youngstar
Wisconsin's Child Care Quality Rating and Improvement System

Group Evaluation Criteria

Anniversary Date of the Program: _____

Name of Program: _____

Name of Director: _____

Provider Number: _____ Location Number: _____

Name of Technical Consultant: _____

Name of Rater (if applicable): _____

2019/2020

<u>NOTE: Important YoungStar Changes For 2019/2020</u>

1. **The REQUIRED items have been moved to the front of the document, followed by the OPTIONAL items.**
2. **Registry Level 6 has been added to the Educational Qualifications Component.**
3. **A Companion Guidance Document has been created for additional information.**

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YoungStar Evaluation Criteria

Group Child Care Programs[1]

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

The components that will be evaluated are listed below.

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

A. Education and Training of Lead Teachers and Director

The center will receive credit for the highest education level attained in each table. Points are not cumulative.

Registry Level 6 includes completion of one of the following 3-credit courses:

- Child Development Course
- Health Safety and Nutrition Course
- Foundations of Early Childhood Course
- Infant/Toddler Development Course
- Child Psychology Course

OR a 3-credit course from the one of the following credentials:

- Family Child Care Credential,
- Infant/Toddler Credential,
- Preschool Credential, or
- Afterschool and Youth Development Credential

Important Note: The information below does not reflect requirements for licensing. The individual serving in a position must minimally meet licensing requirements for that position.

A.1 Lead Teacher Qualifications

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

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

Lead Teachers with Registry **Level 14** or higher for 50% of classrooms; all other classrooms have a Lead Teachers with Registry **Level 12** or higher	**8**
Lead Teachers with Registry **Level 14** or higher for 100% of the classrooms	**9**

A.2 Center Director Qualifications

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

QUALITY INDICATOR

A.2 Dual-Role Center Director or Centralized Administration Exception

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

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

A.2 Role of the Director

Program has a:

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

Dual-Role

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

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

How was the dual-role status verified?

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

Notes on verification of dual-role:

_____

_____

Centralized Administration

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

Responsibilities

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

In these cases, the program has two options:

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

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

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

_____

Verified through any of the following:

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

Notes: _____

_____

_____

Who supervises the staff at the program?

_____

Verified through any of the following:

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

Notes: _____

_____

_____

Who conducts staff meetings and orientation?

_____

Verified through any of the following:

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

Notes: _____

_____

_____

Who is responsible for continuing education of the staff at the program?

_____

Verified through any of the following:

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

Notes: _____

_____

_____

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

B. Learning Environment and Curriculum

Learning Environment and Curriculum: REQUIRED Points

QUALITY INDICATOR

B.1.1 -2 Self-Assessment and Quality Improvement Plan **Required for 3, 4, and 5 Stars**

POINTS AVAILABLE: 0

Program has documented use of a self-assessment process for quality improvement completed within the last 12 months using Environment Rating Scales, accreditation self-study or other approved methods. The program cannot use the YoungStar Evaluation Criteria or the rating results from the previous year as their self-assessment, but the program can use the results to inform the QIP.

A Quality Improvement Plan (QIP) is developed based upon a self-assessment, using the quality improvement self-assessment process. The QIP must be completed in each rating year.

VERIFICATION

SELF-ASSESSMENT - The Consultant will verify that a self-assessment has been completed **within the past 12 months** and document what self-assessment tool has been used and the date the self-assessment was completed. The self-assessment should be reviewed and contributed to by at least 75% of Lead Teachers and the Director. This can be demonstrated through a coversheet, signed by the Director and 75% of Lead Teachers, saying they had a chance to review and contribute to the document.

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

B.1.1 -2 Self-Assessment and Quality Improvement Plan

Indicator Met: ☐ Yes ☐ Not Met

Self-assessment used: _____

Date of self-assessment: _____

Who completed the self-assessment? _____

Did at least 75% of Lead Teachers and the Director review and contribute to the self-assessment?

☐ Yes ☐ No

Comments/areas for future work on self-assessment:

Date of QIP: _____

Who completed the QIP? _____

What goals have been identified for quality improvement (list three)? NOTE: List does not include the Healthy Nutrition and Physical Activity goals. Those goals should be listed separately.

1. _____
2. _____
3. _____

Comments/areas for future work on QIP:

QUALITY INDICATOR

B.1.3 Developmentally Appropriate Environment, Incorporating Wisconsin Model Early Learning Standards (WMELS) and/or School-Age Curricular Framework (SACF) **Required for 3, 4, and 5 Stars**

POINTS AVAILABLE: 1

For 1 point

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

1. Staff members provide developmentally appropriate activities/experiences that are engaging, comforting, culturally sensitive and compassionate.

All of the following elements must be observed:

- All staff/staff and staff/child interactions must be positive or neutral at best.
- The staff and children appear to enjoy being with each other and demonstrate respect for one another.
- Staff use communication that is developmentally appropriate, and have developmentally appropriate expectations for children's behavior.

At least two of these additional practices must be observed:

- The staff is usually in close physical proximity with the children and often uses communication to expand on children's experiences and activities.
- Staff intentionally create opportunities for peer interaction. All children are encouraged to engage in peer interaction to the extent that is appropriate for each child.
- Staff is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.
- Staff offer at least one staff-initiated receptive language activity each day (e.g. reading a book to children, storytelling, etc.)

2. The environment **includes at least five defined interest centers/areas** that are developmentally appropriate and reflect either the WMELS' five domains or the SACF's nine content areas.

All of the following elements must be observed:

- Environment includes five defined interest centers/areas that cover all five WMELS domains or all nine SACF content areas.
- All materials must be developmentally appropriate and each classroom/group must include:
  - at least one book for each child allowed to attend at any given time,
  - at least six different types of fine motor materials;
  - at least six different types of art materials (for classrooms with all children age 12 months or older);
  - at least two sets of 10 – 20 blocks (for classrooms with children ages 12 months or older);
  - at least five different examples of dramatic play materials; and
  - at least six different types of materials that support math/number development.

- Materials and/or experiences in at least three centers/areas must offer children varied levels of difficulty and/or address different learning styles.
- Materials in the interest centers must be considered easily accessible, meaning that children can reach and use furnishings, equipment, and materials independently.
- The daily schedule must include a minimum of 50 consecutive minutes of uninterrupted indoor free choice to allow for in-depth investigation of the environment and materials. (If outdoor play predominates the schedule, all interest areas must be available and easily accessible to children during the 50 minutes of uninterrupted play time.)

    i. If the program is open for more than 4 hours per day for that age group of children served, fifty consecutive minutes is required. The 50 minutes cannot be during the first or last two hours of operation of the program for programs open more than 8 hours.
    ii. If the program is open for less than 4 hours per day for that age group of children served, a minimum of 30 consecutive minutes of uninterrupted indoor free choice is required.
    iii. If the program has a split schedule then the 50 consecutive minutes can be split. For example: a program has 2 hours of activities in the morning before school and 3 hours of activities in the afternoon. The program can split the minutes by having 25 in the morning and 25 in the afternoon. However, the minutes must be consecutive and uninterrupted.

At least one of these additional practices must be observed:

- All interest centers/areas must be available for children to use for the majority of the day (excluding routine care times). (See Guidance Document or the appropriate Environment Rating Scale tool for more information.)
- Classroom physical space design incorporates at least one quiet area and at least one more active (noisy) area. Quiet areas are not located next to the more active areas.
- Information about WMELS and/or SACF is provided to families and staff (if applicable).

VERIFICATION

For this indicator, all classrooms must follow the items outlined above but to use verification time wisely, a Consultant should verify this practice in one classroom for each age group served: birth – 35 months, 36 – 60 months and/or school-age. If there are fewer than four classrooms in the program, Consultant must verify indicators in every classroom. If not all age groups are represented, the Consultant will verify three selected classrooms/groups. Consultant must verify developmentally appropriate environment through observation. If more information is needed lesson plans, schedules, and/or interviews may be used.

B.1.3 Developmentally Appropriate Environment, Incorporating Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework

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

1. Staff members provide developmentally appropriate activities/practices that are engaging, comforting, culturally sensitive and compassionate.

All of the following elements must be observed:

☐ All interactions by teachers must be positive or neutral at best.
☐ The staff and children appear to enjoy being with each other and demonstrate respect for one another.
☐ Staff use communication that is developmentally appropriate, and have developmentally appropriate expectations for children's behavior.

Notes: _____
_____
_____

At least two of these additional practices must be observed:

- ☐ The staff is usually in close physical proximity with the children and often joins in the children's experiences and activities.
- ☐ Staff creates opportunities for peer interactions as children are able to participate in experiences and activities together.
- ☐ The staff is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.
- ☐ Staff offers at least one staff-initiated receptive language activity each day (e.g. reading a book to children, storytelling, etc.)

Notes: _____
_____
_____

All of the following elements must be observed:

2. The environment includes at least five defined interest centers/areas that are developmentally appropriate and reflect either the WMELS' five domains or the SACF's nine content areas.

WMELS Domains:

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

School Age Curricular Framework Content Areas:

SACF 1. Language, Literacy and Numeracy
SACF 2. Arts and Culture
SACF 3. Global Learning
SACF 4. Health and Wellness
SACF 5. Media and Technology
SACF 6. Science, Technology, Engineering, and Math (STEM)
SACF 7. Social/Emotional/Character Education
SACF 8. Environmental Learning
SACF 9. Service Learning

Identify the defined five interest centers/areas.

A. Interest Center/Area: _____
Domain/Content Area(s) Represented: _____
Are the materials easily accessible for independent use by the children? ☐ Yes ☐ No

If yes, how verified? _____

Are materials and/or experiences offered to children at differing levels of difficulty and/or address different learning styles? ☐ Yes ☐ No

If yes, how verified? _____

B. Interest Center/Area: _____
Domain/Content Area(s) Represented: _____
Are the materials easily accessible for independent use by the children? ☐ Yes ☐ No

If yes, how verified? _____

Are materials and/or experiences offered to children at differing levels of difficulty and/or address different learning styles? ☐ Yes ☐ No

If yes, how verified? _____

C. Interest Center/Area: _____
Domain/Content Area(s) Represented: _____
Are the materials easily accessible for independent use by the children? ☐ Yes ☐ No

If yes, how verified? _____

Are materials and/or experiences offered to children at differing levels of difficulty and/or address different learning styles? ☐ Yes ☐ No

If yes, how verified? _____

D. Interest Center/Area: _____
Domain/Content Area(s) Represented: _____
Are the materials easily accessible for independent use by the children? ☐ Yes ☐ No

If yes, how verified? _____

Are materials and/or experiences offered to children at differing levels of difficulty and/or address different learning styles? ☐ Yes ☐ No

If yes, how verified? _____

E. Interest Center/Area: _____
Domain/Content Area(s) Represented: _____
Are the materials easily accessible for independent use by the children? ☐ Yes ☐ No

If yes, how verified? _____

Are materials and/or experiences offered to children at differing levels of difficulty and/or address different learning styles? ☐ Yes ☐ No

If yes, how verified? _____

☐ Materials and/or experiences in at least **three areas** must offer children varied levels of difficulty and/or must address different learning styles.

☐ Materials in the **five** interest centers must be considered easily accessible for independent use by the children.

All materials must be developmentally appropriate and each classroom/group must include:

☐ at least one book for each child allowed to attend at any given time,
_____

☐ at least six different types of fine motor materials;
_____
_____

☐ at least six different types of art materials (for classrooms with all children age 12 months or older);
_____
_____

☐ at least two sets of 10 – 20 blocks (for classrooms with children ages 12 months or older);
_____

☐ at least five different examples of dramatic play materials; and
_____
_____

☐ at least six different types of materials that support math/number development.
_____
_____

The daily schedule must include a minimum of 50 consecutive minutes of uninterrupted indoor free choice to allow for in-depth investigation of the environment and materials.
Do the children have the required consecutive minutes of uninterrupted indoor free choice daily?
☐ Yes ☐ No If yes, how verified? _____
(If outdoor play predominates the schedule, all interest areas must be available and easily accessible to children during the 50 minutes of uninterrupted play time.)

At least one of these additional practices must be observed:

- All interest centers/areas must be available for children to use for the majority of the day (excluding routine care times). ☐ Yes ☐ No
  If yes, how verified? _____
- Quiet activity areas are located away from noisy activity areas. ☐ Yes ☐ No
  If yes, how verified? _____
- Information about WMELS and/or SACF is provided to families and staff (if applicable) ☐ Yes ☐ No
  If yes, how verified? _____

Infants and Toddlers (Birth – 35 months)
☐ Age Group Not Served
Classroom(s) verified: _____
Preschoolers (36 – 60 months)
☐ Age Group Not Served
Classroom(s) verified: _____
School-Age (61+ months)
☐ Age Group Not Served
Classroom(s) verified: _____
Summer Only Serving School Age
☐ Age Group Not Served
Classroom verified: _____
Comments/areas for future work on Developmentally Appropriate Environments:

Total points earned for Indicator B.1.3 _____/1

QUALITY INDICATOR

B.4.1-2 Environment Rating Scales (ERS)
NOTE: These points are not available for programs that choose a Technical Rating. This only applies to programs that have a Formal Rating.

POINTS AVAILABLE: 3 or 4

B.4.1 Environment Rating Scale **REQUIRED for 4 Stars**
For 3 points
Environment Rating Scale average score of 4.

B.4.2 Environment Rating Scale **REQUIRED for 5 Stars**
For 4 points
Environment Rating Scale average score of 5.

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

C. Business and Professional Practices

Business and Professional Practices: REQUIRED Points

QUALITY INDICATOR

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

POINTS AVAILABLE: 0

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

QUALITY INDICATOR

C.2.1 Ongoing Yearly Budget/ Review/Record-Keeping/Taxes **REQUIRED for 3, 4, and 5 Stars**

POINTS AVAILABLE: 1

For 1 point

The program does all of the following:

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

VERIFICATION

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

1. **Line-item Budget:** The program has an annual line-item operating budget which includes all of the following:
   a. Projected and actual income and expenses for current fiscal year divided into line-items.
   b. One line-item which includes funding for at least one item in the program's Quality Improvement Plan (QIP).
   NOTE: Consultants need to be able to verify each of the items listed above for an individual program site within a larger organization-wide budget to earn the point for this indicator.

2. **Budget Review:** The program reviews the budget annually and makes adjustments to future annual budgets as necessary. The program has a report of actual income and expenses divided into line-items for the previous fiscal year and can demonstrate to the Consultant at least one area where the actual income and expenses from the previous fiscal year informed the annual budget for the current fiscal year.

3. **Record-Keeping Practices:** The program demonstrates record-keeping practices that track income and expenses including tracking meals and snacks. All of the following must be verified for this indicator:
   a. **Tracking income and expenses:** The Consultant needs to see evidence of **one month's worth of records** (however, note that extrapolating information from **one month** to determine *actual income received* for the whole year is not an accepted business practice).
   b. **Tracking Meals and Snacks:** Child and Adult Care Food Program (CACFP) claims **(last 2 months and an in-progress claim)** would satisfy this requirement. Programs that provide meals and snacks for children and that are not on CACFP must provide records (Consultant will request **up to 3 months' worth)** documenting:
      i. Menus
      ii. Meal/snack components (what was actually served if different from printed/posted menu)

iii. Children served that meal/snack (programs not on CACFP will need to keep track of number of children served each meal/snack to meet this requirement)
iv. Date meal/snack was served
v. Time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-11:30AM], as long as this is reasonably accurate to what is observed by Consultant)

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

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

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

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

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

Budget

Does the program have a line-item budget for the current fiscal year, with actual and projected costs?
☐ Yes ☐ No

Is there at least one line of the budget that reflects a goal from the program's Quality Improvement Plan?
☐ Yes ☐ No

Notes on budget: _____
_____
_____

Budget Review

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

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

Notes on budget: _____
_____
_____

Record-keeping

Does the program track income received and expenses paid (eg. within a line-item budget or profit/loss statement)?
☐ Yes ☐ No

Documentation provided: _____
_____

Does the program have a written record of the following?

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

OR

☐ Programs not on CACFP must be able to provide records **(up to 3 months' worth)** documenting:
- menus
- meal/snack components (what was actually served if different from printed/posted menu)
- number of children served each meal/snack
- date meal/snack was served
- time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-11:30AM], as long as this is reasonably accurate to what is observed by Consultant)

Notes on record keeping: _____
_____
_____

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

Tax records

What type of organization is the program?

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

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

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

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

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

Notes: _____

_____

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

☐ Yes ☐ No

Notes: _____

_____

If they have employees: Copy of last year's State WT-7 OR W3 (when the employees are exempt from paying taxes)

☐ Yes ☐ No ☐ No employees

Notes: _____

_____

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

QUALITY INDICATOR

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

POINTS AVAILABLE: 1

For 1 point

A written copy of employment policies and procedures including **at least six of the following**:

- job descriptions,
- hiring practices,
- personnel policies,
- salary/benefit schedules,
- evaluation procedures,
- staff disciplinary policies,
- grievance procedures, and
- program policies.

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

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

C.2.2 Employment policies and procedures

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

Does the program have a dated document(s) with each employee's signature verifying knowledge of, and ability to access, at least 6 of the 8 selected policies employment policies and procedures?

☐ Yes ☐ No

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

1. Job descriptions

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

☐ Yes ☐ No

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

Are job descriptions based upon responsibilities of the job?

☐ Yes ☐ No

Does each position have a different written description?

☐ Yes ☐ No

List the positions:

☐ Position: _____

☐ Position: _____

☐ Position: _____

☐ Position: _____

Does the program have a written procedure available that says the program gives staff a job description upon hire?

☐ Yes ☐ No

Notes on job descriptions: _____

_____

2. Hiring practices

Does the program have a written hiring process?

☐ Yes ☐ No

If Yes, where is it written? _____Page #: _____

Does the hiring process include each of the following and designate who is responsible for each part of the process?

☐ Yes ☐ No Recruiting Process

If Yes, who is responsible? _____

☐ Yes ☐ No Interviewing Potential Employee Process

If Yes, who is responsible? _____

☐ Yes ☐ No Selection of New Employee Process

If Yes, who is responsible? _____

Does the program have information on what can and can't be asked in an interview so they do not discriminate against job applicants and is the information shared with people involved in the interview process?

☐ Yes ☐ No

If Yes, where is it written? _____

Notes on hiring practices: _____

_____

_____

3.Personnel policies

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

☐ Yes ☐ No

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

Where are the written policies located within the center?

_____

Examples of staff expectations in personnel policies:

_____

_____

_____

4.Salary/benefit schedules

Does the program have a written salary and benefit schedule easily available to staff that includes all of the following?

☐ Yes ☐ No

☐ Outlines staff roles and responsibilities

Where: _____ Page #: _____

☐ Salary Scale uses at least three factors when differentiating between salary schedules

☐ Factor One: _____
☐ Factor Two: _____
☐ Factor Three: _____

☐ Written policy which documents the salary and benefits schedules
Where: _____ Page #: _____

☐ Written policy which documents annual process for increasing salary and benefits
Where: _____ Page #: _____

Notes on salary/benefits:
_____
_____

5. Evaluation procedures

Does the program have a written performance appraisal process that documents the annual process for evaluation and contains all of the following?

☐ Yes ☐ No

☐ Documents the annual process for evaluation
Where: _____ Page #: _____

☐ Written performance appraisal process is available to all staff while at the program

Where are the policies located within the center?
_____

Are written performance appraisals based upon responsibilities of the job and connected to the job description?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

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

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

Are all appraisals kept in a confidential manner?

☐ Yes ☐ No

Notes on evaluation procedures: _____
_____
_____

6.Staff disciplinary policies

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

☐ Yes ☐ No

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

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

Where is the policy located within the program? Where: _____

Notes on staff disciplinary policies: _____
_____
_____

7.Grievance procedures

Does the program have a written grievance policy?

☐ Yes ☐ No

Where is the policy located within the program?

Where: _____ Page #: _____
Does the grievance policy explain who and how the employee needs to notify if they have a grievance?
☐ Yes ☐ No
Does the grievance policy explain how the grievance will be evaluated?
☐ Yes ☐ No
Notes on grievance policies: _____
_____
_____

8.Program policies
Does the program have written program policies readily available to families and staff?
☐ Yes ☐ No If yes, where is it written? _____ Page #:_____
Where are the policies located within the program?
For families:_____ For staff:_____
Notes on program policies: _____
_____
_____

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

QUALITY INDICATOR

C.2.3 Use of Full-Staff Strategic Planning for Improved Workplace Standards REQUIRED for 5 Stars

POINTS AVAILABLE: 1

For 1 point

Program offers evidence of using strategic planning with their whole staff for administration of business including hiring, staffing and business planning **at least once every two years.**

C.2.3 Use of Strategic Planning for Workplace Standards

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

Has the Director/administrator read the *Model Work Standards, Question-Based Planning, A Great Place to Work, PAS, Blueprint for Action* or another accepted tool?
☐ Yes ☐ No Which book was read? _____
Did the program conduct a strategic planning process to improve quality in the program and develop a strategic plan which addresses improvements in the adult work environment? This is verified by a written agenda and notes from their strategic planning process meeting.
☐ Yes ☐ No
Did at least 75% of the staff attend?
☐ Yes ☐ No How verified? _____
_____
Was there a participatory process used in the development of an action plan?
☐ Yes ☐ No
How were the staff involved? _____
_____
Was there a facilitator? (Not required)
☐ Yes Name: _____ ☐ No
Has the program identified at least one goal to work on?
☐ Yes ☐ No
Is there a written action plan, contributed to by all staff, for the year that specifies 1-3 goals that the program will work on to improve the work environment and/or working conditions?

☐ Yes ☐ No

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

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

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

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

List the goal and progress made: _____

_____

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

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

QUALITY INDICATOR

C.5.1-4 Family Engagement **REQUIRED for 3, 4 and 5 Stars**

POINTS AVAILABLE: 1 or 2

Programs are required to earn at least one point for 3 Stars and two points to earn a 4 or 5 Star rating.
NOTE: If a 3 Star program earns two points in family engagement, the extra point will be an optional point.

Families are a child's first and most important teachers. It is essential for child care programs to have a vested interest in connecting with the families of the children that attend their program in various ways. Meaningful family relationships begin with engaged families. There are four indicators within the family engagement point and each one has three items with options to choose from:

NOTE: Programs should strongly consider completing the Strengthening Families Self-Assessment Checklist in order to incorporate the findings into program planning. It can be found at the following: https://www.cssp.org/reform/strengtheningfamilies/practice

5.1 Communication **(indicator)**
- 5.1.1 Respectful two-way exchange of information **(item)**
- 5.1.2 Multiple ways to communicate are offered
- 5.1.3 Time is made to engage families meaningfully in conversations

5.2 Family Needs and Feedback Inform Program
- 5.2.1 Family input guides program planning and policies
- 5.2.2 Program is adapted to meet the needs of children and families
- 5.2.3 Hiring practices of staff and volunteers reflect family's diverse backgrounds

5.3 Collaborative Activities with Families
- 5.3.1 Fathers are encouraged to participate in activities
- 5.3.2 Opportunities exist for staff and families to learn from one another
- 5.3.3 Volunteer opportunities match families' strengths, interests, and skills

5.4 Community Resources and Family Support
- 5.4.1 Families are connected to community resources
- 5.4.2 Support and planning around transitions is provided
- 5.4.3 Educational and developmental resources are offered for families to use at home

To earn a point, and meet the 3 Star requirement, programs must demonstrate practices aligned with at least one item from each of the four indicators.

Example: Under Indicator 5.1 Communication, one item could be *5.1.2 Multiple ways to communicate are offered*

To earn two points, and meet the 4 or 5 Star requirement, programs must demonstrate practices aligned with at least two items from each of the four indicators.

Example: Under Indicator 5.1 Communication, two items could be *5.1.2 Multiple ways to communicate are offered* ***AND*** *5.1.3 Time is made to engage families meaningfully in conversations*

VERIFICATION

Verification periods are stated as 12 months. If a program operates for less than 12 months, the requirements are pro-rated. **The program will provide applicable evidence (one or more of the following are required for verification):**

- **Program policies/goals/philosophies**
- **Program or Classroom Documents**
- **Observation**
- **Schedules**
- **Parent Handbook**
- **Other written communications such as:**
  - **email, newsletter, text messages, Facebook,**
  - **communication outreach to other partners,**
  - **meeting agendas,**
  - **intake forms or process communication logs,**
  - **introductory or exit surveys**
  - **translation services**
  - **materials for families in two households**
  - **records of requested modes of communication**
  - **forms for suggestion box**
  - **external assessments**
  - **attendance sign-in sheets**
  - **resource guides**
  - **evidence of a referral log**
  - **hearing/vision screenings**
  - **letters of partnership/partnership agreements**
- **Staff Handbook**
- **Job Descriptions or staff expectations/staffing assignments**
- **Event programs/flyers**

C.5.1 Communication

Practices that promote and encourage frequent, continuous, and reciprocal exchange of family and child specific information between providers and families are essential to quality family engagement. Well-designed communication systems employ varied and flexible methods for providers and families to exchange information. Communication should be aimed at building mutual aid, respect, and understanding between provider and families. Quality communication practices ensure programs interface with families utilizing their preferred means of contact, with special consideration for the full spectrum of family diversity, and use their primary language. **Examples of ways that programs can demonstrate each of the three *communication* items can be found in the Companion Guidance Document**.

5.1.1 Respectful two-way exchange of information
Met: ☐ Yes ☐ Not Met Documentation:
5.1.2 Multiple ways to communicate are offered
Met: ☐ Yes ☐ Not Met Documentation:

5.1.3	Time is made to engage families meaningfully in conversation
Met: ☐ Yes ☐ Not Met Documentation:	

C.5.2 Family Needs and Feedback Inform Program

While it is crucial that families are informed child care consumers, it is equally important that providers are knowledgeable of the needs and goals of the children and families they serve. Programs can gather family perspectives and obtain feedback in a variety of ways including surveys, intake forms, comments, complaint submission processes, exit interviews, child and family strengths, and needs assessments. Utilizing the information to inform programming and staff professional development can help programs connect with families in creative and meaningful ways to advance the goals of the program and consumers. **Examples of ways that programs can demonstrate each of the three *family needs and feedback* items can be found in the Companion Guidance Document**.

5.2.1	Family input guides program planning and policies
Met: ☐ Yes ☐ Not Met Documentation:	
5.2.2	**Program is adapted to meet the needs of children and families**
Met: ☐ Yes ☐ Not Met Documentation:	
5.2.3	**Hiring practices of staff and volunteers reflect family's diverse background**
Met: ☐ Yes ☐ Not Met Documentation:	

C.5.3 Collaborative Activities with Families

Positive family engagement practices are revealed when families are provided multiple opportunities to meaningfully participate in a child's care and education. It refers to provider initiated activities that elevate families as equal partners in promoting healthy child development and cultivate skills for long-term achievement within the care and education setting. **Examples of ways that programs can demonstrate each of the three *collaborative activities with families* items can be found in the Companion Guidance Document**.

5.3.1	Fathers are encouraged to participate in activities
Met: ☐ Yes ☐ Not Met Documentation:	

5.3.2	**Opportunities exist for staff and families to learn from one another**
Met: ☐ Yes ☐ Not Met Documentation:	
5.3.3	**Volunteer opportunities match families' strengths, interests, and skills**
Met: ☐ Yes ☐ Not Met Documentation:	

C.5.4 Community Resources and Family Support

Early care and education and youth development professionals are well positioned to support families outside of the settings in which they support children. They can advocate for services and resources identified in partnership with the family. Providers can be the critical link between families and community resources. Additionally, they may offer support around parenting issues and family education outside the immediate child care and education setting. **Examples of ways that programs can demonstrate each of the three *community resources* items can be found in the Companion Guidance Document**.

5.4.1	**Families are connected to community resources**
Met: ☐ Yes ☐ Not Met Documentation:	
5.4.2	**Support and planning around transitions is provided**
Met: ☐ Yes ☐ Not Met Documentation:	
5.4.3	**Educational and developmental resources are offered for families to use at home**
Met: ☐ Yes ☐ Not Met Documentation:	

C.5.1-4 Family Engagement

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

3 Star programs must demonstrate practices aligned with at least one item from each of the four indicators.

4 and 5 Star programs must demonstrate practices aligned with at least two items from each of the four indicators.

Indicators	Items		
C.5.1 Communication	5.1.1 ____	5.1.2 ____	5.1.3 ____
C.5.2 Family Needs and Feedback	5.2.1 ____	5.2.2 ____	5.2.3 ____
C.5.3 Collaborative Activities with Families	5.3.1 ____	5.3.2 ____	5.3.3 ____
C.5.4 Community Resources and Family Support	5.4.1 ____	5.4.2 ____	5.4.3 ____

Comments/areas for future work on overall family engagement:

Total points earned for Indicator C.5.1-4 _____/2

D. Health and Well-being

Health and Well-being: REQUIRED

QUALITY INDICATOR

D.1.1 Program supports healthy nutrition and/or physical activity policies and practices
REQUIRED for 3, 4 and 5 Star programs

POINTS AVAILABLE: 1

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

Programs must demonstrate all four of the following:

1. Program uses a YoungStar –approved self-assessment tools for quality improvement in the area of nutrition and/or physical activity.
2. Program has developed a Quality Improvement Plan (QIP) based upon the results of the chosen nutrition and/or physical activity self-assessment. The QIP must have been developed within the past 12 months and coincide with the completion of the self-assessment mentioned above. The QIP must include all of the following:
   - **At least three specific goals** for nutrition and/or physical activity
   - Action steps to be taken to meet the identified goals
   - Timeline for completion of the goals
   - Persons responsible for accomplishing the goals
3. Program has policies and procedures on-site to address children's allergies and dietary restrictions. This requirement applies even if there are no children in care with allergies or dietary restrictions.
4. If the program allows meals, snacks or beverages to be brought from home, the program has a policy which states the program will supplement the meals, snacks and beverages if they do not meet the guidelines established by the Child and Adult Care Food Program (CACFP).

VERIFICATION

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

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

The Consultant will verify that the program has policies and procedures on-site that address children's allergies and dietary restrictions. The Consultant will verify this by specific document and page numbers of the written policy and procedures. The Consultant will verify that the program has a policy which states the program will supplement meals, snacks and beverages brought from home if they do not meet the CACFP Guidelines.

Total points earned for Indicator D.1.1 _____/1

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

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

Self-assessment(s) used: _____

Date of self-assessment(s): _____

Who completed the self-assessment(s)? _____

Did at least 75% of Lead Teachers and the Director review and contribute to the self-assessment(s)?

☐ YES

☐ NO

Date of QIP: _____

Who completed the QIP? _____

What goals have been identified for quality improvement in nutrition and/or physical activity practices over the next 12 months (three are required to earn this point but more may be listed)?

1. _____
2. _____
3. _____

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

☐ YES

☐ NO

Where are the policies and procedures located: _____

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

☐ YES

☐ NO

Where is the policy located: _____

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

OPTIONAL POINTS SECTION

B. Learning Environment and Curriculum

Learning Environment and Curriculum: OPTIONAL Points

QUALITY INDICATOR

B.2.1-2 Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF) training

POINTS AVAILABLE: 1

For 1 point

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

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

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

QUALITY INDICATOR

B.2.2 Curriculum/Programming aligned with WMELS or SACF

POINTS AVAILABLE: 2

For 2 points

The program uses a curriculum aligned with the Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF). This means WMELS or SACF is implemented for the curriculum/programming for all children in care. **NOTE: B.2.2 focuses on the general connection with the learning experiences linked to the group as a whole, not to the individual child as in B.3.2.**

Wisconsin Model Early Learning Standards

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

- Lesson plans reflect the WMELS five domains with goals/learning objectives documented on lesson plans, activity plans or individual child learning plans.
- Interest centers reflect the WMELS five domains. (see also B.1.3)
- Developmentally appropriate learning experiences are linked to child assessments and/or goals/learning objectives/outcomes for children and/or the program as a whole.

- Programs show how information about how the program implements WMELS/SACF is communicated to families in two or more of the following: (see also B.1.3)
    - Parent handbook
    - Center operational policies
    - Staff training materials
    - Documentation from family meetings
    - Orientation materials
    - Newsletter
    - Poster

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.

School-age programming should show evidence of the following:

- Matching up programming/activities with children's general needs in development, scope and sequence, and interests: All children and youth should have the opportunity to participate in high quality afterschool programs designed to meet their developmental needs.

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

- Lesson plans reflect the School-Age Curricular Framework's nine content areas with goals for learning or enrichment documented on lesson plans/activity plans or individual child learning plans.
- Interest areas reflect the School-Age Curricular Framework's nine content areas. (see also B.1.3)
- Enrichment experiences are linked to the goals/learning objectives/outcomes for children and the program as a whole.
- Programs must also communicate information about how the program implements WMELS/SACF to families in two or more of the following: (see also B.1.3)
    - Parent handbook
    - Center operational policies
    - Staff training materials
    - Documentation from family meetings
    - Orientation materials
    - Newsletter
    - Poster

VERIFICATION

Verification of program alignment will be done by the Consultant. To use Consultant time wisely, verification of this indicator must be done in one classroom from each of the following age groups: birth – 35 months, 36 – 60 months and school age. If there are fewer than four classrooms, Consultant should verify documentation (lesson plans, activity plans or individual child learning plans) for all classrooms. If not all age groups are represented, the Consultant will verify three selected classrooms/groups. The Consultant must review the **most recent consecutive four weeks'** of documentation (lesson plans/activity plans or individual child learning plans) for this indicator.

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

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

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

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

Most recent consecutive 4 weeks of lesson plans reflect the WMELS five domains with goals/learning objectives documentation on lesson plans, activity plans or individual child learning plans? ☐ Yes ☐ No

Comments: _____
_____
_____

Interest centers reflect the WMELS' five domains? (Verified in B.1.3 _____ Yes _____ No)
☐ Yes ☐ No
Comments: _____
_____
_____

Developmentally appropriate children's learning experiences are linked to goals/learning objectives for children?
☐ Yes ☐ No
Comments: _____
_____
_____

WMELS/SACF information is communicated to families? (Need to see two ways) ☐ Yes ☐ No
1. _____
2. _____

SACF Alignment (if not using WMELS for a school-age classroom)

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

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

☐ Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment documented on lesson plans, activity plans, or individual child learning plans.
☐ Interest areas reflect the School-Age Curricular Framework nine content areas.
(Verified in B.1.3 ____ Yes ____ No
☐ Enrichment experiences are linked to the goals/learning objectives/outcomes for children and the program as a whole.

Infants and Toddlers (Birth – 35 months)
☐ Age Group Not Served
Classroom verified: _____

Preschoolers (36 – 60 months)
☐ Age Group Not Served
Classroom verified: _____

School-Age (61+ months)
☐ Age Group Not Served
Classroom verified: _____

Summer Only Serving School Age
☐ Age Group Not Served
Classroom verified: _____

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

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

QUALITY INDICATOR

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

POINTS AVAILABLE: 5

B.3.1 Individual child portfolios

For 1 point

For this indicator, documentation through portfolios is the record of a child's process of learning represented by artifacts of their work or data used to evaluate the child's learning.

Portfolios for Children Birth to Five

Portfolios must include at least one anecdotal observation or piece of evidence to represent each of the five categories below. A single anecdotal observation or piece of evidence may represent more than one of the five practices.

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

- What the child has learned and how the child has gone about learning.
- How the child thinks, questions, analyzes, synthesizes, produces, and creates.
- How the child interacts - intellectually, emotionally and socially - with others.
- Monthly goals/learning objectives for the child are included in child portfolios.
- Artifacts/samples of the child's work.

Portfolios for School-Age Children

At least one goal/learning objective per month must be documented in a portfolio for school-age children in regular attendance. Each entry must be dated, including months where goals have remained the same. This should include the month and the year minimally.

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

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

VERIFICATION

Portfolios must be used for every child ages birth to five and must be robust for every child who is in regular attendance.[2] For school-age children, portfolios must be used AND robust for every child who is in regular attendance, however, portfolios are not required for children who are not in regular attendance. To use Consultant time wisely, verification of this indicator must be verified for 25% of the children in regular attendance from a classroom in each age group served: birth – 35 months, 36 – 60 months and/or school-age. If there are fewer than four classrooms in the program, Consultant must verify portfolios for 25% of the children in every classroom. If not all age groups are represented, the Consultant will verify three selected classrooms/groups. If a child has been in attendance at least one month but less than 3 months, the

[2] See definition of "child in regular attendance" in Guidance Document.

portfolio for that child must be created and have at least one piece of evidence or observation in it (unless the child is school-age and not in regular attendance).

Programs must be able to demonstrate at least one year of portfolio use. The Consultant must use his/her judgment to determine if portfolios are used actively and in an ongoing manner. This means, at a minimum, the portfolios should be updated with a piece of evidence or observation **at least once every three months (four times per year). Goals must be updated at least monthly.** If the program is only open for part of the year, pro-rate this based upon the number of months the program is open. For example, if the program is open three months of the year, they must update the portfolios at least once per year.

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

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

B.3.1 Individual child portfolios

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

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

Infants and Toddlers (Birth – 35 months)

☐ Age Group Not Served

Classroom verified: _____

Portfolios demonstrate all of the following:

☐ What the child has learned

Demonstrated through: _____

_____

_____

☐ How the child thinks

Demonstrated through: _____

_____

_____

☐ How the child interacts

Demonstrated through: _____

_____

_____

☐ Goals/learning objectives for child outcomes

Demonstrated through:_____

_____

_____

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

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

Demonstrated through: _____

_____

Preschoolers (36 – 60 months)

☐ Age Group Not Served

Classroom verified: _____

Portfolios demonstrate all of the following:

☐ What the child has learned

Demonstrated through: _____

_____

_____

☐ How the child thinks

Demonstrated through: _____

_____

_____

☐ How the child interacts

Demonstrated through: _____

_____

_____

☐ Goals/learning objectives for child outcomes

Demonstrated through: _____

_____

_____

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

☐ Artifacts/samples of child's work

Demonstrated through: _____

_____

_____

School-Age (61+ months)

☐ Age Group Not Served

Classroom verified: _____

Portfolios include at least three pieces of evidence:

☐ YES ☐ NO

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

List at least three pieces of evidence here:

1. _____
2. _____
3. _____

Summer Only Serving School-age

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

☐ YES ☐ NO

List evidence here:

_____

_____

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

Demonstrated through: _____

_____

_____

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

List at least three pieces of evidence here:

1. _____
2. _____
3. _____

Comments/areas for future work on child portfolios:

QUALITY INDICATOR

B.3.2 Teacher Uses Intentional Planning to Improve Individual Child Outcomes

POINTS AVAILABLE: 2

For 2 points

Teachers use intentional planning to improve child outcomes. This includes the use of an individual child assessment tool with periodic summarization (at least monthly) to monitor progress in the domains.

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[3] that incorporates a broader scope of development and learning for children
- demonstration of being tied to children's daily activities, including child-guided experiences (e.g., in learning areas or work on projects) and peer-to-peer interactions.
- review/alignment of **all** assessment tools used by the program to the WMELS Performance Standards or the School Age Curricular Framework (depending on age groups served).

Teachers must be trained on the assessment tool that they use to inform their practice and individualize instruction for children in their care.

VERIFICATION FOR ALL AGES WITHIN THIS INDICATOR

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

1. Assess individual children (*using an assessment tool aligned to WMELS or SACF).*
   The Consultants will verify that assessment of individual children is taking place by:

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

[3] 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.

- It is the program's responsibility to demonstrate that they are using what is learned from the assessment process to inform the lesson plans, activity plans or individual child learning plans (if used).

2. Use what is learned from the assessment process to establish lesson plans, activity plans or individual child learning plan documentation and program areas to improve child outcomes. Consultants will need to see a direct connection between assessment summaries and the goals/learning objectives identified in documentation (lesson plans, activity plans or individual children's learning plans) on a sampling of portfolios. **If a program does not have a lesson plan** they can still earn this component but must have a way of indicating that they are documenting goals/learning objectives for individual children (activity plans or individual children's learning plans).

3. Plans and implements learning experiences based upon child assessments.
   The Consultant will verify that the teacher can explain how they plan and implement learning experiences based upon child assessments:
   - Conducting an interview of the Lead Teacher about:
     - How they are supporting each child to be successful at the stage they are at, versus planning for the whole group of children
     - Modifications that are being made for individual needs of children and use of teacher strategies to support children's learning
   - Tracking through **consecutive 4 weeks** of lesson plans with specific children's goals/learning objectives.

4. When an assessment tool for a child is completed, the program communicates the information with the family. The program will provide the Consultant with the completed assessment, and documentation of the meeting with the families for 25% of the children in regular attendance from at least one classroom for each age group: birth – 35 months, 36 – 60 months and/or school-age for the last 12 months. If a family refuses to meet, a signed refusal form is acceptable.

All classrooms must use intentional planning. To use the verification time wisely, a Consultant will request to see the most recent consecutive four weeks of documentation (lesson plans, activity plans, or individual child learning plans) for at least one classroom from each age group served: birth – 35 months, 36 – 60 months and/or school age. Additionally, individual child assessments/developmental milestone checklists or portfolio entries must be verified for 25% of the children in regular attendance in those selected classrooms. For example, if there were three classrooms, one serving each age group, the Consultant should see the documentation (lesson plans, activity plans or individual child learning plans) for each classroom and the child assessments/developmental milestone checklists or portfolio entries for 25% of the children in regular attendance in each classroom. If there are fewer than four classrooms in the program, Consultant must verify for every classroom. If not all age groups are represented, the Consultant will verify three selected classrooms/groups.

NOTE: Assessments that are designed by the program may be used if, in the opinion of the Consultant, they are appropriate. The Consultant may need to first send the assessment to DCF for review.

B.3.2 Intentional planning to improve child outcomes	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/2
Infants and Toddlers (Birth – 35 months) ☐ Age Group Not Served Classroom verified: _____ Child assessments (or inventories/surveys) performed at least twice per year or the frequency recommended by the tool (if greater than twice per year) for 25% of children in regular attendance?	

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

Consultant verified that documentation (lesson plans, activity plans or individual child learning plans) demonstrates that the program uses what is learned from the assessment process to establish goals/learning objectives for improving child outcomes?
☐ Yes ☐ No
Comments:_____
_____
_____

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

Consultant verified that the Lead Teacher documented meeting with families and reviewed a completed assessment with the families for 25% of the children in regular attendance.
☐ Yes ☐ No
Comments: _____
_____

If a family refused to meet, a signed refusal form was accepted.
☐ Yes ☐ No
Comments: _____
_____

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

Consultant verified that documentation (lesson plans, activity plans or individual child learning plans) demonstrates that the program uses what is learned from the assessment process to establish goals/learning objectives for improving child outcomes?
☐ Yes ☐ No
Comments: _____
_____
_____

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

Consultant verified that the Lead Teacher documented meeting with families and reviewed a completed assessment with the families for 25% of the children in regular attendance.
☐ Yes ☐ No

Comments: _____

_____

If a family refused to meet, a signed refusal form was accepted.

☐ Yes ☐ No

Comments: _____

_____

School-Age (61+ months)

☐ Age Group Not Served

Classroom verified: _____

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

☐ Yes ☐ No ☐ Summer only (assessments performed ***at least once every six weeks***)

Which assessment(s) is/are used?

_____

☐ Frequency verified

Comments: _____

_____

_____

Consultant verified that documentation (lesson plans, activity plans or individual child learning plans) demonstrates that the program uses what is learned from the assessment process to establish goals/learning objectives for improving child outcomes?

☐ Yes ☐ No

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

Consultant verified that the Lead Teacher documented meeting with families and reviewed a completed assessment with the families for 25% of the children in regular attendance.

☐ Yes ☐ No

Comments: _____

_____

If a family refused to meet, a signed refusal form was accepted.

☐ Yes ☐ No

Comments: _____

_____

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

_____

_____

Summer Only Serving School-Age Children

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

☐ Age Group Not Served

Classroom verified: _____

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

☐ Yes ☐ No

Which assessment(s) is/are used?

_____

☐ Frequency verified

Comments: _____

_____

_____

Consultant verified that documentation (lesson plans, activity plans or individual child learning plans) demonstrates that

the program uses what is learned from the assessment process to establish goals/learning objectives for improving child outcomes?

☐ Yes ☐ No

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

Consultant verified that the Lead Teacher documented meeting with families and reviewed a completed assessment with the families for 25% of the children in regular attendance.

☐ Yes ☐ No

Comments: _____

_____

If a family refused to meet, a signed refusal form was accepted.

☐ Yes ☐ No

Comments: _____

_____

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

_____

_____

Comments/areas for future work on intentional planning:

QUALITY INDICATOR

B.3.3 Program Implements Developmental Screening Practices

POINTS AVAILABLE: 1

For 1 point

Children birth to five years and school-age

Practices must be indicated in the following:

- Director/designee demonstrates that she/he has received training on screening tools used in the program. The training needed for each screening tool varies by screening tool but could include any of the following: reading a book; watching a video; or attending a training by a registered PDAS trainer or other trainer. If there is no physical proof of the training (i.e. a certificate of attendance or similar artifact), the Consultant, through interview, needs to ensure the person who took the training understands the training content and can explain how the training will influence their practice.
- Within 30 to 45 days of any child's enrollment, a completed developmental screener is been received from the family.
- The program provides the developmental screening opportunity annually or as recommended by the tool and assures appropriate referrals are made to appropriate resources. If a program does not receive a completed screener from the family, the program must document which families have not returned it. Although not required to earn this point, programs should consider adding a statement in their program policies about their developmental screening practices for children. The waiver and documented attempts are acceptable replacements.
- When developmental screening is completed and reviewed by the program staff, findings are discussed with the families. The program will provide the Consultant with at least one completed screening tool,

and documentation of the meeting with the families for 25% of the children in regular attendance from at least one classroom for each age group, within the last 12 months.

A waiver form can be kept in lieu of a completed developmental screening should a parent decline developmental screening. The waiver should be kept in the child's portfolio. The sample waiver form is available at: https://dcf.wisconsin.gov/files/youngstar/pdf/samplescreeningwaiver.pdf

VERIFICATION

Screenings must be received **for every child who is in regular attendance.** To use Consultant time wisely, this indicator will be verified for 25% of the children in regular attendance from one classroom in each age group: birth – 35 months, 36 – 60 months, and school-age. If there are fewer than four classrooms in the program, Consultant must verify indicators for 25% of the children in every classroom. If not all age groups are represented, the Consultant will verify indicators for 25% of the children in three selected classrooms/groups.

B.3.3 Program Implements Developmental Screening Practices

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

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

Infants and Toddlers (Birth – 35 months)

Which classroom? _____

☐ Yes ☐ No

Training verified? ☐ Yes ☐ No

How? _____

_____

_____

Preschoolers (36 – 60 months)

Which classroom? _____

☐ Yes ☐ No

Training verified? ☐ Yes ☐ No

How? _____

_____

_____

School-Age (61+ months)

Which classroom? _____

☐ Yes ☐ No

Training verified? ☐ Yes ☐ No

How? _____

_____

_____

Comments/areas for future work on Developmental Screening Practices:

QUALITY INDICATOR

B.3.4 Curriculum and Environment Support Individual Child Goals, as Derived from Child Assessments Program Implements Tracking of Children's Development for Child Outcomes, as Derived from Child Assessments

POINTS AVAILABLE: 1

For 1 point

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

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

VERIFICATION

Consultants should ensure both Directors and Lead Teachers show an understanding of child outcomes and can explain how individual child outcomes are tracked over the duration of a child's enrollment. Individual teachers must be able to demonstrate how they track child outcomes through portfolios and documentation in lesson plans, activity plans or individual child learning plans. Individual teachers must show that lesson plans are adapted to reflect goals from individual child assessments.

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

Summer School-age: Programs must be able to demonstrate at least six weeks of tracking child outcomes to earn this indicator. The program may show previous year's information combined with current year.

All classrooms must have documentation of at least six months of tracking child outcomes for every child in regular attendance but to use verification time wisely, a Consultant must request to see **the most recent consecutive four weeks** of documentation (lesson plans, activity plans, or individual child learning plans) for 25% of children in one classrooms from each age group served: birth – 35 months, 36 – 60 months and/or school age. If there are fewer than four classrooms in the program, Consultant must verify indicator for 25% of the children in every classroom. If not all age groups are represented, the Consultant will verify three selected classrooms/groups. For the classrooms selected, the Consultant must also cross-check **the most recent four weeks** of documentation (lesson plans, activity plans or individual child learning plans) with the individual child assessments and portfolios for the children that are listed on the lesson plans, activity plans or individual child learning plans selected.

B.3.4 Individual child outcomes tracked

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

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

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

_____

_____

_____

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

Infants and Toddlers (Birth – 35 months)

☐ Age Group Not Served

Classroom verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

Preschoolers (36 – 60 months)

☐ Age Group Not Served

Classroom verified: _____
How did the program demonstrate ***six months*** of tracking individual child outcomes for 25% of children in classroom?
☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other
_____
_____

School-Age Children (61+ months)
☐ Age Group Not Served
Classroom verified: _____
How did the program demonstrate ***six months*** of tracking individual child outcomes for 25% of children in classroom?
☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other
_____
_____

Summer Only Serving School-Age Children
☐ Age Group Not Served
Classroom verified: _____
How did the program demonstrate ***six weeks*** of tracking individual child outcomes for 25% of children in classroom?
The program may show previous year's information combined with current year.
☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other
_____
_____
Comments/areas for future work on tracking individual child outcomes:

Total points earned for Indicator B.3.1-4 _____/5

C. Business and Professional Practices

Business and Professional Practices: OPTIONAL Points

QUALITY INDICATOR

C.3.1-5 Professional Development

POINTS AVAILABLE: 1

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

- C.3.1 Annual staff evaluation with professional development (PD) goal-setting included,
- C.3.2 Access to professional development funding,

  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,
- C.3.4 Director and/or administrator have active membership in a professional association focused on Early Childhood Education (ECE) or school-age care.
- C.3.5 75% or higher retention rate of well-educated (AA or higher) Lead Teachers and program administration over most recent three-year period.

C.3 Professional development	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1

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

☐ **C.3.1 Staff evaluations**

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

☐ Yes ☐ No

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

_____

_____

☐ **C.3.2 Professional development funding**

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

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

_____

_____

_____

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

☐ Yes Name of line-item in budget: _____

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

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

☐ Yes ☐ No

Notes on professional development funding: _____

_____

_____

☐ **C.3.3 Professional development materials**

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

☐ Yes ☐ No

If Yes, what is available?

_____

_____

Notes on professional development materials: _____

_____

_____

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

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

☐ Yes ☐ No

If Yes, which association(s)? _____

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

_____

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

Notes on membership in a professional association: _____

_____

_____

☐ **C.3.5 Retention rate**

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

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

A) _____

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

B) _____ Retention rate: _____%

Notes on retention rate: _____

_____

_____

Comments/areas for future work on overall professional development:

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

QUALITY INDICATOR

C.4.1-4 Staff Benefits

POINTS AVAILABLE: 1

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

- C.4.1—Access to health insurance with 25% employer contribution within the first year of employment,
- C.4.2—Access to pension/retirement with employer contribution,
- 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,
- C.4.4—All-staff meetings and planning time,

C.4 Staff benefits

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

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

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

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

☐ Yes Name of line-item in budget: _____

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

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

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

☐ No

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

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

☐ Yes ☐ No

Notes on health insurance: _____

_____

_____

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

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

☐ Yes Name of line-item in budget:

_____

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

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

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

_____

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

Is a written copy of the pension/retirement policy conveniently available to staff?
☐ Yes ☐ No
Notes on pension/retirement: _____
_____
_____

☐ **C.4.3 Paid time off**
Does the program have a written policy that gives 18 days of paid time off annually for full-time Lead Teachers and Director?
☐ Yes ☐ No

Does the program pro-rate the paid time off for part-time Lead Teachers?
☐ Yes ☐ No
Notes on paid time off: _____
_____
_____

☐ **C.4.4 All-staff meeting and planning time**
Does the program hold monthly staff meetings?
☐ Yes Verified through (schedules, timesheets, etc.): _____
☐ No
Do Lead Teachers/Teachers get at least 2 hours of paid planning time per week?
☐ Yes Verified through (schedules, timesheets, etc.)_____
☐ No

Notes on all staff meeting and planning time: _____
_____
_____
Comments/areas for future work on overall staff benefit

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

D. Health and Well-being

Health and Well-being: OPTIONAL Points

QUALITY INDICATOR

D.1.2-4 Health and Well-being

POINTS AVAILABLE: 3

D.1.2 Program supports physical skill development and healthy physical activity
For 1 point

Programs must demonstrate all of the following (based on the age groups served):

- Classrooms with the majority of children birth -35 months of age (infants and toddlers): Program provides free play which is unrestricted and allows for daily active exploration and physical activity. Children will be provided with physical activity and active exploration for 45 minutes daily. Half of this time is teacher-led and half is child-initiated and can be in 5 – 10 minute increments. Children are

provided with zero minutes of screen time while attending the program. Unrestricted free time[4] for children to explore their physical movement must be available indoors and outdoors, weather permitting.

- Classrooms with the majority of children 36 – 60 months of age: Program provides children a minimum of 90 minutes of physical activity and active exploration daily. Half of this time is teacher-led and half is child-initiated. Children are provided with less than 30 minutes of screen time per week while at the program. Unrestricted free time for children to explore their physical movement must be available indoors and outside, weather permitting.
- Classrooms with the majority of children 5 years and older in school: Program provides children with a minimum of 90 minutes of physical activity and active exploration daily. Half of this time is teacher-led and half is child-initiated. School-age children are provided with less than 60 minutes of screen time per day while at the program. Unrestricted free time for children to explore their physical movement must be available indoors and outdoors, weather permitting.

VERIFICATION

All classrooms must follow the guidelines outlined above, but to use verification time wisely, a Consultant/Rater should verify this practice in one classroom for each of the three age groups served. If not all age groups are represented, the Consultant/Rater will verify three selected classrooms/groups. Consultant/Rater must verify learning experiences through observations, lesson plans for the past 4 weeks, daily schedules or by interview. The Consultant/Rater must also verify the screen time policy.

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

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

Consultant verified the following:

Infants and Toddlers (Birth – 35 months)

Classroom verified: _____

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

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

☐ YES Verified through one or more of the following:

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

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

☐ YES
☐ NO

Where is the policy located: _____ Page # _____

☐ NO

_____Not Applicable because this age group is not served

Comments: _____

_____

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

Preschoolers (36 months – 60 months)
Classroom verified: _____
Physical activity is provided for children which includes **all** of the following:

- Children are provided with 90 minutes of physical activity and active exploration daily. Half of this time is teacher-led and half child initiated.
- Children are provided with less than 30 minutes of screen time per week. This can be demonstrated through any of the following:
  - Classroom schedule
  - Lesson plans for the past 4 weeks demonstrating this
  - Program policy prohibiting more than 30 minutes of screen time per week for 36 months to 5 year olds
- Children are provided unrestricted free time to explore their physical movement both indoors and outdoors daily (weather permitting).

☐ YES Verified through one or more of the following:
_____Observation
_____ Lesson Plans (4 weeks)
_____ Daily Schedule
_____ Interview

Does the program have a policy that addresses how screen time is used?
☐ YES
☐ NO
Where is the policy located: _____ Page # _____

☐ NO
_____Not Applicable because this age group is not served
Comments: _____
_____

School-Age (61+ months)
Classroom verified: _____
Physical activity is provided for school-age which includes **all** of the following:

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

☐ YES Verified through one or more of the following:
_____Observation
_____ Lesson Plans (4 weeks)
_____ Daily Schedule
_____ Interview

Does the program have a policy that addresses how screen time is used?
☐ YES
☐ NO
Where is the policy located: _____ Page # _____

☐ NO
_____Not Applicable because this age group is not served
Comments: _____
_____

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

QUALITY INDICATOR

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

POINTS AVAILABLE: 2

For 1 point

50% of the staff have one of the Registry-verified trainings/equivalencies listed below.

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

For 2 points

The Director and an individual from every classroom must have one of the Registry-verified trainings/equivalencies listed below.

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

VERIFICATION

Verified by The Registry.

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

QUALITY INDICATOR

D.1.4 Strengthening Families Training

POINTS AVAILABLE: 1

For 1 point

- 50% of the staff have one of the Registry-verified trainings/equivalencies listed below. Trainings that apply to this part of the indicator are:
  - Strengthening Families Through Early Care and Education: Building Protective Factors with Families, or have attained the
  - Family Services Credential,[5]
  - Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development

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

- Department-approved equivalent that demonstrates knowledge of protective factors.

NOTE: Online training offered for Strengthening Families Through Early Care and Education (Wisconsin) is accepted for YoungStar beginning October 2016.

VERIFICATION

Verified by The Registry.

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

Total points earned for Indicator D.1.2-4 _____/4

NOTE:

For ratings occurring on or after January 1, 2019, YoungStar will no longer accept Department-approved Child Abuse and Neglect Prevention (CANP) training to meet the requirements of indicator D.1.4. This includes Wisconsin Mandated Reporter Online Training, SCAN-MRT, Darkness to Light/Stewards of Children, and Wisconsin technical college course 10-307-167 ECE: Health, Safety and Nutrition. Programs that earned a point for D.1.4 due to having one or more of these trainings will no longer earn that point when they are rated in the 2019 rating year.

Required Quality Indicators for YoungStar Levels

Group Child Care

	☆☆	☆☆☆	☆☆☆☆	☆☆☆☆☆
All programs must be in Regulatory Compliance to earn two or more stars.				
Education	N/A	Lead Teachers with Registry Level 7 or higher for 25% of all classrooms AND Lead Teachers with Level 6 or higher for and additional 25% of all classrooms Director with Registry Level 10	Lead Teachers with Registry Level 9 for 50% of classrooms AND all other Lead Teachers with Registry Level 7 Director with Registry Level 12	Lead Teachers with Registry Level 12 for 100% of Classrooms Director with Registry Level 13
Environment and Curriculum ***NOTE:*** *All programs must complete a Self-Assessment and a Quality Improvement Plan to earn a 3, 4 or 5 Star.*	N/A	Indicator B.1.3 Developmentally Appropriate Practices and Environment aligned with WMELS and/or SACF	Indicator B.1.3 Developmentally Appropriate Practices and Environment aligned with WMELS and/or SACF Indicator B.4.1: Environment Rating Scale (ERS) average score of 4	Indicator B.1.3 Developmentally Appropriate Practices and Environment aligned with WMELS and/or SACF Indicator B.4.2: Environment Rating Scale (ERS) average score of 5
Business and Professional Practices ***NOTE:*** *All programs must sign a YoungStar Contract to participate in YoungStar*	N/A	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.5.1-4 Family Engagement 1 point is required.	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies Indicator C.5.1-4 Family Engagement 2 points are required.	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies Indicator C.2.3: Strategic Planning for Workplace Standards Indicator C.5.1-4 Family Engagement 2 points are required.
Child Health and Well-being		Indicator D.1.1: Program supports healthy nutrition and/or physical activity policies and practices	Indicator D.1.1: Program supports healthy nutrition and/or physical activity policies and practices	Indicator D.1.1: Program supports healthy nutrition and/or physical activity policies and practices
Additional Optional Points Needed		**5 or more points**	**8 or more points**	**11 or more points**

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Verification Sheet for Rating Group Programs

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

Quality Indicator	Points Available	Points Earned	Verification		
			Conslt. Initials	Director Initials	Date Verified
A. Education and Training of Lead Teachers and Director ***NOTE:*** *Consultant/Rater is responsible for verifying educational information for points in YoungStar through case management. This section is included on the score sheet so that programs can get a picture of total points earned.*					
A.1 Lead Teachers	9		**Registry Verified**		
A.2 Center Director	6				
***Alternative administration:** Program uses: a. ___ Dual-role director b. ___ Centralized administration model	0	--			
Subtotal for Section A	**15**				
REQUIRED INDICATORS					
B. Learning Environment and Curriculum - Required					
B.1.1-2 Self-Assessment and Quality Improvement Plan *(required for 3, 4 and 5 Stars)*	0	--			
B.1.3 Developmentally Appropriate Practices *(required for 3, 4 and 5 Stars)*	1				
B.4.1 ERS average score of 4 *(required for 4 and Stars)*	3	**N/A for Technical Ratings**			
B.4.2 ERS average score of 5 *(required for 5 Stars)*	4				
Subtotal for Section B - Required	**5**				
C. Business and Professional Practices - Required					
C.1 Signed YoungStar contract *(required for all programs participating in YoungStar)*	0	--			
C.2.1 Ongoing yearly budget/budget review/record-keeping/accurate taxes *(required for 3, 4 and 5 Stars)*	1				
C.2.2 Employment Policies and Procedures *(required for 4 and 5 Stars)*	1				
C.2.3 Strategic Planning *(required for 5 Stars)*	1				
C.5.1-4 Family Engagement *(required for 3, 4, and 5 Stars)*	1 or 2 points				
Subtotal for Section C - Required	**5**				
D. Health and Well-being - Required					
D.1.1 Program supports healthy nutrition and/or physical activity policies and practices *(required for 3, 4 and 5 Stars)*	1				
Subtotal for Section D - Required	**1**				
Optional Indicators					

B.2.1 WMELS/ School-Age Curricular Framework Training	1		**Registry Verified**		
B.2.2 Curriculum aligned with WMELS/ School-Age Curricular Framework	2				
B.3.1 Individual child portfolios	1				
B.3.2 Teacher Uses Intentional Planning to Improve Child Outcomes	2				
B.3.3 Program Implements Developmental Screening Practices	1				
B.3.4 Individual outcomes tracked	1				
C.3.1 Annual staff evaluation plan	1 point if 2 or more practices are evident				
C.3.2 Access to professional development funding					
C.3.3 Access to professional Resources					
C.3.4 Membership in a professional association					
C.3.5 75% or higher retention rate					
C.4.1 Access to health insurance with 25% contribution	1 point if 2 or more practices are evident				
C.4.2 Access to pension/retirement with contribution					
C.4.3 Paid time off for Lead Teachers/Directors					
C.4.4 All-staff meetings and planning time					
D.1.2 Program supports physical skill development and healthy physical activity	1				
D.1.3 Pyramid Model/Inclusion Training	1 or 2 points		**Registry Verified**		
D.1.4 Strengthening Families Training	1		**Registry Verified**		
Subtotal for Section	**14**				
TOTALS	**40**				

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

Director Signature: _____ Date: _____

Consultant Signature: _____ Date: _____

Other Staff Present:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____