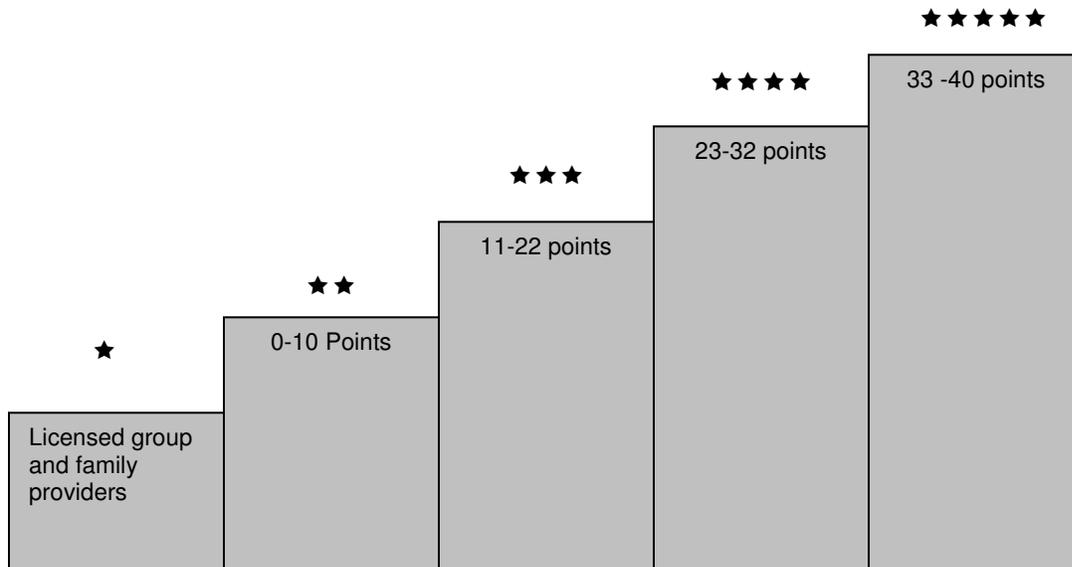


**DRAFT**  
**YoungStar QRIS Quality Indicator Point Detail**  
**February 2010**

Below is the overall model for programs proposed under YoungStar.

**Quality Rating and Improvement System Overall Model**



*Programs not in regulatory compliance would not be able to earn points in the system until coming into compliance with licensing and certification.*

Following are the different components where group child care centers and family child care programs can accumulate points detailed in the JFC proposal that programs could earn in the proposed YoungStar quality rating program. The following chart shows the overall categories and the points possible in each.

Category for Earning Points	Possible Points	
	Family	Group
Family Provider Qualifications	0-14	N/A
Group Teacher Qualifications	N/A	0-9
Group Director Qualifications	N/A	0-6
Learning Environment and Curriculum	0-14	0-13
Professional Practices (business practices, staff benefits, parent involvement)	0-7	0-7
Health and Wellness	0-5	0-5
<b>Total</b>	<b>0-40 points</b>	<b>0-40 points</b>

## **Licensed Group Child Care Center Model Detail**

Four (4) Quality Indicator areas identified and maximum points that can be awarded:

1. Teacher/Director Qualifications – 15 points
2. Learning Environment/Curriculum – 13 points
3. Professional Practices – 7 points
4. Health and Wellness – 5 points

In the tables below, the quality indicator observable components are defined. Specific components have been identified for each quality indicator, along with a maximum number of points that can be awarded. Multiple pathways to earning points within a component area have been established. Specific indicators have been identified that must be met in order for programs to move up to the next level. These quality criteria are identified by stars and must be observed and verified. After the “starred” quality criteria is met, additional points can be earned within a component area if observed and verified. All starred items must be met in each category for programs to reach the next level.

The model incorporates mandatory minimums at each level to ensure that progress is being made across the multiple domains necessary for enhancement to child care setting quality.

\*\*\* Required for moving to level three

\*\*\*\* Required for moving to level four

\*\*\*\*\* Required for moving to level five

### **Teacher/Director Qualifications**

In this category, centers would earn points as indicated below.

<b>Quality Indicators – Staff Qualifications</b>	<b>Points</b>
Lead Teachers with 6 credits beyond high school for 25% of all classrooms	<b>1</b>
Lead Teachers with 6 credits for 50% of all classrooms ***	<b>2</b>
Lead Teachers with infant/toddler or inclusion credential for 50% of classrooms; all other classrooms have teachers with at least 6 credits ****	<b>3</b>
Lead Teachers with Administrators or Preschool Credential for 50% of classrooms; all other classrooms have teachers with at least 6 credits	<b>4</b>
Lead Teachers with Associate Degrees (AA) for 50% of classrooms and at least 6 credits for rest of classes	<b>5</b>
Lead Teachers with AA for 50% of classrooms and credentials for the rest of the classrooms	<b>6</b>
Lead Teachers with AA for 100% of classrooms *****	<b>7</b>
Lead Teachers with AA for 50% of classrooms and Bachelor Degrees for 50% of classrooms	<b>8</b>
Lead Teachers with related Bachelor’s Degrees for 100% of classrooms	<b>9</b>

**Points are not cumulative.**

Research has demonstrated the critical role of the child care director in all centers; they are responsible for the recruitment, hiring, and guidance of teaching staff, and – when necessary – for firing or dismissal of staff. Accredited centers with well-qualified directors demonstrate higher quality. Directors with degrees operate nearly half of the centers in Wisconsin. This

category recognizes a variety of ways to earn points by meeting higher levels of director qualifications.

<b>Quality Indicators - Director Qualifications</b>	<b>Points</b>
Administrator Credential ***	<b>1</b>
Associate Degree (related) <b>or</b> Bachelor's Degree unrelated) ****	<b>3</b>
Administrator Credential <b>and either</b> Associate Degree (related) <b>or</b> Bachelor's Degree (unrelated) *****	<b>4</b>
Bachelor's Degree (related)	<b>5</b>
Bachelor's Degree (related) <b>and</b> Administrator Credential	<b>6</b>

**Points are not cumulative.**

### **Learning Environment and Curriculum**

<b>Quality Indicators - Learning Environment and Curriculum</b>	<b>Points</b>
ECERS average score of 5 with no scale being less than 3 ****	<b>3</b>
ECERS average score of 5 with no scale being less than a 4 *****	<b>4</b>
<p><b>The center uses a curriculum aligned with the Wisconsin Model Early Learning Standards</b></p> <ul style="list-style-type: none"> <li>• Child care programs can demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards (WMELS) and how the program utilizes the curriculum to individualize for all children in care through planned activities and routines that cross all domains of early learning within the WMELS. Lead Teachers in 50 % of the classrooms completing full WMELS training. ***</li> <li>• Along with curriculum alignment WMELS is also used to provide information to parents and staff: WMELS can be shared with parents and incorporated into program materials, including a parent handbook. Documentation from staff meetings, parent meetings, support group meetings and/or other events where the WMELS are reviewed and discussed with parents and other interested parties should be maintained. Lead Teachers in 50 % of the classrooms completing full WMELS training. ****</li> <li>• Child care programs can identify how the appropriate expectations for children's experiences are established, using their programs developmental curriculum and assessment tools and the WMELS five domains of early learning and development. 100 % of Lead Teachers completed full WMELS training. *****</li> <li>• Head Start Programs and Early Head Start programs may choose to demonstrate curriculum alignment with Head Start Performance Outcome Standards to provide high quality, developmentally appropriate programming. Verification of related training for staff will be verified.</li> <li>• School-age programs will identify and demonstrate how program materials are aligned with school-age competencies and will provide activities and opportunities that are developmentally</li> </ul>	<p><b>Maximum of two points</b>  <b>1 point if demonstrating curriculum for 50% of classrooms with WMELS trained teachers;</b>   <b>or</b>  <b>2 points if all classroom teachers have been trained with WMELS and all classrooms demonstrate curriculum alignment</b></p>

appropriate. Staff training will be verified.	
<p><b>Documented annual use of quality improvement assessment process, using environment rating scales, accreditation self-study, or other approved methods, with a written improvement plan</b></p> <ul style="list-style-type: none"> <li>Identify what quality improvement assessment tool has been used, including what date(s) the assessment process was completed on, and who completed the assessment process within the last year. Examples of assessment and curriculum tools that may be used include: Creative Curriculum, Creative Curriculum for Preschool-Implementation Checklist, High Scope-COR Assessment, New Portage Guide, Work Sampling, Rebus, Inc., Ages and Stages Questionnaires, Assessment, Evaluation, and Programming Systems (AEPS) for Infants and Children (Volumes 3 and 4), Program Evaluation Early Childhood Environment Rating Scales (ECERS), Program Administration Scale, and Early Language &amp; Literacy Classroom Observation (ELLCO). ***</li> <li>Identify what the assessment findings were, what goals for improvement have been identified, and what document program improvement plan is in place, including the established timeline for improving quality over the next year. ****</li> </ul>	<p><b>Maximum of 2 points</b></p> <p><b>1 point for completion of self assessment</b></p> <p><b>1 point for completion of a quality improvement plan</b></p>
<p><b>The preceding quality improvement assessment process administered by an approved, trained and reliable entity</b></p> <ul style="list-style-type: none"> <li>Identify who completed the quality improvement assessment process, and what the findings were, and what goals have been identified for quality improvement over the next year, and what steps will be taken to meet those identified goals, including what timeline is necessary to complete the action plan identified. ****</li> </ul>	<p><b>Maximum of 1 point</b></p>
<p><b>Program explicitly focuses on child outcomes</b></p> <ul style="list-style-type: none"> <li>Centers establish program areas where they aim to improve child outcomes. An authentic child care assessment tool is used by staff in each classroom that have received specialized training on the assessment tool to inform teacher practice and individualize instruction and demonstrate that they are developing individual portfolios for children. ****</li> </ul>	<p><b>1</b></p>
<ul style="list-style-type: none"> <li>Intentionality of lesson plan to achieve child outcomes is tracked and verified. *****</li> </ul>	<p><b>1</b></p>
<ul style="list-style-type: none"> <li>Data on individual child outcomes is tracked and verified.</li> </ul>	<p><b>2</b></p>
<p><b>Total number of possible points</b></p>	<p><b>13</b></p>
<p><b><u>Accreditation</u> in the following areas would be an alternative path to five star status; accreditation's accepted include: National Association for the Education of Young Children (NAEYC), National Accreditation of Child Care (NAC), City of Madison, and Head Start Performance Standards with no non-compliances or findings</b></p> <ul style="list-style-type: none"> <li>Current certificate awarded by the following Accreditation</li> </ul>	<p><b>*****</b></p>

bodies: National Association for the Education of Young Children (NAEYC); NAC ; City of Madison; Head Start Performance Standards without any significant non-compliances. Initial analysis shows that Head Start and NAEYC programs would earn at least 39 points using the YoungStar model, while NAC accredited programs would receive at least 33 points.	
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**Business and Professional Practices - includes business practices, professional practices, staff benefits and parent involvement.**

<b>Quality Indicators – Business and Professional Practices</b>	<b>Points</b>
<p><b>Business Practices</b></p> <ul style="list-style-type: none"> <li>• Signed contract with DCF is required to participate in the Wisconsin Shares Program, in which provider agrees to program reporting requirements. **</li> <li>• Ongoing yearly budget planning and assessment of program financial status, including accurate completion and review of tax record. ***</li> <li>• 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 is provided. ****</li> <li>• Business offers evidence of using model work standards for administration of business including hiring, staffing and business planning. *****</li> </ul>	<p><b>Required</b></p> <p><b>1</b></p> <p><b>1</b></p> <p><b>1</b></p>
<p><b>Professional Practices</b></p> <ul style="list-style-type: none"> <li>• Annual staff evaluation plan that includes a self-evaluation completed by the employee, observation and written evaluation completed by the supervisor, a peer or team evaluation, and a meeting between the employee and supervisor to discuss the evaluation and completion of an on-going professional development improvement plan.</li> <li>• Minimum of 25 hours of paid professional time each year, not including planning and staff meeting time for full time staff, pro-rated hours for part-time staff. This may include opportunities to attend conferences and training during regularly scheduled work time.</li> <li>• Access to professional development funding to cover the costs associated with the completion of selected training opportunities that meet the goals of the individual staff person’s professional development plan, including access to T.E.A.C.H. Scholarships for credit based instruction.</li> <li>• Access to professional resource materials available on-site (ex. Books, magazines, or other materials on child development).</li> <li>• Membership in a professional association focused on early care and education.</li> <li>• 75 Percent or higher retention rate of well educated (associate degree or higher) lead teachers over three-year period.</li> </ul>	<p><b>1 - for programs that provide at least 3 of the practices</b></p>

<p><b>Staff Benefits</b></p> <ul style="list-style-type: none"> <li>• Provide written evidence of salary scale for staff that rewards education and longevity with increased compensation.</li> <li>• Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff, pro-rated amount for part-time staff.</li> <li>• Access to a pension/retirement plan with employer contribution.</li> <li>• Paid holidays (8 days)</li> <li>• Paid sick leave/personal leave to be used for self and for sick family members (12 days per year)</li> <li>• Paid vacation minimum: (first year = 5 days, two – four years = 10 days, five years = 15 days)</li> <li>• All-staff meeting once per month, 2 hours paid planning time per week</li> </ul>	<p><b>1 – for programs that provide at least 3 of these benefits</b></p>
<p><b>Parental Involvement</b></p> <p>Demonstrate best practices for parent involvement. Program has a menu of options to choose from to show strong parental involvement.</p> <ul style="list-style-type: none"> <li>• A written description of the program’s philosophy is available to all families. Parents are encouraged to be involved in the program and various opportunities for involvement are identified. Materials are available in the family’s native language or an arrangement for translating materials is made. Orientation opportunities are available to all families. Parents are urged to observe in child’s program prior to enrollment.</li> <li>• Families have opportunities to have input regarding policies and procedures and plans for meeting children’s individual needs. Conferences are held at least annually, and more often if needed to discuss children’s progress, accomplishments, and difficulties at home and in the program. Advisory committee/parent board membership opportunities are available.</li> <li>• Frequent, regular, on-going communication between staff and families conveys trust and respect. Teachers and families communicate to ensure that children experience smooth transitions from home to the program or from one program to another during the day. Communication occurs through face-to-face conversation, notes, phone calls/email and newsletter updates. “Parent and Family” get-together opportunities are available at least twice annually for families and program staff to share experiences, share resources, and provide “a shared community” for the program.</li> <li>• Families are given information about what experiences their children had during the day, including information about day-to-day happenings and special events, injuries and any changes in children’s health or eating habits. Parent arrival and departure information is shared.</li> </ul>	<p><b>1 point – if 2 or more practices incorporated</b></p> <p><b>2 points – if 3 or more practices are incorporated.</b></p>



**Licensed and Certified Family Child Care Center Model**

Four (4) Quality Indicator areas identified and maximum points that can be awarded:

- Family Provider Education Qualifications – 14 points
- Learning Environment and Curriculum – 14 points
- Business Practices – 7
- Health and Wellness – 5

**Category 1: Provider Qualifications (Maximum points = 14)**

In family child care, one individual often combines both the administrative/business and the teaching role. For this reason, the model combines the teacher and administrator qualifications. Although licensing rules (HFS 45) do not require that a provider complete high school before becoming licensed the model requires a high school diploma to receive 3-5 stars. Research from the Wisconsin Child Care Research Partnership in 2002 noted that at least one-fifth of a random sample of Wisconsin family child care providers had a 2- or 4-year degree. As illustrated in the table below, licensed and certified family child care programs earn points by meeting specified levels of education.

<b>Quality Indicator - Provider Qualifications</b>	<b>Points</b>
6 credits related to ECE	<b>1</b>
Infant-Toddler or Inclusion Credential ***	<b>3</b>
Administrator Credential or Preschool Credential (or 18 early childhood credits)****	<b>4</b>
Related Associate Degree (ECE) or unrelated Bachelor’s Degree*****	<b>1</b> <b>0</b>
Related Associate Degree (ECE) or unrelated Bachelor’s Degree and Credential	<b>1</b> <b>2</b>
Related Bachelor’s Degree or higher (ECE)	<b>1</b> <b>3</b>
Related Bachelor’s Degree or higher (ECE) and Credential (Infant-Toddler or Administrator)	<b>1</b>

**Points are not cumulative.**

**Learning Environment and Curriculum**

<b>Quality Indicator – Learning Environment and Curriculum</b>	<b>Points</b>
Family Child Care Environmental Rating Scale (FCCERS) average score of 5 with no subscale less than 3 ****	<b>3</b>
FCCERS average score of 5 with no subscale less than 4 *****	<b>4</b>

<p><b>Documented <u>annual</u> use of quality improvement plan</b> using environment rating scales, accreditation self-study, or other approved methods</p> <ul style="list-style-type: none"> <li>• 1 point for self assessment ***</li> </ul> <p><b>Documented <u>annual</u> use of quality improvement plan</b> using environment rating scales, accreditation self-study, or other approved methods, with a <u>written improvement plan-</u></p> <ul style="list-style-type: none"> <li>• 2 points for evidence that quality improvement plan is being implemented****</li> </ul> <p><b>Documented <u>annual</u> use of quality improvement plan</b> using environment rating scales, accreditation self-study, or other approved methods, with a <u>written improvement plan-administered by an independent entity.</u></p> <ul style="list-style-type: none"> <li>• 3 points for evidence of trained independent assessment and implementation of quality improvement efforts. *****</li> </ul>	<p>1</p> <p>1</p> <p>1</p>
<p><b>Curriculum aligned with WI Model Early Learning Standards</b>  Child care program can demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards (WMELS) and how the program utilizes the curriculum to individualize for all children in care through planned activities and routines that cross all domains of early learning within the WMELS. ***</p> <ul style="list-style-type: none"> <li>• Provider has completed full WMELS training ****</li> </ul>	<p>1</p> <p>1</p>
<p><b>Child Outcomes</b></p> <ul style="list-style-type: none"> <li>• Child Care program identifies areas where they aim to improve child outcomes; teacher is trained to develop individual portfolios for children.</li> <li>• Provider is trained to provide annual developmental screening and appropriate referrals are made as well as linkages to resources. Provider demonstrates that they have received training on an authentic assessment tools that they are using in their program. ****</li> <li>• Using portfolios to create targeted lesson plans for intentionality of planning. *****</li> <li>• Tracking outcomes on individual children.</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>2</p>
<p><b>NAFCC Accreditation or City of Madison Accreditation</b>  Rationale: High school education is required for NAFCC and some continuing education is required for City of Madison; in order to accumulate additional points, provider would need to verify education beyond high school to bring level to five star status. A cross-walk of the two models shows the scales equivalent to 23 points (NAFCC) and 26 points for City of Madison. <i>This would be an alternate path to a four star.</i></p>	<p>****</p>

**Business and Professional Practices - includes business practices, professional practices, staff benefits and parent involvement.**

Quality Indicator - Business and Professional Practices	Points
<p><b>Business Practices</b></p> <ul style="list-style-type: none"> <li>• Signed contract with DCF is required to participate in the Wisconsin Shares Program, in which provider agrees to program reporting requirements. **</li> <li>• Ongoing yearly budget planning and assessment of program financial status, including accurate completion and review of tax record. Demonstrates recordkeeping practices that track income received, meals and snacks served to children, caregiving and other business hours worked in the home, and other business-related expenses. ***</li> <li>• Parent handbook identifies program policies for vacation, holidays, staff time off, procedures for sick provider days, parent procedures for sick days and related family questions including contracts with parents for days of paid time off. ****</li> <li>• Family child care provider demonstrates that the program has written policies and procedures that reduce risk, posted information about emergency drills and emergency contact numbers, and insurance coverage for various risks of doing business in a home. Priorities, budget and program planning is intentional, and in line with program budget; procedures are in place for timely review of budget; and, long term fiscal records are maintained and demonstrate sound financial planning.*****</li> </ul>	<p><b>Required</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>1</b></p>
<p><b>Professional Practices</b></p> <ul style="list-style-type: none"> <li>• Professional development plan is created, and demonstration of efforts to reach improvement goals annually is identified.</li> <li>• Written copy of employment policies and procedures including job descriptions, personnel policies, salary/benefit schedules, evaluation procedures, and health policies for children are identified.</li> <li>• Family provider and staff, program Board and Advisory Committee (if applicable), parents and provider are able to access to accurate and timely information on program finances.</li> <li>• Membership in a professional association focused on early care and education.</li> </ul> <p><b>Staff or Provider Benefits</b></p> <ul style="list-style-type: none"> <li>• Paid holidays (8 days)</li> <li>• Paid sick leave/personal leave to be used for self and for sick family members (12 days per year).</li> <li>• Paid vacation days</li> </ul>	<p style="text-align: center;"><b>1 – if two or more practices demonstrated</b></p> <p style="text-align: center;"><b>1 – if two or more practices demonstrated</b></p>

<p><b>Parental Involvement:</b></p> <ul style="list-style-type: none"> <li>• A written description of the program’s philosophy is available to all families. Parents are encouraged to be involved in the program and various opportunities for involvement are identified. Materials are available in the family’s native language or an arrangement for translating materials is made. Orientation opportunities are available to all families. Parents are urged to observe in child’s program prior to enrollment.</li> <li>• Families have opportunities to have input regarding policies and procedures and plans for meeting children’s individual needs. Conferences are held at least annually, and more often if needed to discuss children’s progress, accomplishments, and difficulties at home and in the program. Advisory committee/parent board membership opportunities are available.</li> <li>• Frequent, regular, on-going communication between provider and families conveys trust and respect. Teachers and families communicate to ensure that children experience smooth transitions from home to the program or from one program to another during the day. Communication occurs through face-to-face conversation, notes, phone calls/email and newsletter updates. “Parent and Family” get-together opportunities are available at least twice annually for families and program staff to share experiences, share resources, and provide “a shared community” for the program.</li> <li>• Families are given information about what experiences their children had during the day, including information about day-to-day happenings and special events, injuries and any changes in children’s health or eating habits.</li> </ul>	<p><b>1 point – if 2 or more practices incorporated</b></p> <p><b>2 points – if 3 or more practices are incorporated.</b></p>
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**Health and Child Wellness**

Quality Indicators - Health and Child Wellness	Points
<p><b>Physical Health and Well Being</b></p> <ul style="list-style-type: none"> <li>• Health, wellness and physical well-being are promoted. Participation in the Child and Adult Care Food Program, including mandatory participation in CACFP related training opportunities and demonstration of nutrition education in child care classrooms and information shared with parents about healthy eating and wellness. ***</li> <li>• Program provides at least sixty minutes of physical activity as documented in lesson plans and verified. ****</li> </ul>	<p><b>1</b></p> <p><b>1</b></p>
<p><b>Social and Emotional</b> Family Child Care Provider with credit based inclusion training or completion of the Center for the Social and Emotional Foundations for Early Learning Pyramid training model. ****</p>	<p><b>2</b></p>
<p><b>Child Abuse Prevention/Strengthening Families</b></p> <ul style="list-style-type: none"> <li>• Family Child Care Provider is trained in protective factors training around working with parents through the Strengthening Families Initiative and center uses department approved curriculum to assist in identification, prevention and reporting of child abuse and neglect; at least one person on staff at a center is trained using state approved model. ****</li> </ul>	<p><b>1</b></p>

