



Facility Name Click or tap here to enter text. **Ages in Care** Click or tap here to enter text. **to** Click or tap here to enter text.
Date Completed Click or tap to enter a date.

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

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

The goal of this self-assessment is to help child care providers become aware of important indicators of quality. This self-assessment tool is not a test or pass/fail exam, but instead is a tool that supports an intentional review of program policies and delivery of services. The focus is on improvement. A staff leader should develop a vision of high-quality child care by using this self-assessment to identify areas for improvements that will benefit leadership, staff, and the overall program. This part of the self-assessment will serve as a working tool for setting goals to improve current practices. It is important to engage teaching staff in developing an action plan for change.

How To Use This Tool

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

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

The team approach is a key factor in improving practice throughout a program. Once the assessment has been completed by the director and each staff person, a team or the director should collect the tools and consolidate the information into one YoungStar Self-Assessment. This will help identify the areas for improvement for a continuous quality improvement process at the center. A minimum of 75% of the Lead Group Leaders must be involved with the Self-Assessment and the Director will be responsible for collecting signatures to demonstrate the Lead Group Leader’s involvement. **A signature page is provided at the end of this document.**

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

- 1) What impressed you about your current practices?
- 2) What surprised you about your current practices?
- 3) Were there any safety/supervision issues that may put children at risk?



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

How To Self-Assess

Read each item carefully.

Step 1: Decide if the stated indicator is:

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

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

QUALITY IMPROVEMENT PLAN (QIP):

QIPs offer an opportunity to think about how you can improve your program in each quality component section. At the bottom of each section on the Self-Assessment tool is a table for the group/classroom to identify areas for improvement and brainstorm ideas, feelings and practices that need to be prioritized. The purpose of this tool is to help you get started on looking at your current practices, sorting through your feelings, and from there identify areas you want to focus on developing to make improvements in your classrooms and center. A key element to the process is having brainstorming conversations with staff and others. These action steps are then transferred to the Quality Improvement Plan document available on the YoungStar website or through a YoungStar Consultant. The QIP **should include SMART goals (Specific, Measurable, Achievable, Realistic, Timely).**

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

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

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



Program Philosophy and Goals	Yes/No/P/NA	Evidence and Comments:
<p>1. A written program philosophy and program goals exist for the following topics:</p> <ul style="list-style-type: none"> • Supporting and strengthening families • Facilitating the optimal development of each child • Providing an environment of safety, support, and care, • Providing healthy nutrition practices, physical activity and screen time limits for children, • Providing opportunities for children to learn through socialization, exploration, choice, and creative play • If school-aged children are enrolled, complementing or balancing the child’s school program rather than extending it for additional hours 	<p>Choose an item.</p>	<p>Click or tap here to enter text.</p>
<p>2. Written program philosophy and goals are shared with:</p> <ul style="list-style-type: none"> • Parents • Staff • Children • Committees and boards (if applicable) • Appropriate community agencies (e.g., schools, United Way, government) 	<p>Choose an item.</p>	<p>Click or tap here to enter text.</p>

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Completion Target Date
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Staff Qualifications/ Leadership Staff Qualifications	Yes/No/P/NA	Evidence and Comments
1. The program employs Group Leaders with education qualifications that meet the requirements for the desired star level.	Choose an item.	Click or tap here to enter text.
2. The program employs the administrative team with educational qualifications that meet the requirements for the desired star level.	Choose an item.	Click or tap here to enter text.
3. Accurate and current records are on the Wisconsin Registry Organizational Profile for all staff listed.	Choose an item.	Click or tap here to enter text.
4. Employed and volunteer staff reflect the attitudes, image, and values consistent with the program goals and philosophy.	Choose an item.	Click or tap here to enter text.
5. Regular training opportunities are provided for staff and volunteers to improve skills in working with children and families.	Choose an item.	Click or tap here to enter text.
6. Professional development opportunities are available for staff on the following topics (as applicable): <ul style="list-style-type: none"> • Wisconsin Model Early Learning Standards • School-Age Curricular Framework • Social/Emotional/WI Pyramid Model or Inclusion Training • Strengthening Families through Early Care and Education • Other 	Choose an item.	Click or tap here to enter text.
7. Training needed by, or beneficial to each staff member and volunteer has been identified and a plan for how this training will be completed is in place.	Choose an item.	Click or tap here to enter text.
8. Each staff member has primary responsibility for, and develops a deeper attachment to, an identified group of children.	Choose an item.	Click or tap here to enter text.



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Administration	Yes/No/P/NA	Evidence and Comments
1. At least annually, program conducts one or more self-assessments using evidence-based tools and creates a QIP with goals and action items to support improvement.	Choose an item.	Click or tap here to enter text.
2. The program has written policies and procedures for operation, including enrollment, fee collection, attendance, sign-in/sign-out procedures, financial assistance, etc.	Choose an item.	Click or tap here to enter text.
3. The program has written personnel policies including job descriptions, a compensation structure, a staff retention plan, resignation and termination processes, explanation of benefits, and grievance procedures.	Choose an item.	Click or tap here to enter text.
4. Where the program is governed by a board of directors, the program has written policies defining roles and responsibilities of board members and staff.	Choose an item.	Click or tap here to enter text.
5. Fiscal records are kept with evidence of long-range budgeting and sound financial planning.	Choose an item.	Click or tap here to enter text.
6. The director (or other appropriate person) is familiar with and makes appropriate use of community resources.	Choose an item.	Click or tap here to enter text.
7. Staff and administrators communicate frequently.	Choose an item.	Click or tap here to enter text.

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Learning Environment and Curriculum	Yes/No/P/NA	Evidence and Comments
1. Wisconsin Model Early Learning Standards are used as a resource by staff to support planning and documentation of children’s learning. Lesson plans reflect a balance of activities that support developmentally appropriate learning through play. (NA available)	Choose an item.	Click or tap here to enter text.
2. School Age Curricular Framework is used as a resource by staff to support planning a balance of activities that support developmentally appropriate learning opportunities for school-age children.	Choose an item.	Click or tap here to enter text.
3. Curriculum is planned to reflect the program’s mission, philosophy and goals.	Choose an item.	Click or tap here to enter text.
4. Staff plan appropriate curriculum goals based on child development and the assessment of individual needs and interests of the child.	Choose an item.	Click or tap here to enter text.
5. Daily schedule is planned to provide a balance of activities; indoor and outdoor, quiet and active, large muscle and small muscle, child initiated and adult initiated, and small group and individual.	Choose an item.	Click or tap here to enter text.
6. Developmentally appropriate materials and equipment are culturally responsive to children.	Choose an item.	Click or tap here to enter text.
7. Staff continually provide learning opportunities for children in response to children’s skills, needs and interests.	Choose an item.	Click or tap here to enter text.
8. Children are often permitted to move about freely, exploring and initiating activities.	Choose an item.	Click or tap here to enter text.
9. Staff provide a variety of developmentally appropriate activities and materials.	Choose an item.	Click or tap here to enter text.
10. Staff conduct smooth and varied/flexible transitions between activities.	Choose an item.	Click or tap here to enter text.



11. Staff are flexible enough to change planned or routine activities according to needs of the children.	Choose an item.	Click or tap here to enter text.
12. Staff use routine tasks, such as eating, as a means of furthering the children’s learning.	Choose an item.	Click or tap here to enter text.
13. Staff model cooperation, solving problems through discussion, and other positive behaviors; they also praise and encourage these behaviors in children through descriptive feedback.	Choose an item.	Click or tap here to enter text.
14. The group/classroom rules regarding children’s social behavior are age and developmentally appropriate .	Choose an item.	Click or tap here to enter text.

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Family Engagement	Yes/No/P/NA	Evidence and Comments
1. Respectful two-way exchange of information with families is implemented.	Choose an item.	Click or tap here to enter text.
2. Multiple ways to communicate with families are offered.	Choose an item.	Click or tap here to enter text.
3. Time is made to engage families meaningfully in conversation.	Choose an item.	Click or tap here to enter text.
4. Family input and feedback helps to guide program planning and policies.	Choose an item.	Click or tap here to enter text.
5. Program is adapted to meet the needs of children and families.	Choose an item.	Click or tap here to enter text.
6. Staff and volunteers reflect the diverse backgrounds of families in care.	Choose an item.	Click or tap here to enter text.
7. Families are encouraged to participate in activities.	Choose an item.	Click or tap here to enter text.
8. Opportunities exist for staff and families to learn from one another.	Choose an item.	Click or tap here to enter text.



9. Volunteer opportunities match families’ strengths, interests, and skills.	Choose an item.	Click or tap here to enter text.
10. Families are connected to community resources.	Choose an item.	Click or tap here to enter text.
11. Support and planning around transitions is provided to families. Examples include: child moving from classroom to classroom, center to school program, or program to program.	Choose an item.	Click or tap here to enter text.
12. Educational and developmental resources are offered for families to use at home.	Choose an item.	Click or tap here to enter text.

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Program Content and Programming with Children		
	Yes/No/P/NA	Evidence and Comments
1. Staff and program administrators plan and consult together frequently about the program, the children, and the families. Regular staff meetings are held for staff to establish a plan for implementing overall goals, develop a plan for children, and discuss program and working conditions.	Choose an item.	Click or tap here to enter text.
2. A majority of each child’s day is spent in activities utilizing staff-child ratios and group size with a minimum number of transitions or regroupings.	Choose an item.	Click or tap here to enter text.
3. Modifications are made, as needed, in the schedule, environment, or activities to ensure the fullest possible participation by children with special needs.	Choose an item.	Click or tap here to enter text.
4. Many aspects of the curriculum are developed or modified in response to specific questions or interests expressed by children.	Choose an item.	Click or tap here to enter text.



5. The daily schedule is flexible. Children have many opportunities to make choices based on their needs and interests.	Choose an item.	Click or tap here to enter text.
6. Program utilizes valid and reliable observation-based assessments of children’s development and maintains internal data regarding child outcomes.	Choose an item.	Click or tap here to enter text.
7. Results from developmentally appropriate observation-based assessments of children’s development are used for curriculum planning, individual child planning, and referral to community resources. Teachers modify practices based on child assessment data. Accommodations are based on individual strengths/needs.	Choose an item.	Click or tap here to enter text.
8. Observation-based assessment results are shared with families at least twice a year.	Choose an item.	Click or tap here to enter text.
9. Individual descriptions of children’s development are written and compiled in portfolios as a basis for planning appropriate learning activities, as a means of facilitating the optimal development of each child, and as a record for use in communications with families.	Choose an item.	Click or tap here to enter text.

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Physical Environment	Yes/No/P/NA	Evidence and Comments
1. Space is arranged so that children can work individually, together in small groups, or in a large group in clearly defined interest areas.	Choose an item.	Click or tap here to enter text.



2. Five clearly defined interest areas are available.	Choose an item.	Click or tap here to enter text.
3. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible and arranged on low, open shelves to promote independent use by children.	Choose an item.	Click or tap here to enter text.
4. Children who cannot move around to access materials independently have materials made accessible to them by the staff.	Choose an item.	Click or tap here to enter text.
5. Materials are rotated to maintain children’s interest.	Choose an item.	Click or tap here to enter text.
6. Equipment and supplies are of sufficient quality, quantity, and variety appropriate to the ages of the children and the size of the groups.	Choose an item.	Click or tap here to enter text.

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Interactions between Staff and Children	Yes/No/P/NA	Evidence and Comments
1. Staff are available, responsive, and actively involved with children. They smile and speak to children at their eye level.	Choose an item.	Click or tap here to enter text.
2. Staff interact frequently with children in a caring, honest, respectful, and responsible manner. Staff actively seek meaningful conversations with children.	Choose an item.	Click or tap here to enter text.
3. Staff treat children of all races, religions, and cultures with equal respect and consideration. They respond to the individual needs of children, building curricula on children’s interests, talents, and cultures.	Choose an item.	Click or tap here to enter text.
4. Staff encourage developmentally appropriate independence in children and assist and encourage	Choose an item.	Click or tap here to enter text.



children in learning to do things for themselves rather than doing things for them. (Examples include picking up materials, tying shoes, zipping coats.)		
5. In managing children’s behavior, staff do not use responses that frighten or humiliate children. Staff use positive guidance techniques such as redirection, positive reinforcement and logical or natural consequences. Clear rules are developed and discussed regularly with children.	Choose an item.	Click or tap here to enter text.
6. The sound of the environment is primarily marked by a controlled noise level and pleasant sounds made by positive staff and happy children while they play, talk and socialize.	Choose an item.	Click or tap here to enter text.
7. Staff foster cooperation and other social behaviors among children.	Choose an item.	Click or tap here to enter text.
8. Staff expectations of children’s social behavior are developmentally appropriate.	Choose an item.	Click or tap here to enter text.
9. Children are encouraged to verbalize feelings and ideas.	Choose an item.	Click or tap here to enter text.
10. Staff assist children to be comfortable, relaxed, happy, and involved in play or other activities.	Choose an item.	Click or tap here to enter text.
11. Staff use a variety of strategies to enhance children’s learning and development. For example, staff present problems, ask questions, and make comments and suggestions to stimulate thinking and extend children’s learning.	Choose an item.	Click or tap here to enter text.

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

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Program Evaluation	Yes/No/P/NA	Evidence and Comments
1. The director (or other appropriate person) evaluates all staff at least annually.	Choose an item.	Click or tap here to enter text.
2. Program implements tracking of children’s development for child outcomes over the duration of a child’s enrollment, as derived from child assessments.	Choose an item.	Click or tap here to enter text.
3. At least annually, parents, staff, and other professionals are involved in evaluating the program’s effectiveness in meeting the needs of children and families.	Choose an item.	Click or tap here to enter text.
4. Executive staff, school-age program administrators, or both, visit program sites regularly to assess the program’s quality and safety; some of the visits are unannounced.	Choose an item.	Click or tap here to enter text.

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Signatures of Group Leaders that have had the opportunity to contribute to this plan. A minimum of 75% of the Group Leaders must be involved with the Self-Assessment.

Signature of Group Leader	Group/Classroom	Date


