grow In Quality MAP Tools – 2 Parts
- National Association for Family Child Care (NAFCC) Accreditation Self Study

Options for programs with school-age children – See above options for programs with school-age children.

FAMILY, GROUP, SCHOOL-AGE, and DAY CAMP

B.1.2 Quality Improvement Plan

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. Programs will find the Quality Improvement Plan on the YoungStar website (version 2017). If the program is accredited, the program may choose to use their quality improvement plan from their accrediting body to meet the requirements.

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 Five Protective Factor Strategies

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: https://dcf.wisconsin.gov/files/youngstar/pdf/samplebqipgeneral.pdf.

FAMILY, GROUP, SCHOOL-AGE, and DAY CAMP

B.1.3 Developmentally Appropriate Environments

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

1. Knowledge must inform decision making
2. Goals must be challenging and achievable
3. Teaching must be intentional to be effective[10]

Positive adult-child interactions and relationships are important tools for working with young children. Establishing a close, nurturing relationship with each individual child is one of the single most important things teachers can do. It is important to create a community of children in which everyone feels like he or she belongs. Teachers should use a wide range of social-emotional skills to enhance development and learning.

- Teachers acknowledge what children do or say in a positive manner.
- Teachers give specific positive feedback to children.
- Teachers model positive attitudes and ways of approaching problems, and behavior toward others.

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

- Teachers determine what children already know, advance children's further learning by making the activity a little more difficult (scaffolding) to promote child's progress and interest, and ask open-ended questions that provoke children's thinking.
- Teachers should be intentional, thoughtful and purposeful when planning learning experiences, setting up the learning environment, and interacting with children and families.

Teachers should also consider what will make sense to a child given his or her home language and family background. A family could express a preference or practice that a teacher may not believe is developmentally appropriate. It is important to take the opportunity to find out more about the family's perspective as it may bring differences to light that will help teachers learn more about the family and their culture or beliefs. The goal is to keep children safe, develop skills, and enhance knowledge about the world around them while also maintaining a connection to both their home and school cultures.

Programs will use the Wisconsin Model Early Learning Standards Domains when designing environments that are developmentally appropriate for children birth to entry into kindergarten. The five domains of development are as follows:

I. Health and Physical
II. Social and Emotional
III. Language Development and Communication
IV. Approaches to Learning
V. Cognition and General Knowledge

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

Programs that have school-age children present will use the School Age Curricular Framework content areas when creating developmentally appropriate environments. The nine content areas are as follows:

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

More information about SACF can be found at:
https://dcf.wisconsin.gov/files/youngstar/pdf/sacfcurriculumalignment.pdf

Early childhood environments are often structured around learning centers or interest areas. A learning center is an area set-up within a classroom or program space that has a specific focus and is set up in a way to encourage children to play in specific ways. **Examples** of learning centers/interest areas that might be offered 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/indoor or outdoor
- Music and movement experiences
- Math experiences
- Small manipulatives and games
- Social studies experiences

Family child care programs may utilize their family living space to provide experiences that can appear like a family home, a small preschool, or a combination of the two. The child care space should be well organized so that children can access what they can reach most of the time. Infants and younger children should have space available to explore freely, to crawl, and to

stand. Older children should have a place to use materials without interference from younger children. There may be more than one domain represented for the experiences/learning areas that are available to children.

The following is a brief list of examples of materials that may be incorporated in a classroom/provider environment**. These are examples only and not an exclusive list. Please note also that a 3 Star program must have a minimum number of each of the materials below, as noted in the Evaluation Criteria**. Program working toward a 4 or 5 Star rating, should also refer to the Environment Rating Scale tools (FCCERS-R, ITERS-R, ECERS-R, or SACERS-U) as those tools are required as part of the Formal Rating.

- **Books** – Must be age appropriate and teachers should consider including books about people of varying races, ages, and abilities; books of animals, familiar objects, familiar routines; books that are of interest to the children.
- **Fine motor** –
  - very young children (0 – 12 months) grasping toys, busy boxes, nested cups, containers to fill and dump, textured toys, cradle gyms.
  - school-age children (61+ months) playing cards, drawing materials, paints, crafts, modeling clay, origami, puzzles with varying levels/complexity.
- **Art materials** –
  - younger children (Required only for 12 months and older) - Simple materials such as crayons, thick color markers, large brush and finger paints, play dough, large chalk. Other materials should be added as children gain skills and ability to use materials appropriately. Materials must be non-toxic and safe. Paper itself is not considered an art material, it must be used with an art medium.
  - school-age children (61 + months) crayons, paints, markers, playdough, charcoal, collage materials (different types and textures – pompoms, yarn, strong, bark, magazines, cardboard types, leaves, ribbon, newspapers, etc).
- **Blocks** -
  - younger children (Required for 12 months and older) – soft blocks, light-weight blocks of various sizes, shapes, colors; large cardboard blocks and accessories such as containers to fill and dump; toy trucks or cars, people and animals for accessories.
  - School-age children (61+ months) – blocks along with accessories (appropriately sized people, animals, vehicle accessories for different themes such as knights, pirates, farming); unit blocks of differing shapes and sizes (triangle, squares, cylinders, arches, etc.), interlocking construction materials.
- **Dramatic play** –
  - Infants (0 – 12 months) – dolls, soft animals, pots and pans, toy telephones, child safe mirror
  - Toddlers and Preschool – dress-up clothes, child-sized house furniture, cooking/eating equipment such as pots and pans, dishes, spoons, play foods, dolls and doll furnishing; soft animals, small play buildings with accessories; toy telephones.
  - School-age (61+ months) - dress-up clothes, costumes, props, puppets, materials for both boys and girls to support roles and situations (work, adventure, fantasy, theatrical productions, materials to create costumes).
- **Math/number development** –
  - Infants and toddlers – rattles of various shapes, cradle gyms with hanging shapes, numbers and shape board books, simple shape puzzles, shape sorters, toy telephones, nested cups, stacking rings.
  - Preschool children - small objects used in counting activities, balance scales, rulers, tape measures, number puzzles, magnetic numbers, number games (dominoes or number lotto) geometric shapes (parquetry/pattern blocks, books on counting or shapes).
  - School-age – items similar to preschool children; and number lines, unit rods and cubes, geo boards, math card and board games, and calculators.

Additional Quality Practices Information:

- Quality practice: Materials are accessible and available for a majority of the day children are present, excluding routine care time (naps, meals, bathroom/diapering, etc). The majority of the day is the total time that children could be present during the day minus routine care times (nap, eating, toileting/diapering). It is the longest amount of time that

any child **could** attend. For AM and PM split programs, the majority of the day would be looking at the AM time or PM time if children cannot go to both. If children can go to both, then it is AM plus PM times.

- Quality Practice: Quiet areas/spaces should be located away from noisy/active areas of the environment. For example, if a quiet book corner is located next to the dramatic play area (noisy/active) one of the areas should be relocated.

- Quality Practice: Programs should make an effort to get to know children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. Programs can share the WMELS Family Tip Sheets found on the Wisconsin Collaborating Partners website at: http://www.collaboratingpartners.com/wmels-family-engagement. A YoungStar Consultant will help programs locate additional resources to share with families focusing on WMELS from the local YoungStar office or the Child Care Information Center (CCIC). The CCIC email address is ccic@wi.gov.
  Additionally, a program can use a parent/guardian completed child intake form upon enrollment and annually thereafter. The form can include questions related to a child's background and/or culture. The background information helps the program provide meaningful, relevant and respectful learning experiences for each child and family. Programs can demonstrate connections between the information received on a parent/guardian completed child intake form with the learning experiences provided for the child. This information may be placed in the child's portfolio (if the program does portfolios) or cataloged in a three-ring binder or some other system folder for review. Programs will often place these forms in the classroom for reference.

Developmentally Appropriate Practices: Home and School Connections webinar is available at: https://dcf.wisconsin.gov/elearning/ys-dap-homeschoolconnections/story.html. Additional developmentally appropriate environment trainings are available throughout the state. A list of available trainings can be found at: https://dcf.wisconsin.gov/youngstar/providers/training.

NOTE: While not included in this item, beginning in 2019 programs should consider including a written program philosophy regarding how the program believes children learn AND how teachers teach, reflecting developmentally appropriate practice. The program philosophy can be made available to families and staff in the parent handbook AND employee handbook. (This also could apply to a family child care provider with employees.)

B.2.2 Curriculum/Programming Aligned with WMELS or SACF
Wisconsin Model Early Learning Standards (WMELS)
The WMELS provide a framework to be used as a guide for determining developmentally appropriate expectations for young children. **The WMELS are NOT a curriculum or an assessment tool. The Wisconsin Model Early Learning Standards Performance Standards should not be used to determine age level learning objectives. Programs should not use the performance standards to set goals for children.** The performance standards are designed "forward" from birth to first grade. Learning expectations are a subcomponent of a performance standard that translates the standard into what a child should know and be able to do at a specific developmental age level. Learning expectations are not included in the WMELS.

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

Overall, when a 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

Lesson plans include developmentally appropriate practices for the age of children in the classroom. Goals/learning objectives for group **or** individual children should be written on either a lesson plan or an attachment to the lesson plan. The WMELS

domains and children's goals/learning objectives should be linked to routines and learning environments that are designed to meet the WMELS 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

Often, interest centers/areas 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" and being intentional to include experiences to support both.

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.

Teachers are responsible for knowing what the desired goals/learning objectives for the children are and how the program's curriculum is intended to achieve the goals/learning objectives. Goals are connected to children's needs, a theme, or an overall program goal. For example: whole group goal is "to identify body parts." This goal would then be connected to appropriate activities/materials; such as, a body part poster next to a mirror in the classroom. Children's learning experiences should be developmentally appropriate and link to goals/learning objectives identified on an assessment tool. **The use of an individual child assessment tool is not required to earn this point.** However when an assessment tool is used, it must inform the planning and implementation of experiences for children's learning.

School-Age Curricular Framework

The SACF is NOT a curriculum or an assessment tool, but a framework that guides what staff teach and how staff teach. A school-age curricular framework is child/youth-centered; developed to meet the unique needs of all children and youth; and requires the staff to be intentional about planning experiences to enhance learning and development. Curricular framework planning is informed by ongoing, appropriate assessment. Programs can 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 matching up programming/activities with children's general needs in development, interests, and scope and sequence. 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 take into account the changing developmental needs of children and youth. Activities should reflect developmental sequences (from simple to difficult/least mature to more mature skills) that are useful

and provide enough items for children to learn as children's developmental needs change. Scope and sequence refers to the goals/learning objectives and the order children generally achieve them. Considerations to address:

- 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 with 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

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

B.3.1-4 Child Outcomes

NOTE: Indicators B.3.1-4 relate to 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: https://dcf.wisconsin.gov/youngstar/providers/training

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

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

The Teaching Cycle involves three processes: documentation linked to assessment, curriculum planning and implementation. Documentation should continuously inform the authentic assessment process. Without documentation, an assessment is not effective in telling teachers and parents about the child's learning. 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 assess individual children are able to develop appropriate activities in lesson plans and create appropriate environments.

They can then refine the planning, goal setting and implementation process where they aim to improve child outcomes. Evaluation Criteria Indicators that include assessment practices are:

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

- **Planning and Curriculum Goals/Learning objectives:** deciding what should be done to promote development and what we want children to learn. This includes planning and identifying the curriculum materials, and teaching strategies that will be used for individual children and groups of children. It also include identifying materials in the environment that are necessary to support the developmental level and goals/learning objectives of every child. Evaluation Criteria Indicator B.2.2 (Curriculum/Programming aligned with WMELS or SACF) reflects the practice of planning and curriculum goals.
- **Implementation:** intentionally providing meaningful, experiential activities that support individual and group goals/learning objectives guided by supportive interactions and relationships. Teachers will consider how the learning opportunities and activities are age appropriate, individually appropriate, and culturally appropriate. Evaluation Criteria Indicator B.3.2 (Program uses Intentional Planning to Improve Child Outcomes) reflects implementation.

Combining all of the above practices determines whether what actually happens in a classroom/group is or is not developmentally appropriate. In this decision-making process, keep in mind the desired outcomes for children's learning and development. NAEYC states that in the core of developmentally appropriate practice, it is important to understand that:

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

A Note on Child Goals/Learning Objectives:
By writing, using and tracking individual children's goals/learning objectives, teachers are better able to set group goals/learning objectives that help all children in the program achieve certain outcomes. These outcomes should be designed to best capture what a program aims to accomplish for children enrolled in the program.

B.3.1 Portfolios
Portfolios show children's efforts, progress and achievements in an organized and structured way. The portfolios should be meaningful so that older children are able to take an active role in evaluating their own work. By discussing portfolios together, teachers and parents are able to make decisions that lead to new activities based on the child's progress and interests. Portfolios should be structured in a way that can clearly show children's progress on learning objectives, accomplishments and participation. For this indicator, documentation through portfolios is the record of the child's process of learning represented by artifacts of children's work or the data on which evaluation of the child's learning is based.

Portfolios are records of the child's process of learning and document the following five practices:

- The study of children's work and how they learn. This should include their drawings, constructions (for example: block buildings), conversations 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 something can also be observed and documented in an assessment tool or participation charts. Children 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 information from other adults.
  - Document work through assessment tools, anecdotal notes, photographs, rubrics, participation charts, or developmental checklists, etc.

- The study of how the child thinks, questions, analyzes, synthesizes, produces, and creates. This could include 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 experimenting. 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 information from other adults.
    - Use tools to document (assessments, anecdotal notes, photographs, rubrics, participation charts or graphs).

- The study of how the child interacts – intellectually, emotionally and socially – with others. Children learn to use strategies such as making comments that are appropriate to the ongoing interactions as learned from teachers and adults who model appropriate responses. Creative learning activities such as block play and open-ended activities will give children opportunities to build positive relationships with others.
    - Documentation of collected information can be done by conducting observations of the child in group settings or with peers.
    - Photographs and anecdotal notes are ways to create additional support documentation of a child's social and emotional development with others.
    - Use of an assessment tool can be used to record the development of social/emotional skills to support the development of goals/learning objectives for children.

- **The goals/learning objectives must be in each child's portfolio or** cataloged in a way that allows them to be reviewed side-by-side with the portfolio.

- **Artifacts/samples of the child's work** such as a piece of art, a photograph or video of a child working on a goal/learning objective. The artifact/sample should have a specific developmental outcome (goal) linked to it and noted in the portfolio. For infants only, artifacts/work samples will often be pictures or anecdotal notes of child development and not actual work samples created by the child. For an older child, an individual artifact or sample of the child's work may be able to demonstrate multiple practices. For example: A three year-old child, in the block area with other children, has created a block structure of 12 or more blocks. The teacher then takes a picture of the block structure for the portfolio and asks the child to describe what they have built. There may be other times when a single artifact may only be able to reflect on one or two of the five practices. It may assist teachers to run through the five domains of learning to identify multiple strands of learning that may be reflected for one piece included in the portfolio.

Portfolios for Children Birth to Five

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. A single anecdotal observation or piece of evidence may represent one or more of the five practices for the same entry. Here is an example of an entry into the portfolio: One of the child's goals/learning objectives for the month was that they would be able to attend to an activity for at least 10 – 15 minutes without adult assistance. (New Portage Guide: Birth to 6. Sensory Organization. Item #52. Date observed: 11/23/14.)

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

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.

The Lead Teacher is responsible for ensuring that the goals/learning objectives for each child correspond to the documentation that is being included in the portfolio. The goals/learning objectives must be in each child's portfolio **or** cataloged in a way which allows them to be reviewed side-by-side with the portfolio.

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: https://dcf.wisconsin.gov/files/youngstar/pdf/enrollmentinventory.pdf.
"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.

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

B.3.2 Teacher uses intentional planning to improve child outcomes.
This includes the use of an individual child assessment tool.

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

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. 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 developmental milestones checklists or a reliable assessment tool to put together the information on a collection form (assessment summary)[11] 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.

NOTE: Any and all the domains of the child's learning and development can be monitored for progress. For example, a Lead Teacher may monitor progress monthly or monitor a few children per week on a rolling basis. Best practice shows that a teacher should document findings on an assessment tool on the schedule recommended by the assessment tool. All children do not need to be assessed exactly at the same time. The information gathered may be put into portfolios but this is not required for this

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

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."

It is important to use what is learned from the assessment process to establish lesson plans and focus on program areas to improve child outcomes. This can be shown by using curriculum and environment to support the developmental level and goals/learning objectives for individual children, small groups of children and the larger group of children as a whole. This information should be indicated on the lesson plans and in the environment. Various learning areas can be identified on the lesson plan which will allow the Lead Teacher to provide structure for exploration with the materials and environment. Developmental goals/learning objectives that describe what the children will do through environment-based learning centers with curriculum that emerges from the children's interests are written in the planning framework or lesson plan. A lesson plan should include written goals/learning objectives for small group, large group, and individual children. By writing down goals/learning objectives on a lesson plan/activity plan or individual child plan, it keeps focus on the purposes for activities and the ways that learning can be supported for children's development. Consultants will need to see a direct connection between assessment summaries and the goals/learning objectives identified on lesson plans for a sampling of children. **If a program does not have lesson plans** they can still earn this component by demonstrating that they are documenting goals/learning objectives for individual children.

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

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 are still working toward. Sample periodic summarization tools, also called "assessment summaries", are documents that a teacher would use to track a child's or a small number of children's progress at meeting certain goals/learning objectives. The goals/learning objectives should be created by reviewing a child's assessment and determining where the child is currently and what the next goal/learning objective is. In some assessments, the summary is made in an area within the assessment tool.

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

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

An Assessment and the Wisconsin Model Early Learning Standards Alignment Review Tool is available at:
https://dcf.wisconsin.gov/files/youngstar/pdf/wmelsassessmentalignment.pdf.
An Assessment and the School Age Curricular Framework Alignment Review Tool is available at:
https://dcf.wisconsin.gov/files/youngstar/pdf/sacfcurriculumalignment.pdf

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

- demonstration that the assessment tool is ongoing (indicating specific dates the assessment tool has been used for a child versus check marks only)
- demonstration of use as a continuum[12] that incorporates a broader scope of development and learning for children
- review/alignment of **all** assessment tools to the WMELS or the School Age Curricular Framework used by the program (based on ages of children in the program).

Examples of research-based assessment tools that may be used for children birth to five years are located at: https://dcf.wisconsin.gov/youngstar/providers/resources in the Learning Environment and Curriculum section.

Examples of tools that may be used for school-age children are located at: https://dcf.wisconsin.gov/youngstar/providers/resources in the School-Age Tools section.

Others not previously reviewed and approved by DCF and the Consultant. The tool will need to be aligned, by the program, to the WMELS Domains and Performance Standards using the Alignment Review Tool (birth through age five) or crosswalked with the SACF. It is the program's responsibility to demonstrate that it is being conducted according to the rules of the authors of the tool. **Assessments that are designed by the program may be used if, in the opinion of the Consultant/Rater, they are appropriate.**

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

School-Age

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

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

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

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

B.3.3 Program Implements Developmental Screening Practices

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

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

Determining whether a child is on a typical developmental trajectory or whether a child needs additional services can be difficult. When development does not proceed along a typical trajectory, identifying the need through developmental screening and intervening early increases the likelihood that development can proceed typically and that children and families experience favorable outcomes. Screening processes provide a way to gather high quality, valid, and reliable information about how a child is developing and provides a foundation for informed action to support healthy development and family functioning.

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

A Readiness Checklist for **Group Centers** can be found at: https://dcf.wisconsin.gov/files/youngstar/pdf/asqgroupchecklist.pdf.

A Readiness Checklist for **Family Child Care** can be found at: https://dcf.wisconsin.gov/files/youngstar/pdf/asqfamilychecklist.pdf.

Additional information on selection of a screening tool can be found here: http://www.collaboratingpartners.com/pd-packages/screening-assessment-practices/ and

COMPREHENSIVE AND ALIGNED SYSTEM FOR EARLY CHILDHOOD SCREENING AND ASSESSMENT: WISCONSIN'S BLUEPRINT. Third Edition 2016 http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf

Examples of screening tools that may be used include:

- Ages and Stages Questionnaire – 3 (2 months – 60 months)
- Parent Evaluation for Developmental Success (PEDS) (birth - 7 years 11 months)
- YoungStar Optional School-Age Enrollment Inventory (for school-age children, if enrolled)

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

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

B.3.4 Individual Child Outcomes Tracked

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

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

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

Programs should use a cycle of:

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

Child outcomes are defined as the benefits experienced as a result of supports provided for a child(ren). By using a systematic tracking system, the program can follow the movement of individual children or of all children in a classroom and be able to indicate whether the intended benefits or changes were experienced by the child(ren) and will help identify if progress has been made toward a specific outcome. It can also be used to inform the teacher about the progress the class is making as a whole and provide a picture of where additional supports are needed.

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

Children demonstrate improved:

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

An example for school age children is:

School-Age children:

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

Examples of outcome tracking forms are located in the Learning Environment and Curriculum section of this webpage: https://dcf.wisconsin.gov/youngstar/providers/resources. These forms can be used to track outcomes of the class or individual children. At the top of the sample form is a program's identified outcome. When choosing **outcomes for children birth to five, programs should link to the WMELS**. Performance Standards are not required to be written on the lesson plan. In the same location, a blank template is available for programs to use to design a classroom tracking form for their own program.

C. BUSINESS AND PROFESSIONAL PRACTICES

FAMILY, GROUP, SCHOOL-AGE, and DAY CAMP

C.2.1 Ongoing Yearly Budget/Review/Record-keeping/Accurate Taxes

Line-item Budget:

a. Projected income and expenses for current year divided into line-items.
This is to be a 12-month budget but does not necessarily need to follow the calendar year—programs may use the state or federal fiscal years or some other time period that is meaningful to the program. The Consultant needs to verify that the program has a budget for the current 12-month period using whatever fiscal year the program has chosen to use. For example, if the program is using a state fiscal year (July to June), and it is October 2015, the Consultant would need to see the budget that runs from July 2015 to June 2016. The requirement is to show a full 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 it may be included 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 program sites 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.

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:

- The program has a report of actual income and expenses divided into line-items for the previous fiscal year and can show the Consultant 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.

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." 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. 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 the current month and every month for the rest of the calendar year (Example: if it is August 2015, the starting month of the budget would be August 2015 and the ending month would be Dec 2015). For a family child care, if a Provider starts new in the last quarter of the year, (October, November or December), the Provider will need to show budgets for the next three months, even if it goes into the next calendar year. 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 within 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 that 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.

Record-Keeping Practices Definitions:

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 will need to be verified. 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. Either the 941 or 944 must be 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. One of the following Federal Income Tax reports must be filed for the previous year and can be verified through the signature page of the return. It must be signed and dated.

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

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

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

FAMILY CHILD CARE ONLY

C.2.1 Ongoing Yearly Budget/Review/Record-keeping/Accurate Taxes Continued

Hours worked in the home:[13] Any of the following would be acceptable documentation of hours worked in the home:

- Sign-in/out record: License hours with adjustments documented for days as needed, such as for vacation or if closed early (these adjustments must be in writing per "written record" definition). License hours alone would **not** be acceptable documentation.

[13] **NOTE:** if the family child care provider does not live in the place where she/he cares for children, then the provider does not need to demonstrate tracking of hours worked in the home.

- A *written* record which documents hours of work which support the business (business hours) but not direct care of children. Documentation must include:
    - the date
    - activity done
    - length of time spent on activity

A **weekly or monthly** schedule of business-supporting activities is acceptable (i.e., Provider always does payment paperwork Monday nights), or has a posted cleaning schedule for business (sanitize all toys on Monday night, deep clean bathroom on Tuesday, wash floors on Wednesday; etc.). An example of hours which could be documented: menu planning, cleaning child care space, writing a newsletter, calling families, organizing art materials. *This is not an exhaustive list.*

GROUP, SCHOOL-AGE, DAY CAMP

C.2.2 Employment Policies

For the selected practices, under this indicator, the following will need to be in place:

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

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

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

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

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

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

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

   A salary scale must also show how an employee earns an increase in wages/benefits. There are a number of ways that organizations choose these increases. Some include:

- A standard annual cost of living adjustment (COLA)
- Earned through years of service
- Earned by acquiring additional training, credits, or degrees
- Earned by a high performance on an annual review

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

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

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

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

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

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

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

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

FAMILY CHILD CARE

C.2.2 Parent Handbook

Parent handbook must be written or typed and include policies around the following:

- **Vacation:** YoungStar does not outline the **content** of the policy, just that vacation is addressed.

- **Holidays:** YoungStar does not outline the **content** of the policy, just that holidays are addressed.
- **Provider time off:** Outlines the protocol for the Provider giving notice to families for time off.
- **Procedures for Provider sick days:** Outlines the protocol Provider will take when using a sick day.
- **Families' procedures for sick days:** Outlines protocol for families to follow if they need to utilize a sick day for their child enrolled in the program; includes Provider's expectations about picking up an ill child.
- **Related family questions:** Outlines the procedures families should follow if they have questions about the program; the handbook may also provide answers for anticipated questions or address situations that have already come up (previous family questions) and now are a regular policy or procedure (for example, what happens if a family is late to pick up or pay tuition; how a Provider approaches toilet training; or who is responsible for payment for damages beyond normal wear and tear on materials or household furniture.)
- **Contracts with families for paid time off:** At this level, YoungStar does not specify **which** days off must be paid, only that the Provider has "5 days of paid time off." **Contracts are separate documents from handbooks,** though handbooks may further explain the paid time off. Contract must be signed and dated by Provider and financially responsible parties. It must be shown that the Provider keeps a copy with parent/guardian signature and that a copy is shared with parents for their records. One way this can be shown is by having a Provider Copy and Parent/Guardian copy in the handbook packet. Providers can also have a written policy stating their procedure for keeping one copy and sharing the other with parents/guardians to meet this requirement.

NOTE: Best practice would be for a Provider to have a legally binding contract for paid time off. However, at this time, this part of the indicator can be met if a Provider has a document signed by the family indicating the Provider will have paid time off during the year. For example, a Provider may have a page which 'pulls out' of their handbook, which families can sign stating that the family understands and has read the policies as the Provider has described them in the handbook.

GROUP, SCHOOL-AGE, DAY CAMP

C.2.3 Strategic Planning

A program's strategic planning must include plans to improve the workplace environment for staff members. Demonstration of the strategic planning process must be site/location specific.

A high quality adult working environment is crucial to sustaining quality improvements over time. The strategic planning for workplace standards are viewed as a practice that promotes goal-setting, and as such can be used as a framework for establishing an action plan. The following tools are examples that could be used to achieve desired results: *Model Work Standards*, *Question-Based Planning, A Great Place to Work, Program Administration Scale* and *Blueprint for Action*.[14]

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

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

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

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

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

[14]*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

- The program has conducted an initial strategic planning process to improve quality in the program and developed a strategic plan. The strategic plan must address improvements in the adult work environment and should last 1 – 2 hours at a minimum. **75% of staff must be in attendance.**
- All staff are involved in identifying needs for improving working conditions and the work environment. The needs identified by staff are included in the strategic planning process.
- All staff are involved in prioritizing the needs for improving working conditions and the work environment.
- All staff are involved in setting at least one goal for improvements in working conditions and the work environment.
- All staff are involved in the creation of action plans for improvements in working conditions and the work environment and are involved in the improvement process. There is a template available for creating this plan. The plan <u>must</u> include:
    - Clearly stated goal(s),
    - Names of persons who will be engaged in helping to achieve the goal (include members of the staff),
    - Specific steps needed to achieve the goal,
    - The timeline for achieving the goal, and
    - A plan to evaluate.

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

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

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

<u>Programs that are in subsequent years of implementing strategic planning for workplace standards</u>

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

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

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

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

FAMILY CHILD CARE

C.2.3 Written Policies to Reduce Risk/Program Financial Planning

This quality indicator is based upon information in the Business Administration Scale.

Reduction in Risk

- **Program must post emergency drill records, drill routes for the past year and local emergency services contact information**. "Posted" means it must be easily visible to a visitor, not posted in a non-child care room or place where a visitor would not have easy access to seeing it. Having these inside a cupboard that is unlocked is acceptable as long as families are informed of the location upon enrollment.

Program Financial Planning

- **Program planning is intentional and in-line with the program budget.** Provider's identified priorities are present **and** financially supported in budget. (Examples: Provider writes in handbook: "We believe sustainable food is important" and Provider then budgets additional money for organic food; Provider has identified improving outdoor play space in her QIP and then budgets money to support that plan; or lesson plans include field trips funded by program and budget has line item budgeted for field trips.)

- **Program has procedures for a review of the budget every six months.** In addition to the annual review (once every 12 months) in indicator C.2.1, "timely" review for this indicator includes a review at the half-way point of the program's fiscal year (i.e. 6 months), which would allow for more accurate financial awareness. Line items needed to support identified priorities must be present. The review process is defined as comparing **actual** income and expenses to **budgeted** projections.

- **Long term fiscal records are maintained.** These records could include receipts for business purchases, credit and debit card monthly statements, bank statements, bank deposit slips, calendar notations (showing hours worked or business trips), child attendance records, mileage records, photographs, records indicating how many hours you used your home for business, and so on. At least three of these, but not all of them, must be available for review.

  The IRS does not describe *how* records must be maintained, just that they are. Best practice: records are organized by year. Can be in long-term storage, but the **Provider must have access to the current year and previous year for the review window**. IRS recommends keeping fiscal records for 7 years (standard) plus 3 years (audit period extension) to equal 10 years total; tax returns (both state and federal) are to be kept forever.

GROUP, SCHOOL-AGE, DAY CAMP

C.3.1-5 PROFESSIONAL DEVELOPMENT

C.3.1 Annual staff evaluation includes professional development (PD) goal-setting.

A staff evaluation that includes professional development goal-setting has been completed in the past year and is on file for every staff person who has been employed for a full year or more. If a program is in their first year of operation, it is understood they will not have annual evaluations done for each employee. In this case, the program must have written evaluations for all employees who have been employed for longer than 90 days; these evaluations must include professional development goal setting. After the first year of operation, annual evaluations must be done.

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

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

C.3.4 Director and/or administrator have active membership in a professional association focused on Early Childhood Education (ECE) or school-age care.
The Director and/or administrator plays an active role in a professional ECE or school-age association. The purpose of this indicator is for Directors or administrators to show their commitment to the field of early care and education 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 promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues of well-being of young children, accessibility to high-quality programs, their families, and educators. Proof of membership can be membership cards, letters and/or invoices with dates of membership. Active membership means that they are current members who attend two meetings per year: either regular meetings of the association or of committees/ groups/teams per year (in person or by phone or web conference). Meeting schedules, agendas, notes/minutes of the meetings will provide proof of active participation. Both must be proven for this point. Conference attendance can count for one of the two meetings required. ECE and school-age associations may include:

- Black Child Development Institute (BCDI)
- National Association for the Education of Young Children (NAEYC)
- Wisconsin Early Childhood Association (WECA)
- Local Area Early Childhood for the Education of Young Children (AEYC)
- National Association for Child Care Professionals (NACCP)
- North American Montessori Teachers Association (NAMTA)
- Wisconsin Child Care Administrator's Association (WCCAA)
- Wisconsin Afterschool Association (WAA) or the National Afterschool Association (NAA)

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

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

C.3.5 75% or higher retention rate of well-educated (Level 12 or higher) Lead Teachers and program administration over most recent three-year period.
Staff retention is calculated by dividing the number of currently employed Lead Teachers and program administrator with AA degrees or higher who have been employed for three consecutive years or longer by the total number of currently employed Lead Teachers and program administrator with AA degrees or higher. For example, if a program has three Lead Teachers with AA degrees and a Director with a Bachelor's degree. The total number of people in our pool (the denominator) is four (three Lead Teachers + one Director). Seventy-five percent of four is three. So, three of the four would have to have been there for three consecutive years or more to earn credit for this part of the indicator.

FAMILY CHILD CARE

C.3.1-5 PROFESSIONAL DEVELOPMENT

C.3.1—Provider has a Professional Development Plan (PDP) created that identifies annual goals.

The PDP must be written or typed and must include Provider's professional development, not just program development. This could include participation in T.E.A.C.H. or access to other funds to support completion of education or training. Goals identified must be able to be accomplished in 12 months (i.e., "Earn Associate's degree" would not likely be an annual goal, unless Provider is almost finished with program. "Earn 6 credits" may be more likely an annual goal.) **NOTE:** Provider's long term goals may be documented on the QIP but then the Provider must also document *annual* goals.

C.3.2—Written copy of policies and procedures (including job descriptions) for employees, substitute teachers and/or volunteers.

Written policies and procedures must include:

- A written job description available for all teaching staff
- A written process for hiring and/or volunteering is available
- Written personnel policies are available
- Written program policies are available to employees/volunteers

C.3.3—Provider and staff (if applicable), program board and advisory committee (if applicable), and families are able to access accurate and timely information on program finances.

Provider can produce the following accurate and timely information about their finances when requested by the following persons/entities:

- **Board and/or Advisory Committee:** Any financial information asked for from the Board/Advisory Committee including but not limited to an accurate and timely budget; tax records; insurance payments and claims for staff and Provider; and receipts for purchases of materials or services for the program.

- **Provider:** Any financial information that the employee's job description necessitates which may include but not be limited to budget; payroll; insurance payments and claims; worker compensation; and staff salaries. (This indicator will require some discretion from the Consultant as the information necessary for this person to do their job will change depending on the person's job description.)

- **Assistant Provider or other staff member:** Information including but not limited to the staff member's own payroll; insurance (if applicable) (staff may want to verify they the employer's portion of the insurance has been paid); worker's compensation (if applicable); and employer contributions toward professional development (if applicable).

- **Families:** Information regarding any financial transactions or agreements between the Provider and the family including but not limited to payment receipts; child care subsidy (Wisconsin Shares) payment receipts (if applicable); and written agreements about payment to Provider for time off for Provider or sick days for children (if applicable).

C.3.4—Provider has active membership in a professional association focused on Early Childhood Education (ECE) or School-Age care. See C.3.4 under Group, School-Age, Day Camp section on page 27. The same applies to family child care Providers.

C.3.5—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 Provider/staff on a variety of topics.

GROUP, SCHOOL-AGE, DAY CAMP

C.4.1-4 STAFF BENEFITS

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 expenses for full-time staff. An invoice or statement supports that the employer contributes toward the full-time Lead Teachers and Director pension/retirement account. A written policy needs to be conveniently available to all Lead Teachers and Director showing that the employer contributes to pension or retirement for all full-time Lead Teachers and Director. If the policy is online and a computer is available for easy access during the working day by staff, it would be considered conveniently available. If the program can show through policies that the benefit is offered but no one took it, they can meet the intent of this indicator.

C.4.3—Paid time off of 18 or more days per year for full-time Lead Teachers and Director, prorated for part-time Lead Teacher staff.

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

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

C.4.4—All-staff meetings and planning time.

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

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

FAMILY CHILD CARE

C.4.1-3 PROVIDER BENEFITS

C.4.1—Provider has health insurance for self and dependent children.

Documentation must be provided that demonstrates *current* access to health insurance and *previous* access demonstrated **from past 12 months**. Providers who are enrolled in BadgerCare or BadgerCare Plus must provide the same documentation. Badger Care sends verification letters when participants are renewed, so current access could be documented participating in BadgerCare longer than 12 months.

Verification beyond an insurance card is needed unless the insurance card has an expiration date on it. Documentation could include proof of payment of either premium or co-payment. This can be achieved by seeing any of the following from both approximately 12 months ago and from the most recent months:

1) A payroll stub or electronic stub with an insurance contribution from 12 months ago AND from the most recent pay period (all other information can be blocked if the Provider wants)
2) An explanation of benefits (EOB) from a doctor/insurance co-pay showing what was paid by insurance (any other information can be blocked off) from 12 months ago AND from the most recent pay period
3) A bill from a doctor showing that the child care Provider paid a co-payment (this would indicate insurance covered the rest) from 12 months ago AND from the most recent pay period
4) A profit and loss statement showing expenditures for health insurance
5) A letter from the insurance company verifying the coverage for the past 12 months and forward.

NOTE: The Provider can mix and match the proof in numbers 1, 2 and 3 to demonstrate this quality indicator. For example, the provider could show a payroll stub from 12 months ago and a bill from a doctor showing a co-payment from last month. Also, supplemental insurance such as Aflac is NOT an acceptable health or life insurance benefit for the YoungStar criteria.

Any medical information on these forms of documentation such as diagnosis codes, etc. may be blacked out.

C.4.2—Provider contracts with families to have a minimum of 10 days off per year, 5 of these being paid.
These days can be a mix of holidays, sick leave, personal days, professional development days, etc. These 10 days are a requirement for the Provider only; 10 days are not required for each staff person. Days may be considered paid if the amount paid per month remains constant, even if the Provider is closed (i.e., holiday, personal day, or professional development day, etc.) – this payment structure must be reflected in the contract for the current contract year (i.e., this must be explained to families). Language needs to be in the contract to indicate the Provider will take 10 days off per year and be paid for 5 of the days off. Contract must be signed by Provider and financially responsible parties. To receive credit for this indicator, a provider can update their policy mid-year and make it effective for all new families. Existing families would be required to complete a new contract at the end of their existing contract year.

C.4.3—Provider has contributed to a retirement plan during the past year.
Contribution must be made in the Provider's name; contributions to a spouse's plan would not earn credit for this indicator but if the plan is in both the Provider and the spouse's name, this would be acceptable. Contribution must be made to a formal retirement plan – a savings account or "rainy day fund" would not suffice. Documentation could include:

- **Statement from retirement plan/financial planning agency** must show date of deposit. The amount can be blacked out.
- **Print out from computer documenting online contribution** must show date of deposit. The amount can be blacked out.
- **Bank statement containing transaction** must show name of retirement plan/ financial planning agency and date of payment. The amount can be blacked out.
- **A profit and loss statement** showing expenditures for retirement plan.

FAMILY, GROUP, SCHOOL-AGE, DAY CAMP

C.5.1-4 FAMILY ENGAGEMENT[15]
Family engagement is an ongoing partnership developed through meaningful interactions between a child's family, providers and community. Four common family engagement features have been identified to be included in YoungStar. These four feature categories (indicators) include communication, utilizing family needs and feedback to inform the program, collaborative activities

[15] Key Features of Family Engagement. 2017. ChildCareAware of America.

with families, and providing community resource referrals and family support. The family engagement categories discussed are used in the charts below to categorize corresponding items and activities.

The following activities are examples of ways in which programs can engage families in meaningful ways. The list is not exhaustive.

C.5.1 Communication

5.1.1 Respectful two-way exchange of information	
a.	Efforts are made to communicate with children and families in their preferred language and program can access linguistic supports as necessary
b.	Written philosophy supporting communication as means of developing provider-family relationships is used
c.	Parent handbooks provided to families
d.	Families invited to share their knowledge of their children
5.1.2 Multiple ways to communicate are offered	
a.	Regular written communication using multiple formats is available to families (e.g. social media, email, newsletters, calendar, etc.)
b.	Families' preferred communication means are used (e.g., face-to-face, email, phone, letter, etc.)
c.	Bulletin boards are maintained and updated with program information and events
5.1.3 Time is made to engage families meaningfully in conversation	
a.	Staff schedules allow time for meaningful communication with families
b.	Initial, intake, or orientation meetings with materials that introduce families to the program are incorporated
c.	Families notified in advance when changes or transitions will occur (e.g. classroom changes, substitutions, other events)

C.5.2 Family Needs and Feedback Inform Program

5.2.1 Family input guides program planning and policies	
a.	Program has a written family feedback procedure that informs how feedback will be collected and used in the program
b.	Family advisory group has active family participation and/or families participate in governance and decision making
c.	Program completes Strengthening Families Self-Assessment Checklist and findings are incorporated into program planning
d.	Families invited to voice their concerns and collaborate with staff to determine a mutually agreeable resolution
e.	Families encouraged to participate in provider and program evaluations and surveys NOTE: If the program uses family surveys and has a process for using the results of the survey to inform their practice and notify families about the changes made as a result of the surveys, the program can earn 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 those changes can be documented and verified, that would meet the intent of this indicator.
5.2.2 Program is adapted to meet the needs of children and families	
a.	Family strengths and needs assessment is completed, and a plan for utilizing information gathered is established
b.	Program conducts child assessments and shares results with families in a manner that invites and considers the parent's perspective

c.	Meetings and events are determined by family schedules and needs
d.	Program collaborates with parents to create and incorporate individual written educational and developmental goals for the child and family
e.	Family choice and decision making is promoted
5.2.3	**Hiring practices of staff and volunteers reflect family's diverse background**
a.	Hiring practices reflect efforts to hire and maintain staff and volunteers with the cultural, linguistic and racial characteristics of the families served

C.5.3 Collaborative Activities with Families

5.3.1	**Families are encouraged to participate in**
a.	Male participation is encouraged and program acknowledges that fathers are equally knowledgeable caretakers
5.3.2	**Opportunities exist for staff and families to learn from one another**
a.	Opportunities exist for family and staff to get to know one another including opportunities for program staff to learn from the family's knowledge of their child (e.g., interests, approaches to learning, the child's developmental needs, and family's concerns and goals for their children.
b.	Regular parent/teacher conferences that encourage sharing between the provider/teacher and the family
c.	Collaboration with families to facilitate child success when the program's professional values and practices differ from the family's values, beliefs, and practices
d.	Activities encourage the development of parent's confidence and competence
e.	Family traditions are shared in classrooms/program and family photos are displayed
f.	Diversity is reflected in images and languages included on posters, signs, and other program materials
g.	Frequent family participation in the program is encouraged regardless of racial, religious, and cultural backgrounds; income level; gender; abilities; or language preference
h.	Program facilitates social networking and collaborative opportunities between families
i.	A formal family engagement model is utilized
5.3.3	**Volunteer opportunities match families' strengths, interests, and skills**
a.	Program encourages parent volunteer opportunities that capitalize on the strengths, interests, and skills of each family (attention given to family capacity and time)
b.	Program facilitates family activities that demonstrate consideration for their needs and interests

C.5.4 Community Resources and Family Support

5.4.1	**Families are connected to community resources**
a.	Community resource list developed and shared
b.	Program identifies and engages community partners
c.	Relationships with public and community-based services developed (e.g. health, school districts, social service agencies, etc.)
d.	Program has a family resource center area and/or staff provides consultations that include parenting and community service information
e.	Families are assisted to navigate resources, linked to family supports, and provided with direct advocacy (e.g. help make initial phone calls for families, attends IEP's)

5.4.2	**Support and planning around transitions is provided**
a.	Support and planning around transitions is provided (e.g. preschool, classroom changes, kindergarten)
b.	Families offered direct support resources such as transportation
5.4.3	**Educational and developmental resources are offered for families to use at home**
a.	Educational workshops and trainings offered to families (e.g. information workshops, career workshops, education meetings, parent training etc.)
b.	Training, education, and support to parents to prepare them to advocate and exercise their rights and responsibilities concerning the education of their children is provided
c.	Program shares child development information across all domains (cognitive, health and physical, social emotional, language and communication and approaches to learning)
d.	Program provides resources for extending learning experiences into the home
e.	Program includes home visitation that incorporates family caregivers and the child

D. HEALTH AND WELLBEING

FAMILY, GROUP, SCHOOL-AGE, and DAY CAMP

D.1.1 Program uses one of the following self-assessment tools for quality improvement in the area of nutrition and/or physical activity:

- Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
  - Go NAP SACC Self-Assessments – Centers[16]
    - Go NAP SACC Child Nutrition Self-Assessment
    - Go NAP SACC Breastfeeding & Infant Feeding Self-Assessment
    - Go NAP SACC Infant & Child Physical Activity Self-Assessment **and** Outdoor Play & Learning Self-Assessment
  - Go NAP SACC Self-Assessments – Family Child Care Programs[17]
    - Go NAP SACC FCCH Breastfeeding & Infant Feeding Self-Assessment
    - Go NAP SACC FCCH Child Nutrition Self-Assessment
    - Go NAP SACC FCCH Infant & Child Physical Activity Self-Assessment **and** Outdoor Play & Learning Self-Assessment
- Out of School Nutrition and Physical Activity Initiative (OSNAP) - School Age Programs[18] http://osnap.org/tools/practice-assessment/introduction/
- Wisconsin Youth Garden Self-Assessment: https://dcf.wisconsin.gov/youngstar/providers/resources

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

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

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

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

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

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

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

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

D.1.3 Social/Emotional/Inclusion Training

To determine the 50%, take every classroom that is in the Registry Program Profile and add the Director's role to that number then divide by two. At least one individual listed in the profile would have to have the training/equivalency for a classroom to be counted toward the 50%.[19] For example, if a program has three classrooms and one director, the pool is four. 50% of that is two. So, to earn one point, the program could have either one individual from a classroom and the Director OR they could have two individuals from two separate classrooms with the training/equivalency.

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

NOTES:

- Wisconsin Pyramid Model Training or Infant-Toddler Pyramid Model Training—delivered in multiple formats by Approved Trainers. The total number of hours for this training is 24. Each of these training pathways meets the requirements of Social Emotional content delivery. When an individual has completed the full Wisconsin Pyramid Model training (or Infant-Toddler Pyramid Model training) and the Approved Trainer verifies this within The Registry, the individual's training requirement can be counted.
- Non-credit training—must meet one or more of the Wisconsin State Personnel Development Grant. The Registry will verify that the training meets these guidelines.
  - **Wisconsin State Personnel Development Grant priorities:**
    - Legal Rules and Regulations in Wisconsin (Example: Individualized Family Service Plan(IFSP)/Individual Education Program (IEP), Least Restrictive Environment, Disability Descriptions and Eligibility Criteria).
    - Collaboration related to Children with Disabilities and their Families (Example: Working across program areas, working within multidisciplinary teams, team decision-making).
    - Evidence-based Practices (Example: Screening, assessment, inclusion strategies, caring for children with special health care needs).

D.1.4 Strengthening Families Protective Factors Training

In determining 50%, take every classroom that is in The Registry Program Profile and add the Director's role to that number then divide by two. At least one individual listed in the profile would have to have the training/equivalency for a classroom to be counted toward the 50%.[20] For example, if a program has three classrooms and one director, the pool is four. 50% of that is two. So, to earn one point, the program could have either one individual from a classroom and the Director OR they could have two individuals from two separate classrooms with the training/equivalency.

[19] Individuals from a classroom means an individual who is listed in The Registry Program Profile as any of the following: Lead Teacher, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher.

[20] "Individuals from a classroom" means an individual who is listed in The Registry Program Profile as any of the following: Lead Teacher, Other Teacher, Assistant Teacher or Assistant School-Age Teacher.