youngstar
Wisconsin's Child Care Quality Rating and Improvement System

Day Camp Evaluation Criteria
2016

Anniversary Date of the Program: _____

Name of Program: _____

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

Name of Camp Director: _____

Name of Technical Consultant: _____

2016

NOTE: Important YoungStar Changes For 2016 and 2017.

1. The grace period for replacing staff when a staff departure causes a drop in star level will **increase** from 60 calendar days to **90** calendar days beginning January 1, 2016.
2. Beginning in 2017, programs will be required to be rated every other year with the option of an annual rating, if requested by the program. Along with this, the YoungStar Evaluation Criteria will be updated every other year as well. Planning for these changes will begin in 2016 with full roll-out in 2017.

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YoungStar Evaluation Criteria

Day Camp Programs[1]

This document outlines the items that will be evaluated for YoungStar and can be used by day camp staff to prepare for a YoungStar rating. More in-depth information can be found in the YoungStar Frequently Asked Questions document, available here: http://dcf.wisconsin.gov/youngstar/providers/faqs and the YoungStar Policy Guide, available here: http://dcf.wisconsin.gov/youngstar/providers/policy

The components that will be evaluated are listed below.

A. Education and Training of Counselors and Camp Director/Coordinator/Administrator/Director
B. Learning Environment and Curriculum
C. Business and Professional Practices
D. Health and Well-being

Beginning January 1, 2016, if a program has more than one individual listed in their Program Profile for a group, the training (but not the education) of either individual will be counted when awarding YoungStar points for the following indicators: School Age Curricular Framework/Wisconsin Model Early Learning Standards Training (B.2.1), Social Emotional/WI Pyramid Model/Inclusion Training/Guiding Children's Behaviors in School Age Programs (D.1.3), and Strengthening Families/Darkness to Light Training (D.1.4).

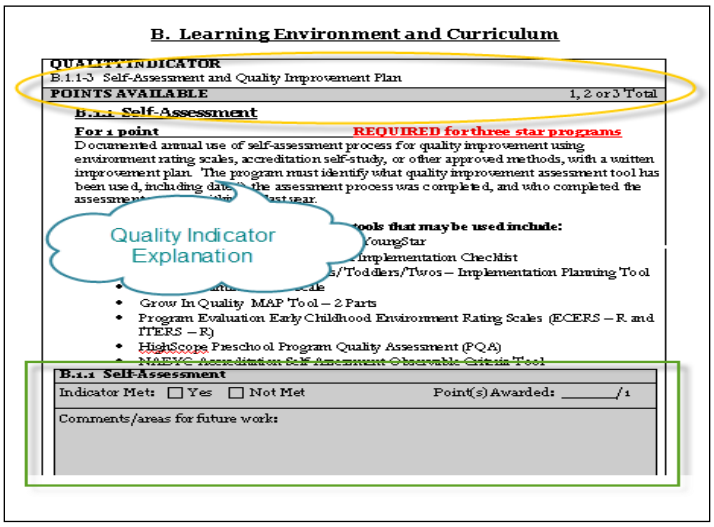
To be qualified to be listed in the Program Profile, the individual needs to be in the assigned group for at least 50% of the time that the group is open (up to 40 hours per week). The individual could be listed as any of the following in the Program Profile: Day Camp Counselor. The educational level of these individuals that are listed as something other than the Lead Day Camp Counselor will not be counted for component A of YoungStar points. The method of awarding points for the education of the Lead Counselor will remain the same.

For example, if the Counselor in the group has taken the School Age Curricular Framework (SACF) or the Wisconsin Model Early Learning Standards (WMELS) but the Lead Counselor has not, the program would be given credit for that group having met the requirement for SACF/WMELS training.

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

Each Quality Indicator will be listed by name and the number of points available for that indicator (as circled in yellow in the example below). For some Quality Indicators, the number of points available may vary with increased points based upon the depth of implementation. An explanation of the Quality Indicator will be given and the points that are required for each star level will be separated from those that are optional. After each Quality Indicator, there is a box (in the green square in the example below) with an area for checking if the Indicator was met or not, an area for the corresponding points and an area for comments.

[1] This track is for Licensed Day Camps that have children enrolled 14 weeks or fewer per year. Licensed Day Camps that have children enrolled for more than 14 weeks are rated using Track 3 (School-Age).



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

- School Age Care Environment Rating Scale - Updated (SACERS - Updated)[2]
- Program Administration Scale (PAS)[3]

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

Children in Regular Attendance

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

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

Full-time vs. Part-time

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

For the purposes of YoungStar, the definition of a full-time employee is a Lead Counselor or Camp Director who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid

[2] Harms, Thema, Ellen Vineberg Jacobs, and Donna Romano White. School Age Care Environment Rating Scale. New York: Teachers College Press, 1996.
[3] Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.

days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

Staffing of Day Camp Programs:

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

A. For YoungStar,[4] the maximum ratios of staff to children and the size of a "group" will be based upon licensing rules governing these areas. See Appendix C for this information.

B. In this document, Camp Director/Coordinator/Director/Administrator has been shortened to "Camp Director" in some instances. If the word "Camp Director" is written, it refers to the person serving in any of the Camp Director/Coordinator/Director/Administrator positions.

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

    For example: If the program is open 40 hours or more per week, the Site Supervisor would need to be on-site for at least 25% of the time, at least 10 hours per week, for the purpose of carrying out Site Supervisor responsibilities in a single full-day location. If the program is open for less than 30 hours per week, the Site Supervisor would need to be on-site for 25% of the time.

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

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

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

Verification of Staffing Before approving a rating, the Technical Consultant will visit each classroom or group at least once and must see the person who is listed as the Lead Teacher or Lead Counselor in the Program Profile teaching in that classroom or group. If a Technical Consultant does not see each Lead Teacher/Lead Counselor in the classroom/group in which they are listed in the Registry Program Profile, a Technical Rating will not be completed and the program will be ineligible for a Formal Rating until the information can be verified. Further proof may be required in the form of time sheets or pay stubs. (Maintaining Your Registry Profile Policy, Updated 9/22/2015.)

Variations—The following variations to rule C will be allowed:[5]

- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the site, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed in the Staffing of Day Camp Programs) must be performed by a person who is on-site at the site for at least 25% of the total number of hours per week they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

  In these cases, the program has two options:

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

- **Dual-role:** day camp sites licensed for 50 or fewer children may, in the following limited circumstances, have a Camp Director who also is listed as a Lead Counselor in the Program Profile:

  - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open[6] (up to 40 hours) devoted to the responsibilities of the Camp Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Camp Director must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Camp Director role for 10 hours per week and be at a Registry Level 10 or the equivalent as verified through case management..

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

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

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

A. Education and Training of Lead Counselors and Camp Director/ Coordinator/ Administrator/Director

In the following charts, the points are not cumulative. The program will receive credit for the highest education level attained in each chart. If an individual's Registry Level falls in between two point levels, the program will be awarded the points for the lower of the two levels. For example, if a Camp Director is at Registry Level 11 but does not have the 6 credits in supervision/ personnel management and financial management, (s)he would receive 3 points because her Registry Level is higher than the requirement at the 3 point level but did not meet the requirement at the 4 point level.

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

The information below does not reflect requirements for licensing. The individual serving in a position must minimally meet licensing requirements for that position. For example, a person with an unrelated Master's degree such as political science would have a high registry level but they may not be qualified to teach in a classroom because they have not met the minimum requirements for licensing. So, that individual cannot be listed in the Program Profile and earn points for the program.

Any time a "Related Associate's Degree" is referenced in this document, 60 credits beyond high school with at least 30 of those credits related to early childhood or day camp and education would be accepted as equivalent to the Related Associate's Degree for YoungStar point purposes. There are over 5,000 course titles that will be accepted for the credits in supervision/personnel management. Individuals should check with The Registry if they have a question about a particular course being accepted in these categories.

A.1 Lead Counselor Qualifications

Quality Indicators – Staff Qualifications	Points Awarded
Lead Counselors with Registry **Level 7** for 25% of groups	**1**
Lead Counselors with Registry **Level 7** for 50% of groups– ***Required for 3 Stars***	**2**
Lead Counselors with Registry **Level 7** for 100% of groups	**3**
Lead Counselors with Registry **Level 9** for 50% of groups, all other Lead Counselors with Registry **Level 7** – ***Required for 5 Stars with accreditation***	**4**
Lead Counselors with Registry **Level 10** and above for 50% of the groups, all other Lead Counselors with Registry **Level 7**	**5**
Lead Counselors with Registry **Level 14** or higher for 100% of groups	**6**

A.2 Camp Director/Coordinator/Administrator/Director Qualifications

Quality Indicators – Camp Director/Coordinator/ Administrator/ Director Qualifications	Points Awarded
Camp Director with Registry **Level 9**	**2**
Camp Director with Registry **Level 10** plus 6 more credits in supervision or personnel management or financial management course work[7] ***Required for 3 Stars***	**3**
Camp Director with Registry **Level 11** plus 6 those credits must be in supervision or personnel	**4**

[7] Administrator's credential includes 6 credits in supervision and personnel management and would thus be acceptable to meet the 3 Star requirements for the Camp Director.

management or financial management course work	
Camp Director with Registry **Level 12** plus 6 credits must be in supervision or personnel management or financial management course work	**5**
Camp Director with Registry **Level 13 AND** Administrator's Credential - ***Required for 5 Stars with accreditation***	**7**
Camp Director with Registry **Level 14** or higher	**9**

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The Registry

Career Levels

Last Updated 9/2014

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

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

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

QUALITY INDICATOR

A.2 Camp Director/Coordinator/Administrator/ Director Qualifications

Role of the Camp Director For 3 star programs ONLY

YoungStar Technical Consultants will confirm that programs who utilize a dual-role Camp 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 Camp Director must also meet the educational qualifications for a 3 Star rating to receive that rating.

Programs that do not have a Camp Director serving in a dual-role should disregard this portion of the indicator. Programs licensed for more than 50 children cannot have a Camp Director listed as both the Camp Director and a Counselor in the Program Profile.

A.2 Role of the Camp Director

Program has a:

☐ Dual-Role Camp Director
☐ Centralized Administrative Structure

Dual-Role

☐ **To earn 3 Stars:** The person in the dual-role has 50% of the time the program is open[8] devoted to the responsibilities of the Camp Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Camp Director must also meet the educational qualifications for a 3 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 50% of their working hours. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

Responsibilities

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

In these cases, the program has two options:
Program chooses:

☐ **Option 1:** List a person from the administrative office who is responsible for 3 and/or 4 as the Camp Director.

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

☐ **Option 2:** List the person who is on-site performing responsibilities 1 and 2 (listed above) as the Camp Director. **If the program wants to choose this option and the person listed as the Camp Director is also a Counselor, 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 Camp Director with dual-role:

B. Learning Environment and Curriculum

Learning Environment and Curriculum: REQUIRED Points

QUALITY INDICATOR

B.1.1 Self-Assessment

POINTS AVAILABLE: 1

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

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

- http://dcf.wisconsin.gov/files/youngstar/pdf/ys-self-assessment/daycampselfassessment.pdf
- California After School Program Quality Self-Assessment Tool
- City of Madison Self-Assessment
- http://coanet.org/standard/cyd-ayd/
- National Afterschool Association Standards for Quality School Age Care Self-Assessment (available from CCIC)
- Early Learning Leaders (formerly NAC) Self-Assessment
- National Institute on Out-of-School Time: Afterschool Program Assessment System (APAS)
- New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool
- School-Age Care Environment Rating Scale (SACERS)
- http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/clcwasciprubric.pdf
- YMCA Day Camp Program Guidelines (available for YMCAs only)
- https://store.cypq.org/

VERIFICATION

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 program needs to do a new self-assessment each calendar rating year.***

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

B.1.1 Self-Assessment

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

Self-assessment used: _____

Who completed self-assessment: _____

Date of self-assessment: _____

Did at least 75% of Counselors currently hired and the Camp Director review and contribute to the self-assessment?

☐ Yes ☐ No

Comments/areas for future work on self-assessment:

Total points earned for Indicator B.1.1 _____/1

Learning Environment and Curriculum: OPTIONAL Points

QUALITY INDICATOR

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

POINTS AVAILABLE: 1

B.1.2 Quality Improvement Plan

For 1 point

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

Identify the following within the QIP:

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

VERIFICATION

The Consultant is responsible for the verification of a complete QIP that is **based** upon a self-assessment process. The Quality Improvement Plan **must** be completed each rating year.

B.1.2 Quality Improvement Plan

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

Date of QIP: _____

Who completed the QIP? _____

What goals have been identified for quality improvement over the next year (list three)?

1. _____
2. _____
3. _____

Comments/areas for future work on QIP:

B.1.3 Developmentally Appropriate Practices

For 1 point

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

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

Developmentally appropriate practice requires both meeting children where they are and enabling them to reach goals that are both challenging and achievable.

The following key elements are needed to award a point for developmentally appropriate practices.

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

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

    a. The Counselor and children appear to enjoy being with each other and demonstrate respect for each other.
    b. The Counselor is usually in close physical proximity with the children and joins in the children's experiences and activities.
    c. Counselor provides opportunities for peer interactions as children are able to participate in experiences and activities together.
    d. The Counselor provides verbal support in the language/manner that the children understand.
    e. The Counselor is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.

3. **Exploration and play for children is supported by the environment.**
    Counselors can best guide learning by providing learning opportunities in natural and authentic contexts. Children are provided with opportunities to explore and apply new skills through a balance of child-initiated and teacher-initiated activities. Children are offered different types of play and learning experiences to choose from, during which time positive interactions amongst peers and teachers are occurring. Children gain the most benefit for playful learning experiences and materials when positive relationships are at the foundation of teaching. A minimum of five learning experiences/learning areas related to each of the five WMELS domains/SACF content areas must be available to children. To effectively meet the needs of ALL children, teacher must provide materials and/or experiences with differing levels of difficulty and/or that address different learning styles to demonstrate how they have adjusted learning activities to challenge each

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

child appropriately. Materials must be considered easily accessible for independent use by the children. Teachers must provide at least two examples for at least two WMELS domains/SACF. This will be verified by lesson plan and observation.

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

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

4. **Children have routines and consistent schedules.**
Counselors adapt schedules and experiences to meet individual children's needs within the group setting. Counselors facilitate flexible and smooth transition times to effectively meet children's needs. Predictable sequences to the day and routines provide a sense of security for children and staff. A minimum of 50 consecutive minutes of uninterrupted indoor free choice daily must be scheduled to allow for in-depth investigation of the environment and materials. This will be verified by observation and lesson plan/schedule. This will apply to programs differently as follows:

   - If the program is open for more than 4 hours per day for that age group of children served, fifty consecutive minutes is required. The 50 minutes cannot be during the first or last two hours of operation of the program for programs open more than 8 hours.
   - If the program is open for less than 4 hours per day for that age group of children served, a minimum of 30 consecutive minutes of uninterrupted indoor free choice is required.
   - If the program has a split schedule then the 50 consecutive minutes can be split.

5. **Reciprocal relationships with families exist between program and families.**
Programs must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. A program must use a parent completed child intake form upon enrollment and annually thereafter. The form must include questions related to a child's background and/or culture. This information must be placed in the child's portfolio (if the program does portfolios). If the program does not use portfolios, the forms must be in the are where the children are located for programming. The background information helps the program provide meaningful, relevant and respectful learning experiences for each child and family. Program must demonstrate connection between the information received on a parent completed child intake form with the learning experiences provided for the child which will be verified through an interview conducted with the Counselor. The child intake form must be verified for 25% of the children in regular attendance from a classroom in each age group served: preschool and/or school age.

VERIFICATION

To earn the point for this indicator, all classrooms must follow the indicators outlined above but to use verification time wisely, a Consultant/Rater should verify this practice in one classroom for each age group served: infant, toddler, preschool and/or school-age. Consultant/Rater must verify developmentally appropriate practices through observation, lesson plans, schedule and interview.

B.1.3 Developmentally Appropriate Practices

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

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

☐ Yes ☐ No

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

2. Staff provides care that is engaging, comforting, culturally sensitive and compassionate. (Must be observed). All interactions by Counselors must be positive or neutral at best. The Counselor uses language that children understand and help children communicate appropriately. The Counselor supports children's forming of friendships and provides opportunities for them to play and work together. At least three of the following are evident through observation:

a. The counselor and children appear to enjoy being with each other and demonstrate respect for each other.
b. The counselor often is in close physical proximity with the children and joins in the children's experiences and activities.
c. Counselor provides opportunities for peer interactions as children are able to participate in experiences and activities together.
d. The counselor provides verbal support in the language/manner that the children understand.
e. The counselor is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.

☐ a ☐ b ☐ c ☐ d ☐ e

Notes: _____

_____

_____

_____

_____

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

a. **Does the Counselor provide opportunities to explore and apply new skills through child-initiated and teacher-initiated activities?**
☐ Yes ☐ No

If yes, how verified? _____

b. **Children are offered different types of play and learning experiences to choose from, during which time positive interactions amongst peers and counselors are occurring.**
☐ Yes ☐ No

If yes, how verified? _____

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

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

1. _____
   Health and Physical

2. _____
   Social and Emotional

3. _____
   Language and Communication

4. _____
   Approaches to Learning

5. _____
   Cognition and General Knowledge

OR

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

1. _____
   Language, Literacy and Numeracy

2. _____
   Arts and Culture

3. _____
   Global Learning

4. _____
   Health and Well-being

5. _____
   Media and Technology

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

7. _____
   Social Emotional Development /Character Education

8. _____
   Environmental Learning

9. _____
   Service Learning

d. **Are the materials easily accessible for independent use by the children?**
   ☐ Yes ☐ No

If yes, how verified? _____

e. **Does the Counselor provide a variety of materials or experiences (at least two) for two domains/SACF content areas at differing levels of difficulty to adjust learning activities to challenge each child appropriately?**

☐ Yes ☐ No

If yes, list: _____

_____

4. Children have routines and consistent schedules.

a. **Does the Counselor provide a predictable schedule and adapt schedules and experiences to meet individual children's needs?**

☐ Yes ☐ No

If yes, how verified? _____

b. **Does the Teacher facilitate flexible and smooth transition times?**

☐ Yes ☐ No

If yes, how verified? _____

c. **Do the children have the required consecutive minutes of uninterrupted indoor free choice daily?**

☐ Yes ☐ No

If yes, how verified? _____

5. Reciprocal relationships with families – must be verified for 25% of children in regular attendance in at least one classroom for each age group served (infant, toddler, preschool and/ or school age)

a. Does the program use an annual parent completed child intake form that includes questions related to a child's background and/or culture?

☐ Yes ☐ No

If yes, Where verified? _____

b. Does the program demonstrate connection between the information received on a parent completed child intake form with the learning experiences provided for the child?

☐ Yes ☐ No

If yes, where verified? _____

Preschool

☐ Age Group Not Served

Classroom verified: _____

School Age

☐ Age Group Not Served

Classroom verified: _____

Summer Only School Age

☐ Age Group Not Served

Classroom verified: _____

Comments/areas for future work on Developmentally Appropriate Practices:

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

QUALITY INDICATOR
B.2 School-Age Curricular Framework

POINTS AVAILABLE - 3

B.2.1 School-Age Curricular Framework training

For 1 point
50% of classrooms have one staff person assigned to the group in the Program Profile who has completed the full WMELS training **(15-18 hours)** or training in SACF **(15 hours)**. Staff have the option of completing either training if only school-age children are enrolled. See note on page 3 about the way training of staff is counted in YoungStar for 2016 and beyond.[10]

NOTE: Verification will be completed through automated linkage with The Registry to confirm Counselors have completed the School-Age Curricular Framework training or Wisconsin Model Early Learning Standards delivered by an approved WMELS or SACF trainer, WMELS credit-based training or the SACF 15 hour training. The intent of this indicator is that the Counselor is trained in the tool that matches the age group(s) served (at least one of the children in care should match the age group of the tool in which the Counselor is trained). However, The Registry will give the program credit for this indicator if the Counselors have taken either training.

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

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

VERIFIED BY THE REGISTRY

Comments/areas for future work on School-Age Curricular Framework or Wisconsin Model Early Learning Standards training:

[10] Wisconsin Model Early Learning Standards training will also be accepted for this indicator. However, School Age Curricular Framework would be more appropriate for Counselors teaching school-age children. DCF encourages providers to take the training that matches the age of children served.

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

For 1 point

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

School-Age Curricular Framework

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

Day camp programming should show evidence of the following:

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

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

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

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

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

This must be demonstrated through the following **three** things:

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

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

For example:

Daily:

- Planned Large Motor Activity (minimum 15 minutes per day at day camp program)
- Social-Emotional Development/Character Development

Bi-weekly:

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

Monthly:

- Service Learning
- Environmental Learning

In addition to curriculum alignment, SACF is also used to provide information to families and staff (if applicable). This can be demonstrated through documentation of **two or more** of the following:

- Parent handbook
- Center operational policies
- Staff training materials
- Documentation from family meetings
- Orientation materials

- Newsletter

WMELS

WMELS are NOT a curriculum or an assessment tool. The WMELS provide a framework to be used as a guide for determining developmentally appropriate expectations for young children (birth to entry into 1st grade). After developmentally appropriate age expectations have been determined and curriculum and assessment has been selected or developed, the Counselor can determine goals/learning objectives for children based upon data collected from the ongoing assessment process. The goals/learning objectives of the children will assist the Counselor to implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals/learning objectives.

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

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

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

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

1. **Lesson plans reflect the WMELS' five domains with developmentally appropriate practices for learning written on lesson plans:** Lesson plans include developmentally appropriate practices for the age of children in the classroom. The Wisconsin Model Early Learning Standards Performance Standards should not be used to determine **age level** learning objectives. Programs should not use the Performance standard numbers to set goals for children. The performance standards are designed "forward" from birth to first grade. Learning expectations are a subcomponent of a performance standard that translates the standard into what a child should know and be able to do at a specific developmental age level. Learning Expectations are not included in the WMELS document. The knowledge of learning expectations will help the Counselor to determine the goals/learning objectives for each child that are developmentally appropriate and should be focused on. The lesson plans for the day, week or month need to include the five WMELS domains in the key learning areas for the children. In addition, the teacher will have goals/learning objectives for large group, small group, **or** individual children written on either the lesson plan or an attachment to the lesson plan. The WMELS domains and children's goals/learning objectives will be linked to routines and learning environments that are designed to meet the WMELS domains.

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

   dramatic play
   block and construction play
   literacy and writing activities
   art experiences
   science and nature/outdoor
   music and movement experiences
   math experiences
   small manipulative and games

sand and water and other sensory play social studies experiences
outdoor large motor activities

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

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

3. **Developmentally appropriate learning experiences are linked to goals/learning objectives for all children and/or child assessments:** Counselors have responsibility of knowing what the desired goals/learning objectives for the children are and how the program's curriculum is intended to achieve the goals/learning objectives. Goals may be connected to children's needs, a theme, or program goals. These goals would then be connected to appropriate activities/materials. Developmentally appropriate children's learning experiences are linked to goals/learning objectives for children when assessment tools are used. **The use of an individual child assessment tool is not required to earn this point**. However when an assessment tool is used, it must inform the planning and implementation of experiences for children's learning identified by the child assessment tool used.

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

In addition to curriculum alignment, WMELS are also used to provide information to families and staff (if applicable). This can be demonstrated through **two or more** of the following:

- Parent handbook
- Document from family meetings, support group meetings and/or other events where the WMELS are reviewed and discussed with families and other interested parties
- Daily information sheets that are given to families
- Family conference reports
- Newsletter
- Poster.
- Orientation materials

VERIFICATION

Verification of programming alignment will be done by the Consultant. To use Consultant time wisely, verification of this indicator must done in one-third of the groups for no more than three groups. If there are three or fewer groups, Consultant should verify lesson plans for all groups. The Consultant must review the **most recent consecutive four weeks'** lesson plans for this indicator.

For SACF: To verify that curriculum is aligned with the School-Age Curricular Framework, Consultant must see all of the following **three** things in **at least one-third** of the day camp groups (if present):

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

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

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

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

Programs must also show how information about how the program implements WMELS/SACF is communicated to families in **two or more** ways.

If there are questions about program alignment with SACF or WMELS, the Department will make a determination. The Department will review curriculum that is submitted to them to determine if a curriculum is in line with the School-Age Curricular Framework or WMELS.

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

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

To verify that curriculum is aligned with the School-Age Curricular Framework, Consultant must see all of the following in one-third of the total number of groups (up to three groups):

Group verified: _____

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

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

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

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

Comments: _____

_____

_____

Group verified: _____

- ☐ Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans.
- ☐ Interest areas reflect the School-Age Curricular Framework nine content areas.
- ☐ Enrichment experiences are linked to the goals/learning objectives/outcomes for children and the program as a whole and are:
  - ☐ project based, hands on, inquiry based
  - ☐ age-appropriate and developmentally appropriate
  - ☐ include 21st century skill-building and leadership activities
  - ☐ improve life skills and character education
  - ☐ integrated across multiple curriculum areas
  - ☐ conducted using a variety of grouping levels (individual, small group, full group work)
  - ☐ intentional in scope and sequence

Comments: _____

_____

_____

Group verified: _____

- ☐ Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans.
- ☐ Interest areas reflect the School-Age Curricular Framework nine content areas.
- ☐ Enrichment experiences are linked to the goals/learning objectives/outcomes for children and the program as a whole and are:
  - ☐ project based, hands on, inquiry based
  - ☐ age-appropriate and developmentally appropriate
  - ☐ include 21st century skill-building and leadership activities
  - ☐ improve life skills and character education
  - ☐ integrated across multiple curriculum areas
  - ☐ conducted using a variety of grouping levels (individual, small group, full group work)
  - ☐ intentional in scope and sequence

Comments: _____

_____

_____

WMELS Alignment

To verify that curriculum is aligned with WMELS, Consultant **must see all** of the following:
Most recent consecutive 4 weeks of lesson plans reflect the WMELS five domains with goals for learning written on lesson plans?

☐ Yes ☐ No

Comments: _____

_____

Interest centers reflect the WMELS five domains?

☐ Yes ☐ No

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

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

☐ Yes ☐ No

1. _____
2. _____

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

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

Comments/areas for future work on curriculum/programming alignment with School-Age Curricular Framework or Wisconsin Model Early Learning Standards:

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

QUALITY INDICATOR

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

POINTS AVAILABLE: 3

NOTE: Indicators B.3.1-3 deal with the process that Counselors use to plan for the learning of the children in their care. The indicators are interconnected and address different aspects of the teaching cycle that is used throughout the Wisconsin Model Early Learning Standards (WMELS) training. This is a process and it can take years to master. Developmentally Appropriate Practices (DAP) are the basis for this process and must be understood before taking on this task. DAP trainings are available throughout the state. A list of available trainings can be found at: http://dcf.wisconsin.gov/youngstar/providers/training

When thinking about indicators B.3.1-3, Counselors should be able to answer the following questions, which may be posed to them by a Consultant verifying these points. These are sample questions.

- Where and how do you document what you know about the children's development?
- How do you know if this is typical child development and meeting widely held expectations of the child's age?

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

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

B.3.1 Individual child portfolios

For 1 point

The Teaching Cycle involves three processes: documentation linked to assessment, curriculum planning and implementation. For B.3.1 Individual Child Portfolios: documentation, by portfolio, is the record of the child's process of learning represented by artifacts or children's work or the data on which an evaluation of the child's learning is based. Documentation should always be informing the authentic assessment process. Without documentation an assessment is not effective in telling teachers and parents about the child's learning. Portfolios show children's efforts, progress and achievements in an organized and structured way. The portfolios should be meaningful so that children are able to take an active role in evaluating their own work. By discussing portfolios together, teachers and children are able to make instructional decisions that lead to new activities based on the child's progress and interests. Portfolios should be structured in a way that can clearly show children's progress on learning objectives, accomplishments and participation.

Portfolios for Day Camp Children

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

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

Items that may be included in a Day Camp Portfolio:

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

YoungStar staff and the Wisconsin Afterschool Network have developed an enrollment inventory for day camp children that is available online free of charge here: http://dcf.wisconsin.gov/files/youngstar/pdf/daycampenrollment.pdf

VERIFICATION

To earn this point, portfolios must be robust in every group for every child who is in regular attendance.[11] To use Consultant time wisely, verification of this indicator will be done for 25% of the children in one-third of the groups in the program up to a maximum of 30 portfolios. If there are three or fewer groups, the Consultant must verify portfolios for all groups. For example, if there were six groups with eight children in each, the Consultant must see these documents for two children in each group. If a child is enrolled for more than 6 days, the portfolio for that child must be created and must have at least one piece of evidence or observation in it. The item could include an interest survey, an artifact, anecdotal note or observation, or an activity summary survey.

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

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

"Progress over time" can be verified through seeing copies of child portfolios. Ideally, programs will start a portfolio for a child at the time of first enrollment and the portfolio will move with the child. **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 must be updated with a piece of evidence or observation **at least once every six weeks.** And goals must be updated at least monthly. If the program is only open for part of the year, pro-rate this based upon the number of weeks the program is open. For example, if the program is open twelve weeks of the year, they must update the portfolios at least twice during the program.

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

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

B.3.1 Individual child portfolios

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

Portfolios must include demonstration of all of the following to earn the point for this indicator:

Group 1 verified: _____

Portfolios include at least one piece of evidence every six weeks

☐ Yes ☐ No

List evidence here: _____

_____

_____

How are goals/learning objectives for child outcomes demonstrated?

_____

_____

_____

_____

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

Group 2 verified: _____

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

☐ Yes ☐ No

List evidence here: _____

_____

_____

How are goals/learning objectives for child outcomes demonstrated?_____

_____

_____

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

Group 3 verified: _____

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

☐ Yes ☐ No

List evidence here: _____

_____

_____

How are goals/learning objectives for child outcomes demonstrated? _____

_____

_____

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

Comments/areas for future work on child portfolios:

B.3.2 Counselor Uses Intentional Planning to Improve Child Outcomes
For 1 point

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

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

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

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

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

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

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

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

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

An Assessment and the Wisconsin Model Early Learning Standards Alignment Review Tool is available at: http://dcf.wisconsin.gov/files/youngstar/pdf/wmelsassementalignment.pdf.

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

Examples of assessment tools/surveys that may be used include:

- Afterschool Youth Outcomes Inventory, PASE
- ACA Camp Youth Outcomes Battery: Measuring Developmental Outcomes in Youth Programs, Second Edition (revised)
- Creating Portfolios With Kids in Out-of-School Programs—Developmental Checklists: http://www.newroads-consulting.com/store.html
- Personal Learning Plans
- Family, teacher, child surveys, questionnaires, or evaluations
- National Institute on Out-of-School Time (NIOST): Survey of Afterschool Youth Outcomes (SAYO)
- http://dcf.wisconsin.gov/files/youngstar/pdf/youth-outcome-measures.pdf

For 2016, assessment tools used by the program must show that the following practices are included in the assessment process:

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

- Others not previously reviewed and approved by DCF and the Consultant. The tool will need to be aligned, by the program, to the School Age Curricular Framework content areas/domains using the school-age Alignment Review Tool (for school age children). If the program has children 3 and 4 year olds enrolled, the WMELS Standards should be used.

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

VERIFICATION

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

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

   The Consultants will verify that assessment of individual children is taking place by:

   - Conducting an interview of the Counselor to review the following:
     i. Individual group procedures for conducting assessments.
        a. What is the process for documenting that children are moving toward their identified goals/learning objectives?
        b. How many goals/learning objectives are set for each child each week?
        c. Is there any identified focus for the observations/evidence collection?
        d. Is the groups focus on one domain per month or on specific assessment indicators?
     ii. Modifications that are being made for individual needs of children . Part of the planning process should include reflection on how the current goals/learning objectives are met, what modification needs to be made (both as a group and for each individual child). The program should be able to describe how they identify goals/learning objectives that may need to be added, etc.
   - Verifying the frequency of child assessment is at least every six weeks **or 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. (B.3.1 – Updates to portfolios should be completed **at least once every six weeks.)**
   - Verifying the program is using what is learned from the assessment process to inform the lesson plans (if used).

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

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

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

   - Conducting an interview of the Counselor about:
     - How they are supporting children being successful at the stage each child is at and not only the whole group of children
     - modifications that are being made for individual needs of children and use of counselor strategies to support children's learning
   - Tracking through consecutive 4 weeks of lesson plans specific children's goals/learning objectives.

To earn the point for this Indicator, **all groups must use intentional planning.** To use the verification time wisely, a Consultant should request to see **the most recent consecutive four weeks** of lesson plans for one-third of the groups. If there are fewer than three groups in care, this indicator should be verified for every group. Additionally, individual child assessments/developmental milestone checklists or portfolio entries must be verified for 25% of the children in regular attendance in those selected groups. For example, if there were six groups, the Consultant should see the lesson plans for two of the groups and the child assessments/developmental milestone checklists or portfolio entries for 25% of the children in regular attendance in the selected groups.

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

B.3.2 Intentional planning to improve child outcomes

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

Group 1 verified: _____

Child assessments (or inventories/surveys) performed **at least once every six weeks** for every child in regular attendance?

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

Group 2 verified: _____

Child assessments (or inventories/surveys) performed **at least once every six weeks** for every child in regular attendance?

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

Group 3 verified: _____

Child assessments (or inventories/surveys) performed **at least once every six weeks** for every child in regular attendance?

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

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

☐ Yes ☐ No

Comments: _____

_____

_____

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

_____

Comments/areas for future work on intentional planning:

B.3.3 Program Implements Developmental Screening Practices

For 1 point

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

Children three to five years (enrolled in day camp programs)

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

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

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

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

Examples of screening tools that may be used include:

- Ages and Stages Questionnaires
- The Brigance

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

School-Age

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

Examples of screening tools that may be used include:

- http://dcf.wisconsin.gov/files/youngstar/pdf/enrollmentinventory.pdf (for school-age children, if enrolled)

VERIFICATION

To earn this point, screenings must be received **for every child who is in regular attendance.** To use Consultant/Rater time wisely, this indicator will be verified for 25% of the children in regular attendance. The training needed for each screening tool varies by screening tool but could include any of the following: reading a book; watching a video; or attending a training by a registered PDAS trainer or other trainer. If there is no physical proof of the training (i.e. a certificate of attendance or similar artifact), the Consultant/Rater, through interview, needs to ensure the person who took the training understands the training content and can explain how the training will influence their practice.

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

B.3.3 Program Implements Developmental Screening Practices	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Screenings or waivers are verified for 25% of every child in regular attendance? ☐ Yes ☐ No	
Training verified? ☐ Yes ☐ No	
How? _____	
Comments/areas for future work on Developmental Screening Practices:	

B.3.4 Individual Child Outcomes Tracked

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

For 1 point

Counselor tracks individual child goals/learning objectives and outcomes to demonstrate that Counselor training and child interactions improve children's individual outcomes. **Programs must be able to demonstrate at least six weeks of tracking child outcomes to earn the points for this indicator. The program may show previous year's information combined with current year.** See indicator B.3.2 for examples of assessment tools that may be used. If an initial assessment has been done on the children in the group, and because of the timing of the rating, a follow up assessment has not been completed, the program may still earn the point by demonstrating past assessments.

Outcomes or standards include developmental domains, but also specify what information or facts children are expected to know. For outcomes to strengthen instruction and boost achievement they must be receptive to assessment. Outcome statements are written in ways that take into account the unique ways that children develop and learn. Programs must be able to document child outcome standards (the knowledge, skills, and dispositions children demonstrate).
Child outcomes describe the knowledge and skills children should acquire by the end of the year. Comprehensive child outcomes define the range of knowledge and skills that children should master. They can also extend beyond knowledge and skills, describing the kinds of habits, attitudes, and dispositions children are expected to develop as a result of day camp experiences.

An example for children 3 – 5 years old is as follows:

Children demonstrate improved:

A. Positive social-emotional skills (including social relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs

For school-age children:

A. Demonstrate age-appropriate social skills
B. Demonstrate increased problem-solving skills
C. Demonstrate increased knowledge about healthy lifestyles
D. Acquire and gain new knowledge and skills

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

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

Additional examples of year-end outcomes for early childhood and school age can be found in Appendix E. Examples of outcome tracking forms can be located at:
http://dcf.wisconsin.gov/youngstar/providers/resources. They are located in the Learning Environment and Curriculum section. These forms can be used to track outcomes of the class or individual children. At the top of the sample form is a program's identified OUTCOME. The outcomes chosen are linked to the WMELS. Child outcomes are defined as the benefits experienced as a result of supports provided for a

child(ren). By using a systematic tracking system, the program can follow the movement of individual children or of all children in a classroom and be able to indicate whether the intended benefits or changes were experienced by the child(ren) and will help identify if progress has been made toward the specific outcome. It can also be used to inform the teacher about the progress the class is making as a whole and provide a picture of where additional supports are needed. In the same location, a blank template is available for programs to use to design a classroom tracking form for their own program.

VERIFICATION

To earn this point, individual child outcomes must be tracked for every child who is in regular attendance. To earn the point for this Indicator, all groups must track individual outcomes but to use verification time wisely, a Consultant must request to see the **most recent consecutive four weeks** of lesson plans for at least one-third of the groups. For the groups selected, the Consultant must also cross-check the most recent four weeks of lesson plans with the individual child assessments, developmental milestone checklists or portfolio entries for the children that are listed on the lesson plans. If there are three or fewer groups, Consultant should verify lesson plans for all groups.

To earn this point, Consultants should ensure the Camp Director and Camp Counselors shows an understanding of child outcomes and can explain how individual child outcomes are tracked over the duration of a child's enrollment. Individual Counselors must be able to demonstrate they track child outcomes through portfolios and lesson plans. The Counselor must show that lesson plans are adapted to reflect goals/learning objectives from individual child assessments. For example, the School-Age Curricular Framework implementation form provides an area for individual goals/learning objectives that can be used for lesson planning.

B.3.4 Individual outcomes tracked

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

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

How does the Camp Director and Camp Counselors show an understanding of child outcomes and the importance of tracking them throughout the child's enrollment?

_____

_____

_____

Group 1 verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

Group 2 verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

Group 3 verified: _____

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

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

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

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

C. Business and Professional Practices

Business and Professional Practices: REQUIRED Points

QUALITY INDICATOR
C.1 Signed YoungStar Contract

POINTS AVAILABLE – 0

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

For 0 points
Program must sign and hand in a YoungStar Contract to participate in YoungStar. They do not earn any points for doing this; it is just a prerequisite for participation. This contract is valid for one year.

QUALITY INDICATOR
C.2 Business Practices

POINTS AVAILABLE – 3

C.2.1 Ongoing Yearly Budget REQUIRED for 3 Stars

For 1 point
The program does all of the following:

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

VERIFICATION

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

1. **Line-item Budget:** The program has an annual line-item operating budget which includes all of the following:

   a. Projected income and expenses for current year divided into line-items: this is to be a 12-month budget but does not necessarily need to follow the calendar year—they may use the state or federal fiscal years or some other time period. The Technical Consultant needs to verify that the program has a budget for the current 12-month period using whatever fiscal year the program has chosen to use. For example, if the program is using a state fiscal year (July to June), and it is October 2015, the Technical Consultant would need to see the budget that runs from July 2014 to June 2015. The requirement is to show this for a 12-month period. This could be shown in one sheet that covers a 12-month span or could be broken down monthly or quarterly, depending on the program's preference.

   b. One line-item which includes funding for at least one item in the program's Quality Improvement Plan (QIP): this may be a line-item by itself or may be an item within a line-item. For example, a program may have School Age Curricular Framework training in their QIP and they may be shown within a line-item for "Training" or may be named "QIP line-item" explicitly.

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

2. **Budget Review:** The program reviews the budget annually and makes adjustments to future annual budgets if necessary. Programs should not continually update or change dollar amounts on their current budgets, but rather review them periodically and use the information to inform and create future budgets. This should be shown through the following:

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

3. **Record-Keeping Practices:** The program demonstrates record-keeping practices that track income and expenses including tracking meals and snacks. All of the following must be verified for this indicator:

   a. **Tracking income and expenses:** Verification will be completed by the Technical Consultant reviewing documents that demonstrate that the program is keeping track of income received and expenses paid within categories for the line-item budget or profit/loss statement. The Technical Consultant needs to see evidence of **one month's worth of records** but extrapolating information from **one month** to determine *actual income received* for the whole year is not accepted business practice.

   b. **Tracking Meals and Snacks:** CACFP claims **(last 2 months and an in-progress claim)** would satisfy this requirement. This supports good business practice as this information can be used to provide documentation for development of future budgets. Programs that provide meals and snacks for children and that are not on CACFP must provide records (Technical Consultant can request **up to 3 months' worth)** documenting:

i. Menus
ii. Meal/snack components (what was actually served if different from printed/posted menu)
iii. Children served that meal/snack (programs not on CACFP will need to keep track of number of children served meal/snack to meet this requirement)
iv. Date meal/snack was served
v. Time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-1130AM], as long as this is reasonably accurate to what is observed by Technical 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 day camp program, the Technical Consultant needs to see signed or electronically filed copies of all of the following:
   i. Copy of last 4-four quarterly 941's or 944's
   ii. Copy of last year's Federal Income Tax Return (Form 1065, Form 1120, Form 1120S or Form 990)
   iii. If they have employees: Copy of last year's State WT-7 OR W3 if they don't file WT-7 because the employees are exempt from paying taxes

Accurate Taxes

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

941/944: There are Federal and State payroll tax reports that need to be filed. The Federal payroll taxes are reported on either Federal Form 941 or 944. These reports are filed quarterly. This return reports the amount of taxes withheld from employee's pay checks for Federal Tax, Social Security Tax and Medicare Tax. This return also includes the amount that the day camp program owes for Social Security Tax and Medicare Tax. Verify that either the 941 or 944 have been filed for the previous quarter. If a program has been open for less than a year, they would need to show the 941/944s for the quarters they have been open. If the program is only open for a portion of the year, they would need to show 941/944s for the quarters of the year they are open.

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

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

WT-7/WT-3: If the program has employees, they need to file a WT-7 or WT-3. Most programs will have WT-7s. The amount withheld from employee's pay checks for State Tax is reported on the Wisconsin form

WT-7 annually. Verify that the WT-7 was filed for the previous year. If the program has employees who are tax-exempt, they will file a WT-3 instead of or in addition to a WT-7.

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

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

Budget Definitions

Actual Report of Income and Expenses: A report of actual income and expenses that shows the same line-items as the budget, but with the real (not estimated) amounts in the document. This is often called an "Income Statement" or a "Profit and Loss Statement." Technical Consultant should make sure the budget is **not** a report of actual income and expenses, but an estimate of the year to come. The actual report of income and expenses of the previous year should be used by the program to inform budget planning for the coming year.

Budget: An annual operating budget is a line-item projection or estimate of income and expenses that the program will have for a 12-month period, either the calendar year or the program's fiscal year. If applicable, the budget should reflect the business income/expenses as line-items separately from the owner's personal household income/expenses as line-items.

Fixed vs. Variable: Many budgets show the projected income and expenses as annual dollar amounts, separated into fixed and variable. Fixed income or expenses generally stay the same throughout the year. For example, the rent for the space used for the program is a fixed expense. Variable income or expenses change, and may increase or decrease depending on the number of children attending. Variable expenses can be budgeted by something other than a set yearly/monthly amount, such as a percentage of income or the cost per child. An example of a variable cost is food, which increases and decreases depending on enrollment. Tuition is an example of a variable income that increases or decreases as enrollment fluctuates.

Line-Items: Line-items are descriptions of income or expenses within a budget. For programs that are at the three-star level, line-items may be general and broad.. There is no specific number and/or type of line-item required for YoungStar. Line items used are decided by the program, based on their needs.

What if a Program Doesn't Have a Budget?

- **If a new program opens and wants to create a budget**, the Camp Director can create a budget which includes current month and every month for the rest of the calendar year (Example: if it is June 2015, the starting month of the budget would be June 2015 and the ending month would be Dec 2015). In order to receive credit for "assessing the program's financial status" during this first budget period, the Camp Director would need to provide actual income and expense amounts for the months completed of the budget time span, current within a one month lapse. A budget must be created annually after the initial budget period is completed.
- **If an existing program would like to create a budget for the first time**, the Camp Director can create a budget which includes estimates of income and expenses for 6 months prior to the current month and 6 months forward, for a total of 12 months. In order to receive credit for "assessing the program's financial status" during this first budget period, the Camp Director would need to provide actual income and expense amounts for the first 6 months of the budgeted time span and use this to inform the second 6 months of their annual budget. A budget must be created annually after the initial budget period is completed.

- **If the program is currently using a budget**, the program must create a new annual budget each year. To satisfy the "yearly assessment of program financial status" the program must show that **ACTUAL** expenses/income for the past 12-month time frame informed the current annual budget.

.

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

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

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

Budget

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

☐ Yes ☐ No

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

☐ Yes ☐ No

Notes on budget: _____

_____

_____

Budget Review

Does the program have a report of actual income and expenses for the previous fiscal year that is used to inform the budget?

☐ Yes ☐ No

Can the program demonstrate at least one area where the actual income and/or expenses from the previous year informed the current annual budget?

☐ Yes ☐ No

Notes on budget review: _____

_____

_____

Record-keeping

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

☐ Yes ☐ No

Documentation provided: _____

_____

Does the program have a written record of the following?

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

OR

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

- menus
- meal/snack components (what was actually served if different from printed/posted menu)
- children served that meal/snack (programs not on CACFP will need to keep track of number of children

served meal/snack to meet this requirement)

- date meal/snack was served
- time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-1130AM], as long as this is reasonably accurate to what is observed by Technical 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)

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

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

Notes: _____

_____

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

☐ Yes ☐ No

Notes: _____

_____

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

☐ Yes ☐ No ☐ No employees

Notes: _____

_____

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

Total points earned for Indicator C.2.1 _____/1

Business and Professional Practices: OPTIONAL Points

QUALITY INDICATOR

C.2.2-3 Business Practices

POINTS AVAILABLE - 2

C.2.2 Employment Policies and Procedures

For 1 point

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

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

- Job descriptions: A written job description is available for all teaching staff (Lead Counselors, Counselors, etc.) and Camp Director and/or administrator: A written procedure is available that says the program gives staff a job description upon hire. The job description is based on the responsibilities of the job. There is a different description for each job title, not each staff member.
- Hiring practices: A written process for hiring is available. The program will detail the process it uses to recruit, interview and select employees. It will include each person's responsibilities in the process. The process will include a list of questions that the interviewer may not ask or topics that cannot be broached because they may be considered discriminatory against the job applicant. While it is good practice to have a broad Equal Opportunity Employer (EOE) statement in policy, having this statement alone would not meet the intent of this indicator. Information about this topic is available at: http://dwd.wisconsin.gov/er/discrimination_civil_rights/fair_employment_law.htm
- Personnel policies: Written personnel policies are available to all program staff: Personnel policies are made available to all program staff upon hire and are available to all staff while at the program. Personnel policies should include staff expectations.
- Salary/benefit schedules: All program staff has access to a written salary scale which outlines staff roles and takes into account **at least three** factors when differentiating between salary schedules encompassing educational qualifications/specialized training and years of experience related to the age group served.

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

  In day camp, these factors are often:
  - Education level for example Registry level/Degree
  - Years of experience
  - Specialized training for example Noncredit class in age served, a credential earned
  - Job title

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

- Earned by a high performance on an annual review

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

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

  Criteria for appraising staff performance are different for each role and are tied to the specific responsibilities outlined in each job description. A written performance appraisal process is available to all Counselors and the Camp Director while at the program. If there is a Board of Directors or owner for the program, or if the Camp Director reports to some other higher entity (not a Board of Directors or owner), the evaluation of the Camp Director by the Board, owner, or higher entity must be shown. If the Camp Director is also the owner of the program and there is no Board of Directors or other supervisor for the Camp Director, the director must have a self-evaluation with professional development goal setting to meet the requirements of this point. Counselors and Camp Directors who have been employed for **60 days or more** must have a written appraisal on file. When there is a large number of staff, not all staff need to be verified to earn this point. A sample size of about 25% is sufficient to determine if the appraisals are being completed. The appraisal includes a self-evaluation as well as an evaluation done by the person they report to. Technical Consultant needs to ensure that the appraisals are kept confidential. This can be verified verbally.

  If a center is in their first year of operation, it is understood they will not have annual performance appraisals done for each employee. In this case, the programs must have written performance appraisal for Counselors and Camp Director who have been employed **for longer than 60 days**; these evaluations must include a self-evaluation done by the teaching staff as well as an evaluation done by the person they report to. After the first year of operations, annual performance appraisals must be done.

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

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

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

C.2.2 Employment policies and procedures	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Does the program have a dated document with each employee's signature verifying receipt and review of the selected policies?	

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

Job descriptions

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

☐ Yes ☐ No

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

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

☐ Yes ☐ No

Does each position have a different written description?

☐ Yes ☐ No

List the positions:

☐ Position: _____

☐ Position: _____

☐ Position: _____

☐ Position: _____

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

☐ Yes ☐ No

Notes on job descriptions: _____

_____

_____

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: _____

_____

_____

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 #:_____

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

☐ Yes ☐ No

Where are the policies within the program? _____

Where: _____ Page #: _____

Notes on personnel policies: _____

_____

_____

Salary/benefit schedules

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

☐ Yes ☐ No

☐ Outlines staff roles and responsibilities

Where: _____ Page #: _____

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

☐ Factor One: _____

☐ Factor Two: _____

☐ Factor Three: _____

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

Where: _____ Page #: _____

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

Where: _____

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

Where: _____ Page #: _____

Notes on salary/benefits: _____

_____

_____

Evaluation procedures
Does the program have a written performance appraisal process 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? _____

Does the program have a written performance appraisal on file for each Lead Counselor who has been employed for at least 60 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 Counselors who have been there one year have an annual performance appraisal on file?

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

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

☐ Yes ☐ No

Does the program have a written performance appraisal from the board of directors or owner on file for the Camp Director who has been employed for at least 60 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: _____

_____

_____

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

☐ Yes ☐ No

☐ Behaviors that are subject to disciplinary action

☐ Consequences of unacceptable behaviors

☐ Methods to inform the employees of violation including the timeline, how the notification of violation and consequences will be given

☐ Confidentiality clause which states this notification is done in private and between the employee and person they report to

Where is the policy located within the program? _____ *Page #:* _____

Notes on staff disciplinary policies: _____

_____

_____

Grievance procedures

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

☐ Yes ☐ No

Where is the policy located within the program? _____

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: _____

_____

_____

Program policies

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

☐ Yes ☐ No

Where is the policy located within the program? _____

Notes on program policies: _____

_____

_____

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

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

For 1 point

Program offers evidence of using strategic planning for administration of business including hiring, staffing and business planning. This strategic planning must include plans to improve the workplace environment for staff members. Demonstration of the strategic planning must be site/location specific.

A high quality adult working environment is crucial to sustaining quality improvements over time. The strategic planning for workplace standards are viewed as a practice that promotes goal-setting, and as such can be used as a framework for establishing an action plan. Other tools, however, could also be used to achieve desired results (examples of tools include: *Model Work Standards (no longer in print, but programs that have a copy may continue to use)*, *Question-Based Planning, A Great Place to Work, Program Administration Scale* and *Blueprint for Action)*.[12]

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

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

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

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

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

[12] Model Work Standards ordering information:
Question-Based Planning is available here: http://www.3goodquestions.com/about.html
A Great Place to Work is available here: http://newhorizonsbooks.net/early_childhood.htm
Program Administration Scale is available here: http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/
Blueprint for Action is available here: http://www.redleafpress.org/Blueprint-for-Action-2nd-Edition-P99.aspx

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

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

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

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

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

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

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

C.2.3 Use of Strategic Planning for Workplace Standards	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Has the Camp Director read the *Model Work Standards, Question-Based Planning, A Great Place to Work, or Blueprint for Action, or Program Administration Scale*? ☐ Yes ☐ No Which book was read? _____	

Does the program conduct an annual strategic planning process to improve quality in the program and develop a strategic plan which addresses improvements in the adult work environment? This can be evidenced by a written agenda and notes from their strategic planning process meeting. This meeting should have been 1-2 hours minimally.

☐ Yes ☐ No

Did at least 75% of the staff attend?

☐ Yes ☐ No

Was there a participatory process used in the development of an action plan? For this to be met, a written document on the process used to maximize staff engagement – either provided within or attached to the meeting agenda – must be provided that describes how:

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

☐ Yes ☐ No

How were the staff involved? _____

_____

Was there a facilitator? (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 the second or subsequent years of earning this point, has the program made progress on at least one of the goals from the previous year?

☐ Yes ☐ No ☐ Not Applicable (Program's First Year in YoungStar)

If this is the second or subsequent year of earning this point, are all staff involved in evaluating the progress made toward goals to improve working conditions and the work environment?

☐ Yes ☐ No ☐ Not Applicable (Program's First Year in YoungStar)

List the goals and progress made: _____

_____

_____

Comments/areas for future work on strategic planning:

Total points earned for Indicator C.2.2-3 _____/2

Business and Professional Practices: OPTIONAL Points

QUALITY INDICATOR

C.3.1-5 Professional Development

POINTS AVAILABLE - 2

C.3.1-5: Professional development

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

- C.3.1—Annual staff evaluation includes professional development goal-setting: A staff evaluation that includes professional development goal-setting has been completed in the past year and is on file for every staff person who has been employed for 60 days or more.

  If a center is in their first year of operation, it is understood they will not have annual evaluations done for each employee. In this case, the programs must have written evaluations for all employees who have been employed for longer than 60 days; these evaluations must include professional development goal setting. After the first year of operation, annual evaluations must be done

- C.3.2—Access to professional development funding (specifically to meet goals of all individual staff PD plans): The Income Statement or Profit/Loss Statement has an expense account line-item for professional development or a similarly named account. The line-item shows that there have been expenses paid in the past 12 months. This could include, for example, participation in T.E.A.C.H. or access to other funds such as grants or private donations to support completion of education or training. Paid invoice(s) or other supporting documents are available with the amount spent on professional development to meet the goals of individual staff PD plans. **Note:** This practice cannot be earned if center does not earn the practice indicated in C3.1

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

- C.3.4—Camp Director has active membership in a professional association focused on day camps or school-age care: The Camp Director and/or administrator plays an active role in a professional day camp or school-age association. The purpose of this indicator is for directors or administrators to show their commitment to the field of early childhood/school-age beyond center-based responsibilities. This may include service or leadership in an early childhood professional organization similar to what is listed in the evaluation criteria. The ideal is to strengthen and to promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues of well-being of young children, accessibility to high-quality programs, their families, and educators. Proof of membership can be membership cards, letters and/or invoices with dates of membership. Active membership means that they are current members who attend two meetings per year: either regular meetings of the association or of committees/ groups/teams per year (in person or by phone or web conference). Meeting schedules, agendas, notes/minutes of the meetings will provide proof of active participation. Both must be proven for this point. Both must be proven for this point. Conference attendance can count for one of the two meetings required. School Age and ECE associations may include:

  - Black Child Development Institute (BCDI)
  - National Association for the Education of Young Children (NAEYC)

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

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

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

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

C.3.1-5 Professional development

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.3.1 Staff evaluations**

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

☐ Yes ☐ No

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

_____

_____

☐ **C.3.2 Professional development funding**

Note: This practice cannot be earned if program 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?

☐ 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, current magazines**,** CD's, electronic/online resources 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 Camp Director belong to a school-age or day camp professional association?

☐ Yes ☐ No

If Yes, which association(s)? _____

How did the Consultant verify that the Camp Director is a member?

(Invoice, membership card, letter, etc.) _____

How did the Consultant verify that the Camp Director 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 Counselors/Camp Director with an Associate's Degree or higher does the program have? A) _____

How many of the currently employed Counselors/Camp Director have an Associate's Degree or higher and have been employed for three consecutive years or longer? B) _____

Retention rate: _____%

Notes on retention rate: _____

_____

_____

Comments/areas for future work on overall professional development:

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

QUALITY INDICATOR
C.4.1-4 Staff Benefits

POINTS AVAILABLE - 1

C.4.1-4: Staff benefits

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

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

  NOTES:

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

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

- C.4.3—Paid time off of 4.5 or more days per year for full-time staff, prorated for part-time staff: Written Paid Time Off (PTO) policy is readily available to Counselors and Camp Director while at the program which details the amount of PTO they earn. If PTO is earned at a per minute basis, then the rate is multiplied by 2,040 hours and then divided by 8 hours to calculate the annual number of days available. If the program hires part-time Counselors, they will earn PTO pro-rated based on the number of hours they work per week. **The 4.5 days must be available to use during the first year of employment for programs open 14 weeks or fewer of the year.** Holidays like Christmas, Thanksgiving or Memorial Day count toward the 4.5 total days if staff are paid for these days off. Common PTO that does not count includes items like Jury Duty, Bereavement Leave and Military Duty for example. **NOTE:** this indicator is pro-rated for programs operating less than a full year.
- C.4.4—All-staff meetings and planning time: The program provides a monthly staff meeting. To demonstrate this, the program must show a schedule of the monthly staff meetings, agendas, and minutes from previous meetings and attendance sheets. Staff schedules and/or time sheets showing that a total of **two hours** of planning time per week is available for Camp Directors. Planning time is defined as the time that the Camp Directors is given by administration to plan to meet the learning needs of the children. Planning time can only occur when the Camp Directors is not counted in ratio; not during nap time if the Camp Directors is counted in ratio.

  NOTE: if the Camp Director has teaching responsibilities (serving a dual-role), the 2 hours mentioned here does not need to be in addition to the 15 hours of administrative time they are already required to have.

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 or documents showing contribution to a retirement plan or Profit/Loss Statement, etc.)

☐ 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 4.5 days of paid time off annually for full-time Counselors and Camp Director?

☐ Yes ☐ No

Does the program pro-rate the paid time off for part-time Counselors? ☐ 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 Camp Directors get at least 2 hours of paid planning time per week?

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

_____

☐ No

Comments/areas for future work on overall staff benefits:

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

QUALITY INDICATOR
C.5.1-5 Family Engagement

POINTS AVAILABLE: 1 or 2

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

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

Within each of these five categories there are two tiers; Tier A and Tier B.

NOTE: For 2016, the family engagement criteria are optional. In 2017, programs will be required to earn at least one point for the family engagement criteria to earn 3 Stars and two points to earn a 4 or 5 Star rating.

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

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

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

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

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

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

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

Transition

Transition is an ongoing process to ensure that children and families have appropriate information and support whenever there is a change in their child's placement. Transition activities may occur when children enter a child care program, change placements/classrooms within a child care program, or go to another program or on to kindergarten. To ensure a smooth transition of information between current and future placements, family

involvement will be encouraged throughout the process, as the families are the primary advocates for their children.[13]

C.5.1	**Transition: Tier A**		
	Activity	**Example**	**Verification**
a.1 ☐	The program has a written policy that describes what the program does to support children and families during transitions within the program.	The program has a policy that outlines their plan for having children who are moving classrooms visit the new classroom occasionally during different daily activities and transitions over the course of two weeks. Examples of daily activities could include: naptime, lunch/snack, or specific "fun" activity.	The policy is available for verification by the Rater. Page #_____ Family programs should have a policy to provide to the Rater that outlines their transition policy.
a.2 ☐	The program has a written policy stating that the program will transfer any child's record to the new setting at the family's request and with the family's written consent.	The program has a policy stating that they will transfer any child's records to a new setting.	The policy is available for verification by the Rater. Page #_____
a.3 ☐	The program has a written policy encouraging the opportunity for the child and family to visit the program prior to regular attendance.	The program has a policy on how they encourage families to visit the program.	The policy is available for verification by the Rater. Page #_____
a.4 ☐	The program has a written policy stating that primary caregiving is provided by one or two consistent staff members who lead the group every day.	The program has a policy on primary caregiving **AND** can provide one other piece of evidence. Examples of evidence could be a teacher's schedule, time sheets (if classroom specific), or a bulletin board.	The policy **AND** at least one other form of documentation are available for verification by the Rater. Page #_____
a.5 ☐	The program has a written policy stating they have intentional, age-appropriate activities for children to prepare them for the transition to a new classroom or educational	The program has a policy outlining the transition process. Examples of a written transition process could be that prior to the child's transition: The child eats lunch with the new class 3 times a week.	The program provides the Rater with documentation of a policy showing that the program is planning for/preparing for the transition process three months prior to the transition occurring. Page #_____

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

	setting over the course of at least three months.	The child visits the other group. **Each room has a timeline:** A 2 week transition process A 1 month transition process	

C.5.1	**Transition: Tier B**		
	Activity	**Example**	**Verification**
b.1 ☐	The program has a written policy and provides documentation of children remaining with one staff member and the same classroom for at least 12 months. This supports looping/continuity of care for children in child care.	The program has a policy on supporting looping/continuity of care **AND** can provide one other piece of evidence for 25% of the children in at least one classroom for each age group. Examples of evidence would be 12 months of attendance sheets, individual child assessments, anecdotal notes, or portfolio entries.	The policy **AND** at least one other form of documentation are available for verification by the Rater. Page #_____ The documentation provided must be for 25% of the children in at least one classroom for each age group for at least 12 consecutive months.
b.2 ☐	The program provides documentation of following the program's transitioning policies and procedures.	The program provides evidence that demonstrates how the program transitioned specific children within the program. Example: The program has a note in Billy's portfolio that says Billy loves Legos and that he plays with it every day. A different counselor sees the note about Legos and was able to connect with Billy by playing Legos with him.	The program will provide the Rater with three pieces of documentation that the program has followed its policy on transitions for at least two children in the last year. If the program has not experienced any transitions in the last year, the Rater can look back up to 24 months. If no transitions occurred within the last 24 months, the program is not eligible for this option. The documentation **MUST** be child specific activities to accommodate each child's personality and needs.
b.3 ☐	The program provides documents of a "face to face" meeting with families during the first 45 days of <u>transitioning into</u> the program.	The program has signed documentation by both program staff (counselor, director or administrator) and one person from the family.	The program will provide the Rater with one piece of documentation that the meeting occurred for at least 50% of children entering the program for the first time within the last year. If the program has not experienced any transitions in the last year, the Rater can look back up to 24 months. If no transitions occurred within the last 24 months, the program is not eligible for this option. If a family refuses to meet, a signed refusal form is acceptable.
b.4 ☐	The program meets with and supports all children and their families	The program has signed documentation by both program staff (counselor,	The program will provide the Rater with one piece of documentation that the meeting occurred for at least two children

	transitioning out of the program including when children transition to another educational setting.	director or administrator) and one person from the family. Example: The meeting could take place during an exit interview or parent/counselor conferences (face to face).	within the last 12 months. If a family refuses to meet, a signed refusal form is acceptable.
b.5 ☐	The program has a policy describing a system in which a new family is paired with a more experienced family to help the new family engage in the child care program and larger community setting.	Examples of evidence would be a letter describing the match between two families, a volunteer sign-up buddy sheet, bulletin board, pictures of events, entries in the child's file, newsletter article, or the program acknowledges the partnerships among families with an end of the year celebration.	The policy **AND** at least one other piece of documentation that the policy was followed for at least two families within the last 12 months is available for the Rater to verify. Any documentation/evidence of a mutual agreement between families. Page #_____

Family Involvement and Engagement

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

Family Engagement is ongoing, goal-directed relationships between staff and families that are mutual, culturally responsive, and that support what is best for children and families both individually and collectively. Staff and families share responsibility for the learning and development of children, the progress toward outcomes for children and families, and for parent involvement in the program.

C.5.2	**Family Involvement/Engagement: Tier A**		
	Activity	**Example**	**Verification**
a.1 ☐	The program has a family handbook that describes the program's mission statement, educational philosophy, and expectations for families.		The handbook is available for verification by the Rater and has each of the following elements: Mission Statement: Page #_____ Educational Philosophy: Page #_____ Expectations for Families: Page # _____
a.2 ☐	The program has at least three different types of opportunities for families to participate in the child care program per year (in-class helpers, field trips, donated items, family functions).	Examples of evidence could be sign-up sheets, event flyers, pictures of the event, or non-profit donation letter.	The program will provide the Rater with documentation that the program has participated in at least three types of activities within the last 12 months.

a.3 ☐	The program provides information monthly to families about child development, parenting, and self-improvement conferences, workshops and trainings through bulletin boards, newsletters, brochures, social media, etc.	Examples of evidence could be: Handouts, flyers, brochures or a reading list.	The program will provide the Rater with documentation that information has been shared monthly for the three months prior to the verification.
a.4 ☐	The program has at least three pictures, three books, and three learning materials that reflect different types of diversity accessible to children. Each of the following diversity categories must be represented at least once: race, abilities, age, culture, gender in non-stereotyping roles.	The program will provide evidence of the items and categories represented. Examples of evidence could be posters, books in classrooms, dolls, pictures, skin tone paints or crayons, block people, or pictures on puzzles.	The Rater can visibly observe three pictures, three books and three other learning materials from any of the categories, in at least one classroom for each age group.

C.5.2	**Family Involvement/Engagement: Tier B**		
	Activity	**Example**	**Verification**
b.1 ☐	The program hosts at least two annual group activities for enrolled families. The activities should be intentional and developmentally appropriate for children.	Examples of evidence could be invitations, flyers, photographs of the activities, or a newsletter article.	The program will provide the Rater with documentation that at least two activities were offered to families in the last 12 months. (C.5.5)
b.2 ☐	The program provides and encourages at least two educational opportunities for families per year (child development, parenting, health and wellness curriculum, Early Learning Standards or Curricular Framework).	Examples of evidence could be a flyer or invitation and sign-in sheet from a parent learning night, a book club, or counselor-led learning activities.	The program will provide the Rater with documentation of at least two educational opportunities offered in the last 12 months.
b.3 ☐	The program hosts and provides documentation of at least two activities that incorporate the cultures of both the enrolled families and the local or global community per year.	Examples of evidence could be invitations to the event or interview of director/provider on how it relates to their enrolled families.	The program will provide the Rater with documentation of at least two of the activities offered in the last 12 months.
b.4 ☐	The program has	Examples of evidence could be	The program will provide the Rater with

	documentation of activities that includes diversity as a regular part of daily routines and play activities (ethnic foods for meals/snacks; music and songs from different cultures). The program should also encourage families to share family customs with children.	menu items specific to ethnicity, music diversity, or some teacher/director interview.	at least three pieces of evidence from activities that occurred in the last 12 months that incorporated diversity as a regular part of daily activities.

Family Communication Strategies

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

C.5.3	**Family Communication Strategies: Tier A**		
	Activity	**Example**	**Verification**
a.1 ☐	The program uses a communication system that uses families' preferred method of communication.	An example of evidence could be that there is a question on the intake form on the family's communication preference: text message, phone call, in writing or email.	The program provides the Rater with documentation of the preferred communication means of at least five families for group centers and half of the families enrolled for family programs.
a.2 ☐	The program has a written policy that is available to families that details the program's philosophy. The materials for families are provided in their native language or resources are made available to families so that they can understand the materials. If evidence of materials in another language is not available, this is verified through the program having a written policy stating how materials and resources will be provided to families who speak other languages.		This is verified through the program having a written policy stating how materials and resources will be provided to families who speak other languages (C.1.5).
a.3 ☐	The program offers at least two family conferences per year for all children in regular attendance that have been enrolled for at least 12 months. The program		The program will provide the Rater with documentation of two dated conference agendas with any additional notes from the meeting for 25% of the children in regular attendance from at least one classroom for each age group, for last 12

	should provide documentation of at least two conferences per year including dated agendas and additional notes from the meeting for each child. Additional parent conferences are available by request or as needed.		months. Sign-up sheet or notes on calendar/ planner is not enough to show that the meeting actually occurred; only that it was planned. If a family refuses to meet, a signed refusal form is acceptable.
a.4 ☐	When an assessment tool for a child is completed, the program communicates the information with the family.	Examples of evidence could be the assessment, meeting notes, plan of action, or next steps.	The program will provide the Rater with the completed assessment, and documentation of the meeting with the families for 25% of the children in regular attendance from at least one classroom for each age group, for the last 12 months. If a family refuses to meet, a signed refusal form is acceptable.
a.5 ☐	The program intentionally interacts daily with each child's family about individual child's day-to-day activities. The program has documentation of at least three types of communication with families on their individual child's activities, development and progress.	Examples of evidence could be day to day communication forms, emailing photos and videos, text messages, sharing a daily activity log, and other non-traditional ways.	The program will provide the Rater with documentation of at least three types of communication in the last 12 months. The communication must be specific to the child (C.5.6).
a.6 ☐	The program has documentation of frequent, on-going communication between staff and families. For this indicator, the program should ensure general information about the program is communicated to families. This could be changes at the center, changes in staffing, changes in procedures, new things happening, or family events upcoming -- the large picture of the culture at the center. Three types of communication from the last 12 months must be documented.	Examples of evidence could be notes, emails, listserve, and social media specific for that program, newsletters, phone call logs, text messages and logs of face-to-face conversations.	The program will provide the Rater with documentation of at least three types of communication methods in the last 12 months (C.5.4).

C.5.3	Family Communication Strategies: Tier B		
	Activity	**Examples**	**Verification**
b.1 ☐	The program has a written policy available to families explaining how their input on program policies and procedures will be gathered. Families are given the opportunity to participate in advisory committee, board membership or other committees.	Examples of how the program could collect input from families could be through surveys, suggestion box, or director lead parent meetings.	The program will provide the Rater with the policy for verification. If the program uses family surveys and has a process for using the results of the survey to inform their practice, and notify families about the changes made as a result of the surveys, the program can earn the credit for this indicator. Family surveys alone (without follow up) do not meet this requirement. If changes to programming or policies were made as a result of a survey and that change can be documented and verified, that would meet the intent of this indicator (C.5.2).
b.2 ☐	Developmental screening is completed by both the family and the program staff and findings are discussed with the families.	Examples of evidence could be the results of the developmental screening, meeting notes, plan of action, or next steps. A screener could be completed by another professional and the results shared with program. If the family has an alternative screener the program MUST use identical screener during the family discussion.	The program will provide the Rater 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, for the last 12 months. If a family refuses to meet, a signed refusal form is acceptable.
b.3 ☐	The program provides at least two opportunities per year to engage fathers/ male role models in a variety of ways to support a these roles. Activities may include: leadership opportunities, volunteering, etc. to connect with their child at various ages and stages of development	Examples of evidence could be flyers, sign-up sheets, or pictures of activities or events.	The program provides the Rater with documentation of at least two father specific engagement activities from the last 12 months.

Family Support Strategies

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

C.5.4	Family Support Strategies: Tier A		
	Activity	**Example**	**Verification**
a.1 ☐	The program has a written policy that acknowledges families' cultures and values the family's rights to make decisions for their children, and outlines the programs method of gathering information about families.	Examples of how the program gathers information could be regular communication documented in the child's daily activities log, intake form, or a survey. The policy could include: information about meals or snacks during religious observances.	The policy is available for verification by the Rater. Page #_____
a.2 ☐	The program provides families **quarterly** with individual child-specific, home-based activities, and ideas based on child's talents and opportunities for growth for every child in regular attendance.	Examples of evidence could be tool kits, reading lists, letter to the families, literacy bag or take home bags that are specific to the individual child (activities around literacy, math, science, or physical activity).	The program provides the Rater with documentation of three activities provided to the families in the last 12 months for 25% of the children in regular attendance from at least one classroom for each age group.
a.3 ☐	The program has a **dual purpose space** where staff and families can meet.	An example of the policy could be that the program reserves a time to speak to the family at the family's request or as needed. An example of a dual-purpose space could be a both as staff resource room and be utilized for family conversations.	The Rater can visibly observe this within the program or view the written policy in the family handbook.
a.4 ☐	The program supports families in contributing to a newsletter, parent discussion board, Facebook pages that are specific for that child care program that is disseminated to families and staff of the program.	An example of evidence could be an article in the program's newsletter written by a family member. Examples of family contributions could be recipes, arts and craft ideas, or community events and activities.	The program provides the Rater with documentation of families contributing to the program's newsletter, discussion board, Facebook page or some similar method of mass communication.
a.5 ☐	The program provides the families with at least two pieces of information about health and safety per year. This could include information around practices on Active Early, Healthy Bites, or breastfeeding, etc.	Examples of evidence could be brochures, flyers, magazine articles, posters, newsletter articles, or Healthy Bites home edition.	The program provides the Rater with two pieces of documentation on health and safety in the last 12 months.

C.5.4	Family Support Strategies: Tier B		
	Activity	**Example**	**Verification**
b.1 ☐	The program provides families **monthly** with child-specific, home-based activities, based upon the individual child's talents and opportunities for growth for every child in regular attendance (activities around literacy, math, science, or physical activity).	Example of evidence could be pulling items from the resource library specific to the individual children, or addressing things that are on an Individual Education Plan (IEP).	The program provides the Rater with documentation for 25% of the children in regular attendance from at least one classroom for each age group, in the last 12 months.
b.2 ☐	The program has a **dedicated space** where staff and families can meet confidentially.	Examples: a conference room with a sign-up sheet that is completed with staff member, family, date and time of the meeting; language posted on the door, an "in progress" sign, or reserving a time outside of care.	The Rater can visibly observe this within the program.
b.3 ☐	The program has a dedicated space that supports breastfeeding mothers.	Examples: the program can provide a breastfeeding mother with **at least:** A private room, an electrical outlet, and chair, a small table, a waste basket, a sink nearby with running water, and a refrigerator or storage space for a small cooler nearby.	The Rater must be able to visibly observe **at least:** A private room, an electrical outlet, and chair, a small table, a waste basket, a sink nearby with running water, and a refrigerator or storage space for a small cooler nearby in order within the program for this option.
b.4 ☐	The program works with families to implement at least two strategies to create consistency between home practices and the child care program's culturally/linguistically appropriate practices.	Examples: a form created by the program for this specific use, an added question on the intake form, or a survey about what happens in the home. The information gathered is used in the child care settings in lesson plans, child's file, place on the form for actions steps, or through teacher/director interview.	The program provides the Rater with documentation of how the program gathered the information from the families about home practices **AND** then how the program used that information to create consistency for the children. The Rater's judgment should be used, and they have the ability to be flexible.
b.5 ☐	Program offers library services for families to check out books, toys, videos and/or resource materials on parenting **AND** appropriate child development.	The program provides evidence of items available for families to check out. Examples of this evidence could be books, toys, videos and/or resource materials on parenting **AND** appropriate child development. The materials could come from	The Rater can visibly observe at least 20 books, toys, videos or resources that can be checked out this within the program.

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

*Materials for the Engaging Families Around the Wisconsin Model Early Learning Standards training can be found at: http://www.collaboratingpartners.com/wmels-family-training.php. This training can be adapted for school-age programs content areas.

Family and Community Connection Strategies

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

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

a.4 ☐	The program maintains at least five resources and referral linkages to crisis services, (food pantries, domestic violence services, shelters, respite care for children, alcohol and substance abuse services, senior center, Aging and Disability Resource Center, etc.).	Examples of specific resources could be a resource list, maps, phone number, brochures, informational posters, specific names of professionals and their titles, or business cards of professionals/organizations in the community.	The program provides the Rater with the referral list and the list has at least five different resources on it.

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

C.5 Family Engagement

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

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

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

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

Categories	Tier A	Tier B
C.5.1 Transitions		

C.5.2 Family Involvement /Engagement		
C.5.3 Family Communication Strategies		
C.5.4 Family Support Strategies		
C.5.5 Family and Community Connections		

Comments/areas for future work on overall family engagement:

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

D. Health and Well-being

Health and Well-being: REQUIRED Points

QUALITY INDICATOR
D.1.1 Health and Well-being

POINTS AVAILABLE - 1

D.1.1 Program serves nutritious meals, snacks and beverages.

REQUIRED for 3 star programs

NOTE: For 2017, indicator D.1.1 which requires programs to serve nutritious meals, snacks and beverages will be replaced with a focus on the following resources: *Healthy Bites, Breastfeeding Friendly Child Care Center* and *Got Dirt* (gardening). The indicator will emphasize quality improvement processes in these areas through self-assessment, goal setting and strategies to improve these practices in child care. The guidelines for this future point will be available for programs by January 1, 2016 to give ample time to prepare to meet this new requirement.

_____

For 1 point

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

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

AND

2. The program must have policies and procedures on-site to address children's allergies and accommodate dietary restrictions. This requirement applies even if there are no children in care with allergies or dietary restrictions. The policy can mirror the language that is required for licensing in http://dcf.wisconsin.gov/cclicensing

NOTE: If the children bring their own meals and snacks, the Consultant will verify that the program has a written policy to ensure that the meals and snacks brought into the program meet CACFP guidelines and supplements when they do not meet the guidelines. USDA alignment refers to meal components and not portion size.

D.1.1 Program serves nutritious meals, snacks and beverages.	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1
Program participates in CACFP or can provide **three months** of menus: ☐ Yes ☐ No	
Consultant verified the following:	
☐ Information on child allergies and dietary restrictions are in policies and procedures and a copy is available on-site	
Where is the policy located: _____	
Comments/areas for future work on nutritious meals/snacks:	

Total points earned for Indicator D.1.1 _____/1

Health and Well-being: OPTIONAL Points

QUALITY INDICATOR

D.1.2-4 Health and Well-being

POINTS AVAILABLE - 4

D.1.2 60 minutes of staff-led physical activity

NOTE: For 2017, the physical activity time requirement in indicator D.1.2 will be increased to 90 minutes of physical activity per day but the indicator will be much less prescriptive in the requirements for the activities. The indicator will emphasize quality improvement processes utilizing the *Active Early* content around self-assessment, goal setting and strategies to improve physical activity in child care. The guidelines for this future point will be available for programs by January 1, 2016 to give ample time to prepare to meet this new option.

_____

For 1 point

Physical development and activity should be planned just as all other learning in developmental domains is planned always keeping the developmental levels of children in mind. Counselors should remember to observe and record children's development in health and physical development. This can be accomplished by:

- Planning interest areas that are active.
- Planning to utilize or design games where children do not have to wait for a turn to complete the activity.
- Planning or modifying games to avoid eliminating children from play. For example, in freeze tag, instead of freezing, have children jump in place for a certain number of counts. Or, instead of musical chairs, play musical hoops.
- Limiting screen time by age appropriate recommendations. Children 2 year and older should have less than 30 minutes per week and school-agers should have less than one hour per day.

Counselor-led means that the counselor engages with and supports children's physical development and physical activity. For example, we often think kids are generally very active outdoors. Think of a child from your program who loves the sandbox. When we think about the child, they may run for a moment from one spot in the sandbox to the next, but spends the majority of the time sitting or engaged in light physical activity.

Counselor-led physical activity means the teacher has a role in supporting children in engaging in physical activity. This role can differ throughout the day and may look different for each child. Here are a few examples:

1. Modeling:
    a. Join in on playground games in a way that encourages a movement activity. For example, describe to children the concepts of near and far and fast and slow as they run, or set up obstacle courses to ride tricycles through or to run through. Children watch you closely and often imitate. You CAN be a role model. No one is perfect, but we can set good examples for children. You get some physical activity, too!
    b. Model how we incorporate/social emotional and cognitive skill development into physical activity. For example, modeling how to take turns, problem solve and even skills like counting.
2. Leading:
    a. Teach new gross motor skills and plan times to practice old ones
    b. Turn on the music and dance
    c. Set the pace of activities so that all children are included
3. Encouraging:
    a. Consider not taking away time for physical activity as a punishment. Reserve taking time from an activity only in safety situations.
    b. Plan your environment in a way that encourages physical activity. Hang posters that show people being active, read books that emphasize physical activity.
    c. Use encouraging language, such as "You rode that bike fast, do you feel your heart beating fast?" or "I saw you zigzagging?"
    d. Smile and give positive feedback while children are playing.

It is recommended that Programs try to schedule a few 10-15 minute structured physical activities each day to help teach children how to move. Programs will get credit for Staff-led activities that are offered even if not all children actively participate.

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

Program provides **at least sixty minutes** of staff-led physical activity for children. The program will provide children with outdoor play, weather permitting. Basic daily routine exists that is familiar to the children and the schedule provides balance of structure and flexibility. Physical activity at this age group could mean individual, as well as small and large group challenges to ensure personal improvement and cooperation. This could include dancing, "stations", and team activities that incorporate music and movement. **This indicator is pro-rated for programs that operate less than 8 hours per day. For example, a program operating 2 hours per day would need to have 15 minutes of staff-led physical activity.**

VERIFICATION

To earn the point for this Indicator, all groups must follow the guidelines outlined above, but to use verification time wisely, a Consultant must verify this practice at least one-third of the groups. If there are three or fewer groups, Consultant must verify lesson plans for all groups. Consultant/Rater must verify intentionally planned,

staff-led gross motor learning experiences through observation, linking lesson plan to daily schedule or interview.

D.1.2 60 minutes of staff-led physical activity

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

At least sixty minutes of staff-led physical activity is provided for children

Group 1 verified: _____

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

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

☐ Observation
☐ Lesson Plan linked to Daily Schedule
☐ Interview

☐ No
☐ Not Applicable because this age group is not served

Comments: _____

_____

Group 2 verified: _____

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

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

☐ Observation
☐ Lesson Plan linked to Daily Schedule
☐ Interview

☐ No
☐ Not Applicable because this age group is not served

Comments: _____

_____

Group 3 verified: _____

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

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

☐ Observation
☐ Lesson Plan linked to Daily Schedule
☐ Interview

☐ No
☐ Not Applicable because this age group is not served

Comments: _____

_____

Comments/areas for future work in physical activity:

D.1.3 Social Emotional /Inclusion Training

For 1 point

50% of the staff have one of the Registry-verified trainings /equivalencies listed below. 50% is determined by taking every group that is in the Registry Program Profile and adding the Director's role to that number then dividing by two. One individual from a group would have to have the training/equivalency for that group to be counted toward the 50%.[14] For example, if a program has three groups and one director, the pool is four. 50% of that is two. So, to earn one point, the program could have either one individual from a group and the Director OR they could have two individuals from two separate groups with the training/equivalency.

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

For 2 points

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

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

NOTE:

- Verification for each of the trainings/equivalencies accepted for this indicator will be completed by The Registry.
- Non-credit training—must meet one or more of the Wisconsin State Personnel Development Grant priorities (see Appendix B for definition). Consultants do not need to verify that the training meets these guidelines; The Registry does this.

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:	

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

D.1.4 Strengthening Families or Darkness to Light Training

For 1 point

- 50% of the staff have one of the Registry-verified trainings/equivalencies listed below. 50% is determined by taking every group that is in The Registry Program Profile and adding the Director's role to that number then dividing by two. One individual from a group[15] would have to have the training/equivalency for that group to be counted toward the 50%. For example, if a program has three groups and one director, the pool is four. 50% of that is two. So, to earn one point, the program could have either one individual from a group and the Director OR they could have two individuals from two separate groups with the training/equivalency. Trainings that apply to this part of the indicator are:
    - Strengthening Families Through Early Care and Education: Building Protective Factors with Families, or have attained the
    - Family Services Credential,[16]
    - Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development, or
    - Department-approved equivalent that demonstrates knowledge of protective factors.

OR

- The Director and an individual from every group must have one of the Registry-verified **Darkness to Light** training. 100% is determined by taking every group that is in The Registry Program Profile and adding the Director's role to that number. For example, if a program has three groups and one director, the pool is four. So, to earn two points, the program must have one individual from every group and the Director with the training/equivalency. Trainings that apply to the part of the indicator are:

    - Darkness to Light or
    - Completion of course 10-307-167 ECE: Health, Safety and Nutrition at a WI Technical College.

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

NOTE: Automated linkage with The Registry will verify Camp Director/Counselors have completed full Strengthening Families Protective Factors Training and/or Darkness to Light Training.

D.1.4 Strengthening Families/Darkness to Light Training	
Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1 **VERIFIED BY THE REGISTRY**
Comments/areas for future work:	
Total points earned for Indicator D.1.2-4 _____/5	

[15] Individuals from a group means an individual who is listed in The Registry Program Profile as any of the following: Lead Counselor, Other Counselor, Assistant Teacher or Assistant School-Age Teacher. Please see **Appendix D** for information on Maintaining Registry Program Profiles.
[16] See **Appendix A** for a definition of the Family Service Credential.

Required Quality Indicators for YoungStar Levels

Licensed Day Camp

	☆☆ **0-10 Points**	☆☆☆ **11-36 Points**	☆☆☆☆ **Department - Approved Accreditation**	☆☆☆☆☆ **Department – Approved Accreditation**
All programs must be in Regulatory Compliance to earn two or more stars.				
Education	N/A	Lead Counselors with Registry Level 7 for 50% of all groups Camp Director with Registry Level 10 plus 6 of those credits in supervision/personnel or financial management		Lead Counselors with Registry Level 9 for 50% of groups, all other Lead Counselors with Registry Level 7 Camp Director with Registry Level 13 AND Administrator Credential
Environment and Curriculum	N/A	Indicator B.1.1: Self-Assessment		
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		
Child Health and Well-being		Indicator D.1.1: Program serves nutritious meals, snacks and beverages		
Additional Optional Points Needed		**3 or more points**		

Appendix A

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

What is a Self-Assessment?

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

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

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

What is a Quality Improvement Plan (QIP)?

The QIP provides the framework for a program's quality improvement work; it outlines the tasks the program needs to complete in order to meet the YoungStar level they are working to achieve.

Develop a Quality Improvement Plan

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

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

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

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

Verify and Maintain Continuous Program Quality

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

Other Definitions

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

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

- **Family Service Credential:** The Family Service Credential is a comprehensive, competency and credit based training experience, designed to support direct service staff in their work with children and families. The content is structured into four modules and designed to support staff in the refinement of skills and strategies to incorporate the core values of being family centered, relationship focused, strengths based, ecological and reflective. The training content corresponds to the Head Start Performance Standards and the Focus Group Recommendations of September 1999 for Federal Competency Goals and Indicators for Head Start Staff working with families. For more information, contact Ruth Chvojicek, CESA 5, 1-800-862-3725 ext. 245 or chvojicekr@cesa5.k12.wi.us.

Appendix B

Wisconsin State Personnel Development Grant priorities:

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

Notes

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

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

Appendix C

Ratios and Group Sizes for Day Camp Children

Age of Children	Ratio of Staff to Child
3 Years to 4 Years	**1:4**
4 Years to 5 Years	**1:6**
5 Years to 6 Years	**1:12**
7 Years and Over	**1:18**

Appendix D

Registry Program Profiles
The Registry Program Profile (also called an Organizational Profile) is a place for programs to store information about education and training. The information entered into these Organizational Profiles is automatically used to determine a program's star rating in YoungStar and reimbursement amounts in Wisconsin Shares. By signing a YoungStar Contract, programs agree to keep their Program Profiles accurate and up-to-date at all times. Programs may be subject to Wisconsin Shares program violations if the Program Profile is not kept up-to-date at all times. C

Information about maintaining your Registry Program Profile is available here:
http://dcf.wisconsin.gov/files/youngstar/pdf/keep-program-profile-updated.pdf

Appendix E

The Teaching Cycle is cyclical and includes the following:

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

Evaluation Criteria Indicators that include assessment:

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

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

Evaluation Criteria Indicators that include planning and curriculum goals:

B.2.2 Curriculum/Programming aligned with WMELS or SACF.

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

Evaluation Criteria Indicators that include implementation:

B.3.2 Program Uses Intentional Planning to Improve Child Outcomes

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

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

A Note on Child Goals

By writing individual children's goals/learning objectives, a program can capture data for tracking and evaluating the achievement of goals/learning objectives by individual children. Outcomes are designed to best capture what a program aims to accomplish, in this case what a program aims to accomplish for children enrolled in the program. Use of outcomes allows a program to select a specific outcome that they hope to achieve and to determine to what extent they have achieved it.

By using children's goals and tracking them, Counselors are able to be more intentional about the goals that are written for children to help all children in the program achieve outcomes that have been determined.
The following are **examples** of child outcomes. Programs may develop other outcomes that capture the unique aims of the program. The outcomes used should reflect the program's philosophy and goals.

School-Age Children:

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

Appendix F

Scoring Child Outcomes in Summer-Only School-Age Groups

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

For scoring B.3.1: Requirements for portfolios are somewhat flexible, based on age and attendance. Please pay close attention to the verification language of the 2015 Track 2, Track 3 and Track 4 of the evaluation criteria. If a child is enrolled more than six days, a portfolio must be created and must have at least one piece of evidence or observation in it. This means, at a minimum, the portfolios must be updated with a piece of evidence or observation **at least once every six weeks.** The item could include an interest survey, an artifact, anecdotal note or observation, or an activity summary survey.

For scoring B.3.2: Individual child assessment is required to earn this point. For school-age children, a survey is acceptable as a form of assessment. Please review page 25 of the evaluation criteria for information about school-age assessments. Since much of this indicator can be scored based on interview, the teacher must be prepared to explain the program's process for using the information gathered from the assessments/surveys of school-age children to plan/implement/refine experiences to improve the outcomes for the enrolled school-age children. For children who attend only during summer months, the program must be able to demonstrate (either by documentation from prior summer or written program policy) that school-age children are assessed once every six weeks.

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

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

Score Sheet for Rating Day Camp Programs

Anniversary Date of the Program: _____

Name of Program: _____

Provider and Location Numbers: _____

Name of Camp Director: _____

Name of Technical Consultant: _____ **Date:** _____

Quality Indicator	Points Available	Points Earned	Verification		
			Conslt. Initials	Site Super-visor Initials	Date Verif.
A. Education and Training of Counselors and Camp Director ***NOTE:*** *Technical Consultant 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 Counselor	6		Registry Verified		
A.2 Camp Director	9				
***Alternative administration:** Program uses: a. ___ Dual-role Camp Director b. ___ Centralized administration model	0	--			
Subtotal for section A	**15**				
B. Learning Environment and Curriculum					
B.1.1 Self-Assessment *(required for 3Star)*	1				
B.1.2 Quality Improvement Plan	1				
B.1.3 Developmentally Appropriate Practices	1				
B.2.1 School-Age Curricular Framework or WMELS training	2		Registry Verified		
B.2.2 Curriculum aligned with School-Age Curricular Framework or WMELS	1				
B.3.1 Individual child portfolios	1				
B.3.2 Intentional planning to improve child outcomes	1				
B.3.3 Program Implements Developmental Screening Practices	1				
B.3.4 Individual outcomes tracked	1				
Subtotal for section B	**13**				
C. Business and Professional Practices					
C.1 Signed YoungStar contract *(required for all programs participating in YoungStar)*	0	--	--	--	--
C.2.1 Ongoing yearly budget/budget review/ record-keeping/accurate taxes *(required for 3Star)*	1				
C.2.2 Employment policies and procedures	1				

C.2.3 Strategic planning used	1				
C.3.1 Annual staff evaluation plan Y N	1 point if two or more practices are evident				
C.3.2 Access to professional development funding Y N					
C.3.3 Access to professional resources Y N					
C.3.4 Membership in a professional association Y N					
C.3.5 75% or higher retention rate Y N					
C.4.1 Access to health insurance with 25% contribution Y N	1 point if two or more practices are evident				
C.4.2 Access to pension/retirement with contribution Y N					
C.4.3 Paid time off for Counselors Y N					
C.4.4 All-staff meetings and planning time Y N					
C.5. Family Engagement	1 or 2 points				
Subtotal for section C	**7**				
D. Health and Well-being ***NOTE:*** *Technical Consultant 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.*					
D.1.1 Nutritious meals, snacks and beverages *(required for 3Star)*	1				
D.1.2 60 minutes of physical activity	1				
D.1.3 Social Emotional /Inclusion training	2		**Registry Verified**		
D.1.4 Strengthening Families/ Darkness to Light	1 point if one of the two practices are evident		**Registry Verified**		
Subtotal for section	**5**				
TOTALS	**40**				

My Technical Consultant has reviewed these indicators with me and I agree to the point levels earned in each category.

Camp Director Signature_____ Date: _____

Consultant Signature: _____ Date: _____