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Appendix 1. Glossary of Acronyms Used in Wisconsin’s RTTT – ELC Application

Acronym	Term
4K	Four-year-old kindergarten
AA	Associate of Arts degree
ACF	Administration for Children and Families
ACYF	Administration for Children, Youth and Families
ARRA	American Recovery and Reinvestment Act
ASQ-3	Ages and Stages Questionnaire
ASQ-SE	Ages and Stages Questionnaire Social Emotional
B to 3 or Birth to 3	Birth to 3 in Wisconsin is the IDEA Part C
BA	Bachelor of Arts degree
BadgerCare	Wisconsin health insurance program for low-income
BI	Business Intelligence
BS	Bachelor of Science degree
CACFP	Child and Adult Care Food Program
CARES	Client Assistance for Re-employment & Economic Support
CCDF	Child Care and Development Fund, Wisconsin’s CCDF subsidy program is called Wisconsin Shares
CCIC	Child Care Information Center
CCPI	Child Care Provider Information
CCR&R	Child Care Resource and Referral
CDA	Child Development Associate
CESA	Cooperative Educational Services Agency
CLTS	Children’s Long Term Support
COA	Council on Accreditation
CoP	Community of Practice
CSAW	Child care Statewide Administration on Web
CSEFEL	Center for the Social Emotional Foundations of Early Learning
CTF	Children’s Trust Fund
CYSHCN	Children and Youth with Special Health Care Needs Program
DCF	Department of Children and Families
DECE	Division of Early Care and Education
DHHS	US Department of Health and Human Services
DHS	Wisconsin Department of Health Services
DOE	Department of Education
DOJ	Department of justice
DPI	Department of Public Instruction
EC	Early Childhood
EC Spec Ed	Early Childhood Special Education
ECAC	Early Childhood Advisory Council
ECCS	Early Childhood Comprehensive System grant
ECE	Early Childhood Educator

ECERS	Early Childhood Environmental Rating Scale
ECLDS	Early Childhood Longitudinal Data System
ECMC	Early Childhood and Middle Childhood
ECSE	Early Childhood Special Education
EDGAR	Education Department General Administrative Regulations
ELD	Early Learning and Development
EOY	EOY Title 1A
EPSDT	Early Periodic Screening Diagnosis Treatment
ERS	Environmental Rating Scales
ESD	Elementary school districts
ESEA	Title 1 of Elementary and Secondary Education Act
FACETS	Family Assistance Center for Education, Training and Support
FAST	Families and Schools Together
FCCERS	Family Child Care Environmental Rating Scale
FPL	Federal Poverty Level
FSIA	Functional Screen Information system
FTE	Full Time Employee
GLITC	Great Lakes Inter-Tribal Council
GPR	General Purpose Revenue
HHS	Health and Human Services
HSRS	Human Service Reporting System
HSSCO	Head Start State Collaborating Office
IDEA Part B	Individuals with Disabilities Act Part B
IDEA Part C	Individuals with Disabilities Act Part C in Wisconsin called Birth to 3
IES	US Department of Education Institute for Education Sciences
IHE	Institution of Higher Learning
IMH	Infant Mental Health
ISES	Individual Student Enrollment System
IT	Information Technology
ITERS	Infant Toddler Environmental Rating Scales
KBPS	Katie Becket Case Management
KEA	Kindergarten Entry Assessment
LEA	Local Educational Agency/School District
LDS	P20 longitudinal data system
LTS	Long term support
MA	Master of Arts
MAP	Measures of Academic Progress
MC	Middle Childhood
MCH	Maternal Child Health, Wisconsin's Title V Maternal and Child Health Block Grant
MCI	Master Client Index
MDAT	Multi-Dimensional Analytic Tool
MIECHV	Maternal, Infant, Early Childhood Home Visiting grant
MMIS MA	Medicaid Management Information System – Medical Assistance
MMSD	Madison Metropolitan School District

MOU	Memorandum of Understanding
MPS	Milwaukee Public Schools
NAC	National Accreditation Commission
NACCRA	National Association of Child Care Resource and Referral Agencies
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
NARA	National Association of Regulatory Agencies
NBPTS	National Board for Professional Teaching Standards
NIEER	National Institute for Early Education Research
OEL	Office of Early Learning
OHS	Office of Head Start
OSEP	Office of Special Education Programs
P3	Public-Private Partnership
PAL	Parents as Leaders
PBIS	Positive Behavior Interventions and Supports
PDAS	Professional Development Approval System in Wisconsin called the Registry
PDI	Professional Development Initiative
PDP	
PIR	Program Information Report
PPS	Program Participation System
Project LAUNCH	Linking Actions for Unmet Needs in Children's Health
PSA	Participating State Agency
PWES	Partnership for Wisconsin's Economic Success
QEI	Quality Educator Initiative
QRIS	Quality Rating and Improvement System in Wisconsin called YoungStar
REWARD	Rewarding Education with wages and Respect for Dedication Stipend Program
ROSIE	Real-time Online Statewide Information Environment (WIC data)
RtI	Response to Intervention
RTTT-ELC	Race to the Top – Early Learning Challenge
SACRS	School Aged Child Care Rating System
SBS	School based services
SEA	State Education Agency
SIDS	Sudden Infant Death Syndrome
SIS	Student Information System
SLDS	State Longitudinal Data System
SNAP	Supplemental Nutrition Assistance Program
SPED	Special Education
SPHERE	Secure Public Health Electronic Record Environment
SPP	State Performance Plan
SRPG	School Readiness Philanthropy Group
STELLAR	Blood Lead Test and treatment data
TANF	Temporary Assistance for Needy Families

TEACH	Teacher Education and Compensation Helps
T/TA	Training and Technical Assistance
TPA	
UW-IRP	University of Wisconsin – Madison’s Institute for Research on Poverty
UW System	University of Wisconsin system
WAICU	Wisconsin Association of Independent Colleges and Universities
WCC	Well-Child Connections name of one of the Project LAUNCH sites in Wisconsin
WCCF	Wisconsin Council on Children and Families
WCCRP	Wisconsin Child Care Research Partnership
WCER	Wisconsin Center on Educational Research
WECA	Wisconsin Early Childhood Association
WECCP	Wisconsin Early Childhood Collaborating Partners
WE-TRAC	Wisconsin EHDI- Tracking Referral and Coordination, newborn hearing screen
WHFI	Wisconsin Healthiest Families Initiative
WIC	Women Infant and Children
WIDA	World-class Instructional Design and Assessment Consortium
WINSS	Wisconsin Information Network for Successful Schools
WIR	Wisconsin Immunization Records
WiSACWIS	Wisconsin Statewide Automated Child Welfare Information System, Child Welfare data system
WISCAP	Wisconsin Community Action Program
WISCCRS	Wisconsin Child Care Regulatory
WKCE	Wisconsin Knowledge and Concepts Examination
WMEAP	Wisconsin Master Educator Assessment Process
WMELS	Wisconsin Model Early Learning Standards
WSPEI	Wisconsin Statewide Parent-Educator Initiative
WSS	Wisconsin State Statute
WTCS	Wisconsin Technical College System

Appendix 2. Biographical Sketch of Dr. Magnuson

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Magnuson, Katherine A.		POSITION TITLE Assistant Professor of Social Work	
eRA COMMONS USER NAME K. Magnuson			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Brown University, Providence RI	BA	1995	Political Science & History
Northwestern University, Evanston, IL	PhD	2002	Human Development and Social Policy

A. Personal Statement

Dr. Magnuson studies the wellbeing and development of economically disadvantaged children and their families. Her research blends two streams of research: 1) how changes in mothers' economic and educational fortunes influence their children's development and 2) how direct child and family interventions improve disadvantaged children's achievement and development. Magnuson has a track record of successful interdisciplinary collaborations with scholars in developmental psychology, education, and economics. She is highly skilled in the rigorous quantitative analysis of large scale and longitudinal datasets and has extensively studied the effects of prekindergarten on children's school readiness and subsequent schooling experiences, including in low-income immigrant populations (Magnuson, 2007; Magnuson, Meyers, & Waldfogel, 2007; Magnuson, Ruhm, & Waldfogel, 2007a, 2007b). In related work, she has also studied how early family socioeconomic resources contribute to test score gaps across racial and ethnic groups (Magnuson & Waldfogel, 2005) and how important early academic socioemotional skills are in forecasting later academic achievement (Ducan et al. 2007). Her substantive and methodological expertise makes her an ideal PI for this project.

B. Positions and Honors.

Positions and Employment

2011-	Associate Professor of Social Work, University of Wisconsin-Madison (Faculty Affiliate: Interdisciplinary Training Program in Education Sciences, Waisman Center, and La Follette School of Public Affairs, Institute for Poverty Research)
2009-	Associate Director, Institute for Poverty Research, University of Wisconsin-Madison
2004- 2010	Assistant Professor of Social Work, University of Wisconsin-Madison
2004-	Member, National Forum on Early Childhood Programs and Policy, Center for the Developing Child, Harvard
2004-	Research Affiliate, University of Michigan, National Poverty Center
2003-	Research Affiliate, University of Michigan, Center for the Analysis of Pathways from Childhood to Adulthood
2002-2004	Post-Doctoral Fellow, Columbia University School of Social Work, Advisor: Jane Waldfogel.

Honors, Professional Memberships, and Other Experiences

1995	Phi Beta Kappa & Magna Cum Laude, Brown University
2006-2008	Spencer Foundation/National Academy of Education Postdoctoral Fellowship
2009-2011	Vilas Award, UW-Madison Graduate School
2009-	Member, Institute for Educational Sciences, Department of Education, Early Childhood Grant Review Panel
2010-	Associate Editor, <i>Developmental Psychology</i>
2011	Romnes Award, UW-Madison Graduate School

C. Selected peer-reviewed publications (in chronological order).

Most Relevant to the Current Application:

1. Reynolds, A., Magnuson, K., & Ou, S. (2010). Preschool-to-Third Grade Programs and Practices: Review of Research. *Children and Youth Services Review*, 32, 1121-1131.
2. Magnuson, K. and Shager, H. (2010). Early Education: Progress and Promise for Low-income Children. *Children and Youth Services Review*. 32, 1186 – 1198.
3. Magnuson, K., Ruhm, C. and Waldfogel, J. (2007). The Persistence of Preschool Effects: Do Subsequent Classroom Experiences Matter? *Early Childhood Research Quarterly*, 22, 18-38.
4. Magnuson, K., Meyers, M., and Waldfogel, J. (2007). The Effects of Expanded Public Funding For Early Education and Child Care on Preschool Enrollments during the 1990s. *Social Service Review*, 81, 47-83.
5. Magnuson, K., Ruhm, C., and Waldfogel, J. (2007). Does Prekindergarten Improve School Preparation and Performance? *Economics of Education Review*, 26, 33-51.
6. Magnuson, K., Lahaie, C., and Waldfogel, J. (2006). Preschool and School Readiness of Children of Immigrants. *Social Science Quarterly*, 87, 1241-1262.
7. Magnuson, K., Meyers, M., Ruhm, C., and Waldfogel, J. (2004). Inequality in Preschool Education and School Readiness, *American Educational Research Journal*, 41, 115-157.
8. Yoshikawa, H., Magnuson, K., Bos, H., and Hsueh, J. (2003). Effects of Earning-Supplement Policies on Adult Economic and Middle-Childhood Outcomes Differ for the “Hardest to Employ?” *Child Development*, 74, 1500-1521.

Other publications important to the field (in chronological order):

9. Magnuson, K., and Berger, L. (2009). Family Structure States and Transitions: Associations with Children’s Wellbeing and During Middle Childhood. *Journal of Marriage and the Family*, 71, 575-591.
10. Magnuson, K., Sexton, H., Davis-Kean, P. and Huston, A. (2009). The Effects of Increases in Maternal Education on Young Children’s Language Skills. *Merrill Palmer Quarterly*, 55(3), 319-349.
11. Gennetian, L., Magnuson, K. and Morris, P. (2008). From Statistical Associations to Causation: What Developmentalists Can Learn from Instrumental Variables Techniques coupled with experimental data. *Developmental Psychology*, 44, 381-394.
12. Magnuson, K. (2007). Maternal education and children’s academic achievement during middle childhood. *Developmental Psychology*, 43, 1497-1512.
13. Duncan, G., Dowsett, C., Classens, A., Magnuson, K., Huston, A., Klebanov, P., Pagani, L., Feinstein, L., Engel, Brooks-Gunn, J., Sexton, H., Duckworth, K and Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43, 1428-1446.
14. Magnuson, K., and Duncan, G. (2006). The Role of Family Socioeconomic Resources in Racial Test Score Gaps. *Developmental Review*, 26, 365-399.
15. Magnuson, K. and Waldfogel, J. (2005). Early Childhood Care and Education, and Ethnic and Racial Test Score Gaps at School Entry. *The Future of Children*, 15, 169-196.

C. Research Support

Ongoing Research Support

Proposal MSN137201

Yoshikawa(PI)

03/01/11-02/28/12

Harvard Graduate School of Education (IES, DOE)

Meta-Analysis of Early Childhood Programs and Policies

This project will use meta-analytic and regression-based methods to answer questions about program features in early childhood education in the United States

Role: Co-PI

Proposal MSN139649

Gershoff (PI)

9/1/2011-8/31/2014

University of Texas-Austin (DHHS, PHS, NIH)

Preschool, Home, and School Contexts as Determinants of the Impacts of Head Start

Focus on three key contexts of children's lives that research suggests may play a role in supporting or undermining the impacts of Head Start, namely: (1) the quality of the preschool environment; (2) the experiences of the control group of children in non-maternal care; and (3) the quality of the elementary schools and classrooms into which children transition.

Role: Co-PI

144PRJ35WR Magnuson(PI) 02/01/10-01/31/12

Wisconsin Department of Children and Families

Evaluation of the Youngstar Program

This project's goal is to evaluate and validate the state's child care rating system.

Role: PI

Wisconsin Partnership Program Anna Benton (PI) 06/01/2008-11/31/2011

Ecocultural Family Interview Project

This study evaluates the incorporation of the Ecocultural Family Interview into the Empowering Families

Milwaukee Home Visiting program.

Role: Co-PI

Proposal MSN140052 Sawhill(PI) 9/1/2010-12/31/2012

Brookings Institution

Early Childhood Module of the Social Genome Project

This project involves consulting with the Brookings Institution to build a microsimulation model of social mobility over the life cycle (from conception to age 40) which will be used to study economic mobility.

Role: Co-PI

Completed Research Support

Agmt. 12/22/06 Shonkoff (PI) 7/1/06-6/30/11

Susan A. Buffet Foundation and McCormick Tribune Foundation

National Forum on the Science of Early Childhood Program Evaluation

This study was a meta-analysis of early intervention programs for disadvantaged children.

Role: Co-PI

NWU-6-07 Duncan (PI) 11/1/07-10/31/10

Foundation for Child Development

Third Grade Skills and Later Attainment

This study considers the extent to which third grade skills and behavior predict later academic outcomes.

Role: Co-PI

Proposal MSN140021 Magnuson (PI) 10/1/2010-6/30/2011

Wisconsin Department of Children & Families

Child Care Private Market Study

Analyze and evaluation the Wisconsin Department of Children & Families survey data of licensed group and family day care centers to determine the child care prices they charge to the general community.

Role: PI

Partnership for America's Economic Success Magnuson (PI) 06/01/2008-12/31/2008

The Long-Run Economic Impacts of Early Childhood Programs

This study considers how effects of early intervention programs are linked to long-run economic outcomes.

Role: Co-PI

Spencer Foundation and National Academy of Education Magnuson(PI) 09/01/2006-09/01/2008

Going Back to School: Do Children Benefit When Mothers Obtain Additional Education?

This study considers whether children's wellbeing improves when their mothers' enrollment in school leads to increases in their education.

Role: PI

Appendix 3. WECCP and ECCS Organizations

Program	Goal of Program	Target Population	Setting	Intervention
Children's Health Alliance of Wisconsin	To improve the health and well-being of children by addressing key health issues through collaborative efforts with agencies, communities and individuals.	Public health sector, health care community, state and local government agencies, advocates and influencers, CBOs, academic institutions, caregivers and families	Scope of work is statewide and driven by a staff located in a Milwaukee agency office affiliated with Children's Hospital of Wisconsin	Coalition building (Coalition and W... Coalition); policy education; system program management traditional and ne... partnerships as a child health issue
Children's Service Society of Wisconsin	Statewide private, not-for-profit provider of services with the mission to build, sustain and enhance a nurturing environment for Wisconsin children.	Families and their children in Wisconsin	Scope of work is statewide and driven by a staff located in a Milw agency office with satellite offices and family resource centers throughout the state	Offers activities 3 core service ar... and counseling a... programs support... home placement
Children's Trust Fund	To advocate, support, & sustain a statewide approach that encourages family and community life in which children develop & flourish in a safe environment free from all forms of abuse and neglect.	Children (birth to eight) and families	Homes, Family Resource Centers, community agencies, Community Action Programs	Home visitation, education of fam... special focus on... with medical hor... "Core Competen... Support Workers
Parents Plus of Wisconsin, the Wisconsin Parents as Teachers State Office	Provide professional development, technical assistance, support and certification to 44 WI PAT programs, fund 8 FRCs & CBOs to provide PAT, direct professional development for home visitors & early childhood professionals, and provide a PAT in Milwaukee	Parents/primary caregivers, home visitation and early childhood professionals	State office in Milwaukee and supports various state locations including home-based, center-based, other community sites	Parents as Teach... Protective factor... (ASQ, ASQ/SE,
Regional Action Teams	Regional coaches staff regional representative teams to link state and local level early childhood initiatives	Other regional organizations and providers in all component areas	DHFS regions and Milwaukee	Community outtr... development
Supporting Families Together Association	Support the delivery of child care resource & referral, training & technical assistance for child care observation and quality improvement planning, & consultation.	CCRR and WCCIP agencies to support parents using child care services and providers of child care services	Scope of work is statewide and driven by a staff located in the Association office located in Madison.	CCRR provides resource and refe... WCCIP training assistance efforts... care observation... improvement.
The Registry	Receives contracted funding from DCF to support technical assistance related to collection and reporting of educational qualifications of the early care and education workforce.	Early childhood child care providers including teachers, providers, directors and administrators	Statewide focus with office in Madison with services accessible using a web based system.	Online certificatio... verifying entry le... continuing educa... per a career ladd... childhood profes... employed in care
UW Extension – Family Living Program	Backed by research, Family Living colleagues work with their communities to promote family strengths and help families function in a rapidly changing world.	Children (birth to eight) and their families.	UW Extension county offices, communities, homes.	Education of chi... and community... assistance & par... communities. Le... community initia... disciplinary train

Program	Goal of Program	Target Population	Setting	Intervention
Waisman Center the Early Childhood and Education Unit	Design & implement research, training & service projects & assure children with or at risk for developmental receive quality education services to support success at pre-school, elementary, middle & high-school & adult transition.	Professionals, paraprofessionals who work with children ages birth to 6 and families, & CYSHCN, Birth to 3 Program, DPI, Early Childhood Special Education, & parents.	Onsite inclusive Early Childhood Program, specialty clinics with UW Children's Hospital, & Waisman Resource Center which is CYSHCN SO Regional Center. Statewide professional development using distance education.	Evidence-based knowledge and skill level. Building the local training and assistance special materials to support implementation. education to build
WI Council on Children and Families	Raising voice to make every child count. We are Wisconsin's only statewide, multi-issue nonpartisan child advocacy group.	Children and families, especially vulnerable. Top priorities is improving early learning and development	Agency office in Madison has state-wide policy/program focus	Support public and investment in high childhood program child care, Head services to children disabilities, and I
WI Early Childhood Association	Statewide, nonprofit professional association whose members care for and educate WI's children, aged birth to 8, an affiliate of the National Assn for the Education of Young Children	Early childhood child care providers including teachers, providers, directors and administrators	Offices located Milwaukee in Madison to serve its statewide membership	WECA administers and Bonus Initiatives the T.E.A.C. and R.E.W.A.R. program for child providers, direct
WI Head Start State Collaboration Office	Assist in building early childhood systems, access to services for all low-income children; collaboration between Head Start and other services, and augment Head Start's capacity to be a partner in State initiatives	Head Start and Early Head Start agencies and entities that carry out program activities	State office part of WI Dept of Child and Families in Madison	Facilitate collaboration Head Start and E agencies for activities to benefit low-income and families: Ass grantees, Develop strategic plans, a State Advisory C
WI Head Start Association	Aim is to promote social, emotional, and cognitive development, as well as health services, for children in poverty.	Low income children, ages 3-4.	Head Start programs (some are collaborative with child care and schools)	Education of children families; assurance services, connect home.
WI Technical College System	Provide training for an Associate in Applied Science degree in Early Childhood Education at all 16 of the Wisconsin Technical College	Adult students pursuing the AAS degree	Instruction for the program is offered both on campus, in a blended format, or completely online, depending on the course and the college offering it	Examples of intervention strategies are provided the instructional the program
WI Alliance for Infant Mental Health	Every infant and young child has his/her social, emotional, and development needs met within the context of their community and culture.	Young children and their families, policy makers and all caregivers of young children.	Homes, community mental health, social services and public health agencies, OB-GYN offices, Family Resource Centers, and child care	Increase knowledge collaboration, and policy. Professional development, public education of public and caregivers, s partnership build
WI Dept. of Health Services: Birth to 3 Program	A program to assist families in meeting the developmental needs of children with developmental delays.	Children birth to three, per criteria, identified with developmental delays or disabilities	Homes, child care settings, Early Intervention classrooms, hospital or outpatient settings	Outreach, professional development, child Head Start partner medical home, p

Program	Goal of Program	Target Population	Setting	Intervention
WI Dept. of Children and Families: Child Care Licensing	Goal is to provide access to affordable, high quality child care and early education experiences, to enhance children's development and to support their families in work and parenting roles.	Children in regulated child care ages birth to eight, child care providers and families.	Child care settings, CCR&R offices	Technical assistance to care providers, financial quality improvement, awareness regarding services, professional development, community partnerships
WI Dept. of Health Services: Maternal Child Health	Improve in the health, safety, and well-being of <i>all</i> mothers and children including children with special health care needs in Wisconsin	Pregnant women, infants, children and youth including children and youth with special health care needs through age 21 years	Scope of work is statewide and driven by a staff located in a Madison office Division of Public Health, Bureau of Community Health Promotion. DPH has 5 regional offices throughout the state and funds 98 local health departments	Federal & state policies measures guide state programs in areas of outcomes, contract health, medical & smoking & tobacco, intentional & unintentional childhood injuries
WI Dept. of Health Services: Children with Special Health Care Needs State Program	Improve care for the growing population of children with special health care needs by implementing/disseminating Medical Home and promoting early screening efforts	Primary care physicians, non-physician staff and parents of children with special health care needs	primary care practice settings	Education of interagency throughout the field, awareness efforts, community relations including Case management
WI Dept. of Public Instruction: four-year-old kindergarten	Provide 437 hours of instructional programming to following relevant state statutes	Children who are 4 by Sept 1 of the school year	Setting may include schools and community settings (child care or Head Start) under contract with the schools	Educational curriculum, parent outreach.
WI Dept. of Public Instruction: Head Start State Supplement	Provide additional enrollment slots to Wisconsin Head Start Grantees.	Head Start eligible children	Head Start programs (some are collaborative with child care and schools)	All components of Federal Head Start
WI Dept. of Public Instruction: McKinney Vento Homeless Program	Promote access to services for children who are homeless.	Children from homeless families per by federal McKinney Vento Homeless Program.	Early childhood programs and service setting	Establish links, referrals to services.
WI Dept. of Public Instruction: Early Childhood Special Education	Provision of special education services for children ages 3 through 5 years with identified disabilities, according to state statute.	Young children with disabilities ages 3 to 5 years	Special education services are delivered in settings with children without disabilities in age appropriate settings for nondisabled. Special education per the child's IEP team: special education classroom, separate school, residential setting, other settings or combination.	IEP specific interventions, broad array of strategies, instruction, modification, adaptation of regular parent & regular program support, large group instructional strategies implemented, others.
WI Dept. of Children and Families: Child Care Section - Licensing	To protect the health, safety and welfare of children in child care setting while their parents are at work	Children in regulated child care programs	Family child care licensed to care for 4 to 7 children under age 7. Group child care licensed to care for 9 or more children under age 7. Day camps providing care to 4 or more under age 7.	Monitoring center, compliance with licensing rules and complaints

Program	Goal of Program	Target Population	Setting	Intervention
WI Dept. of Children and Families: Child Care Section – Professional Development/Quality Improvement - Wisconsin Shares	Aims to provide access to affordable, high-quality child care and early education experiences, to enhance our children's development and to support their families in work and parenting roles.	Child care assistance to low-income parents who work or preparing for the workforce. Statewide child care resource & referral. Quality initiatives through grants to child care programs.	Child care subsidy managed by W-2 county or tribal agencies. DCF contracts with Supporting Families Together Assoc for child care resource, referrals, training and technical assistance for child care observation and quality improvement planning, and consultation.	The development and dissemination of training materials in Quality environment observation materials. Administers the stipend program for teachers, providers, and administrators.

Final - 2/20/09

**WISCONSIN GOVERNOR'S STATE ADVISORY COUNCIL
ON EARLY CHILDHOOD EDUCATION AND CARE**

Council Membership – Updated 10/04/11

Name & Address	Phone(s)
<p>Secretary Eloise Anderson – Council Co-Chair Department of Children and Families 201 E. Washington Ave., Rm. G200 PO Box 8916 Madison, WI 53708-8916 eloise.anderson@wisconsin.gov</p>	<p>Work: (608) 266-8684</p>
<p>State Superintendent Tony Evers – Council Co-Chair Department of Public Instruction 125 S. Webster St. PO Box 7841 Madison, WI 53707-8741 anthony.evers@dpi.wi.gov</p>	<p>Work: (608) 266-1771</p>
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Appendix 5

Governor’s State Advisory Council on Early Childhood Education and Care Overview of “Building Blocks for Wisconsin’s Future: The Foundation for an Early Childhood System” Report

Background: The 2010 goals have been approved by the current Governor’s Council and are in alignment with the goals of the Race to the Top- Early Learning Challenge Request for Proposal.

Overall goal: Every child will be healthy, nurtured, safe and successful.

Outcomes:

1. **Stable, Nurturing and Economically Secure Families:** Families and communities foster stable and nurturing environments.
2. **Safe and Healthy Children:** All young children are physically, socially, and emotionally healthy.
3. **Quality Early Learning:** All young children experience nurturing early learning opportunities.

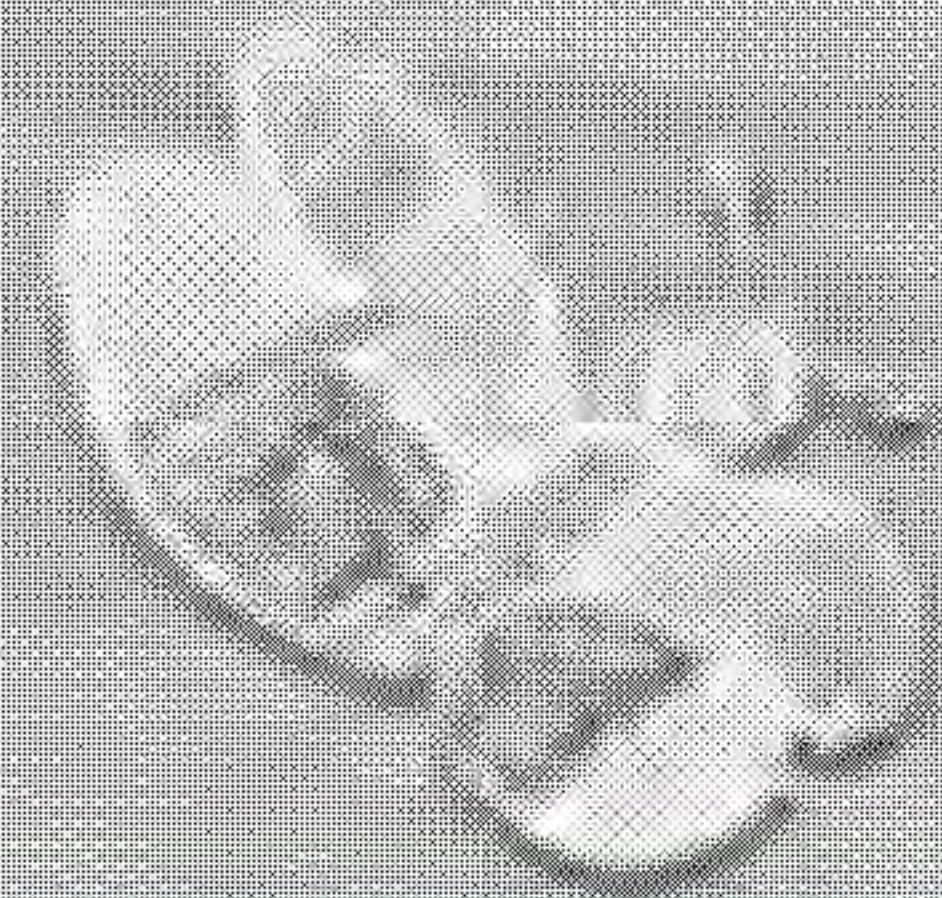
Recommendations:

1. **Create a Comprehensive Screening and Assessment System:** Create a comprehensive screening and assessment system to identify children’s individual developmental needs and to facilitate referrals to appropriate services
2. **Create a Longitudinal Data System:** Create a longitudinal data system for planning and decision-making to ensure that outcomes are measured and evaluated.
3. **Develop an Effective Infrastructure to Support Early Care and Education:** Develop a public-private infrastructure model that aligns and leverages state, regional, and local resources, and engages the business, private, and philanthropic sectors as partners to improve early childhood outcomes.
4. **Supporting Families and Communities:** Increase evidence-based home visiting programs, and focus all home visiting programs on three key outcomes—reducing child abuse/neglect, improving child health and improving school readiness

5. **Professional development:** Develop a coordinated statewide, early childhood professional development system, comprised of the multi-faceted programs and people focused on improving child and family outcomes.

Wisconsin Model Early Learning Standards

Third Edition
Birth to First Grade



(b)(6)

WISCONSIN MODEL EARLY LEARNING STANDARDS
WITH INTRODUCTION

2003 Edition

2008 Edition

2011 Edition

The Wisconsin Model Early Learning Standards Steering Committee

Wisconsin Department of Public Instruction
Wisconsin Department of Children and Families
Wisconsin Department of Health Services
Wisconsin Head Start State Collaboration Project
Wisconsin Early Childhood Collaborating Partners

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The Wisconsin Model Early Learning Standards are published in English, Spanish, and Hmong. All versions are available on the Wisconsin Early Childhood Collaborating Partners (WECCP) web page and can be downloaded in a PDF format: www.collaboratingpartners.com/wmels-documents.php. This website also has related documents including: frequently asked questions, training materials, training calendars, alignment with Wisconsin Model Academic Standards, as well as examples of curriculum and assessment tools.

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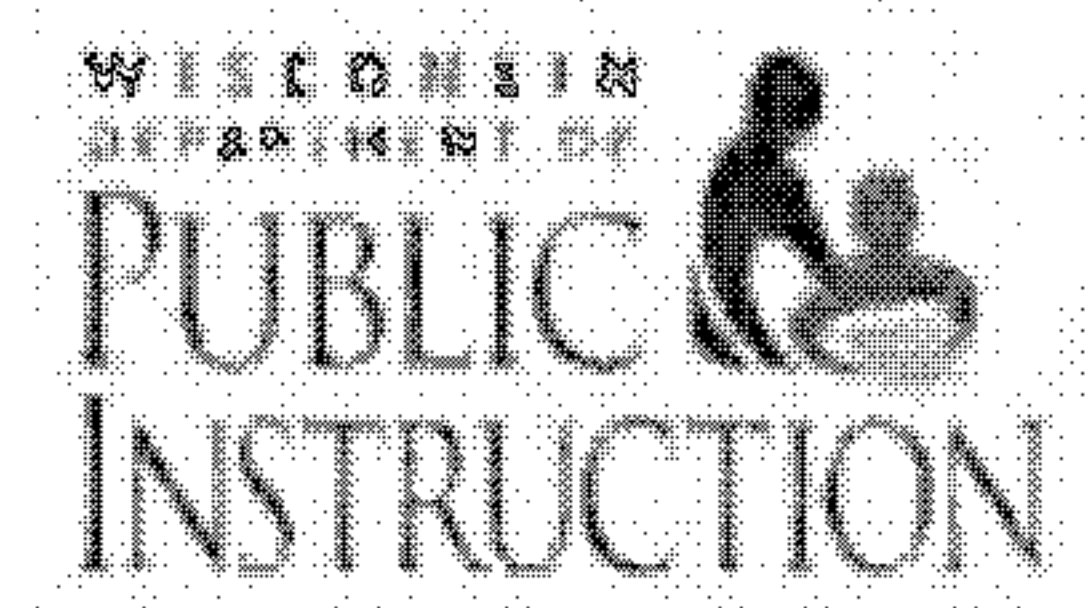
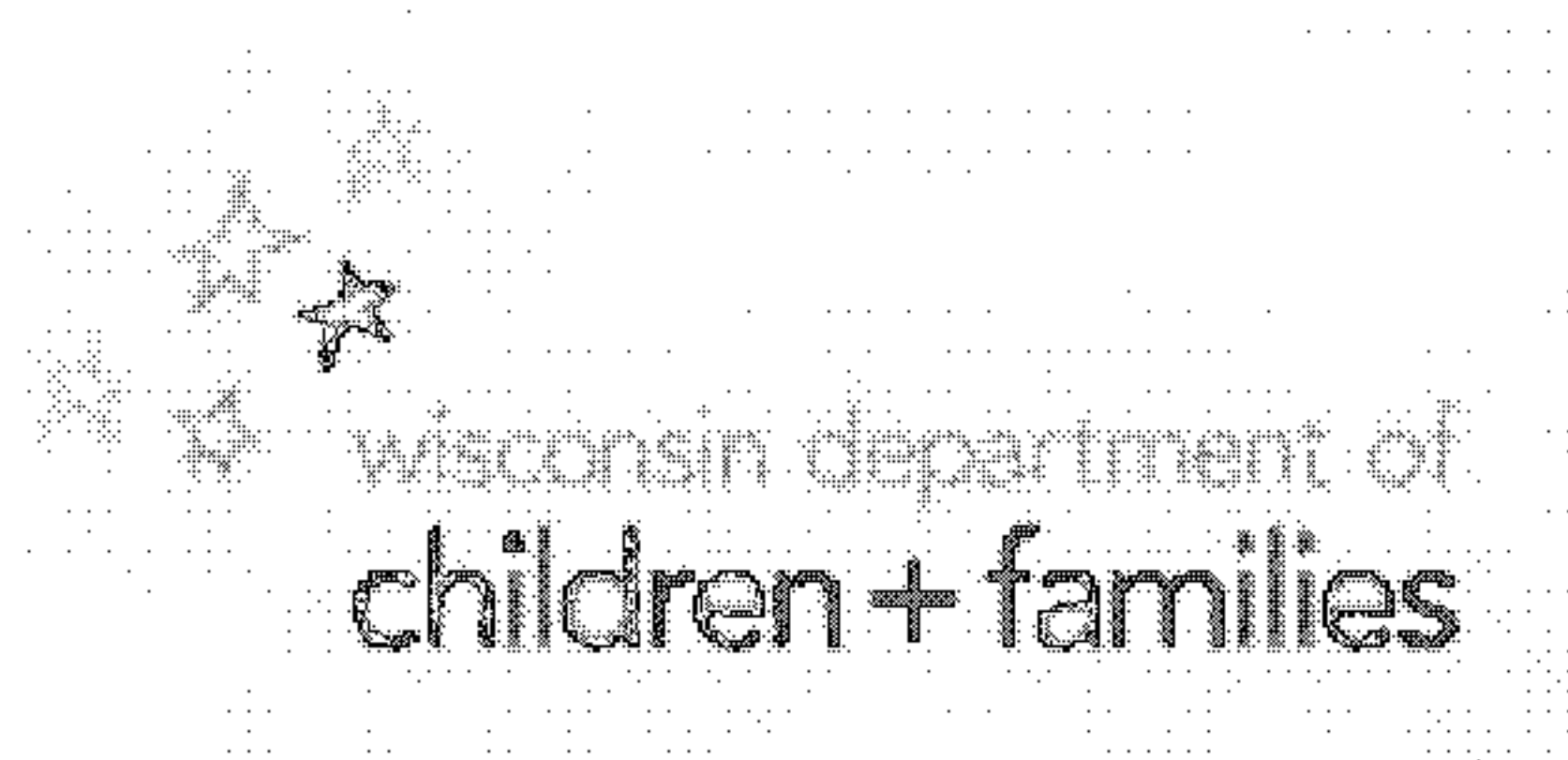
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February 2011

Greetings!

In recent years, Wisconsin has experienced tremendous progress in our efforts to best meet the needs of young children and their families. Through broad expansion of four-year-old kindergarten, the establishment of the Wisconsin Department of Children and Families, expanded access to health care through BadgerCare Plus, the creation of the Governor's Early Childhood Advisory Council (ECAC), and the introduction of YoungStar, the state's quality rating and improvement system for child care, we are continuing to strengthen Wisconsin's system of early childhood services, care, and education. These model early learning standards serve as a core foundation of our efforts to help children learn and grow up healthy in Wisconsin.

On behalf of the Governor's Early Childhood Advisory Committee, we are pleased to introduce the latest edition of the Wisconsin Model Early Learning Standards (WMELS). Through a unique collaboration of our departments, early childhood educators, and child care professionals, the standards were originally established in 2003 and revised in 2008. The second edition more fully included infants and toddlers and added a developmental continuum to each of the performance standards along with examples of child behavior and adult strategies.

The 2010 edition adds new language that addresses the alignment with the academic Wisconsin Common Core Standards, minor content corrections, and many updates in hyperlinks. Additionally, WMELS has an extensive website (<http://www.collaboratingpartners.com/wmels-about.php>) that provides information on curriculum alignment and statewide training efforts.

Thank you for your commitment to providing high quality early childhood experiences to our young children. We are proud to work with you and your programs and hope these standards will help you prepare our youngest citizens for a bright future.

Sincerely,

A handwritten signature in black ink that reads "Eloise Anderson".

Eloise Anderson
Secretary
Department of Children and Families

A handwritten signature in black ink that reads "Tony Evers".

Tony Evers, PhD
State Superintendent
Department of Public Instruction

JH/lap

Wisconsin Model Early Learning Standards

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Wisconsin Model Early Learning Standards Introduction

The Wisconsin Model Early Learning Standards provide a common language and guidance for families, professionals, and policy makers around early childhood education and care.

Why do we have model early learning standards? Based on research and supported by evidence-based practices, the Wisconsin Model Early Learning Standards (WMELS) provide a framework for families, professionals, and policy makers to

- Share a common language and responsibility for the well-being of children from birth to first grade
- Know and understand developmental expectations of young children
- Understand the connection among the foundations of early childhood, K-12 educational experiences, and lifelong learning

With the inclusion of the birth-to-3 age range, the revised WMELS also includes developmental continuums, sample behaviors of children, and sample strategies for adults.

The development of the standards was guided by research in the field and supported by content experts from institutions of higher education in the state. Aligned to the Wisconsin Model Academic Standards (kindergarten through grade 12), the WMELS are intended to provide early learning opportunities that support children's continued success in school and future life.

The basis for the development of the Wisconsin Model Early Learning Standards is a set of guiding principles that specify beliefs and values about young children in Wisconsin. The primary principles are as follows:

- All children are capable and competent.
- Early relationships matter.
- A child's early learning and development is multidimensional.
- Expectations for children must be guided by knowledge of child growth and development.
- Children are individuals who develop at various rates.
- Children are members of cultural groups that share developmental patterns.
- Children exhibit a range of skills and competencies within any domain of development.
- Children learn through play and the active exploration of their environment.
- Parents are children's primary and most important caregivers and educators.

A more detailed description of the Wisconsin Model Early Learning Standards Guiding Principles is located on page 10 of the Introduction Section.

Wisconsin Model Early Learning Standards Framework

The Wisconsin Model Early Learning Standards specify developmental expectations for children from birth through entrance to first grade. The Wisconsin Model Early Learning Standards reflect attention to all the domains of a child's learning and development. Each domain is divided into sub-domains. Each sub-domain includes developmental expectations, program standards, performance standards, and developmental continuum. Samples of children's behavior and adult strategies are also provided. The framework is described below in a narrative and on the following page as a chart.

Developmental Domains

Discrete area of the child's development. The areas are inter-related and include:

- Health and Physical Development
- Social and Emotional Development
- Language Development and Communication
- Approaches to Learning
- Cognition and General Knowledge

Sub-Domains

Developmental Domains are further divided into sub-domains. The sub-domains are labeled with letters "A.,B., and C." For example, in the domain of Health and Physical Development the subdomains are

- A. Physical Health and Development
- B. Motor Development
- C. Sensory Organization

Developmental Expectation

Broad general statement of what the child should know and be able to do within the expected wide variability of development that occurs in the early childhood period.

Performance Standard

Statement that represents the specific information, skills, or both that a child should know and be able to do. The Performance Standards are designed "forward" from birth to first grade and are aligned with the Wisconsin Model Academic Standards.

Benchmarks

Subcomponent of a performance standard that translates the standard into what a child should understand or be able to do at a specific developmental level. Benchmarks are not included in this document. The decision to establish benchmarks is a local district and community decision.

Curriculum and Assessment

Each program/service can determine their own curriculum and assessment based on the standards and benchmarks that apply to their particular setting. Selection of curriculum and assessment is a local decision.

Developmental Continuum

Predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research. The developmental continuums begin at an early developmental level and continue through developmental levels that would be typical through the completion of kindergarten (to first grade).

Sample Behaviors of Children

Observable "samples" of what children might do as they demonstrate accomplishments at each level of the developmental continuum are included for each of the developmental continuums linked to each performance standard. The samples are "only samples," they are not meant to be inclusive of all children's behaviors or adult strategies that are associated with the developmental continuum and performance standard.

Sample Strategies for Adults

"Samples" of what adults might do to assist the child to gain knowledge or learn skills at each level of the developmental continuum. The adult samples are not a definitive list or an exhaustive inventory.

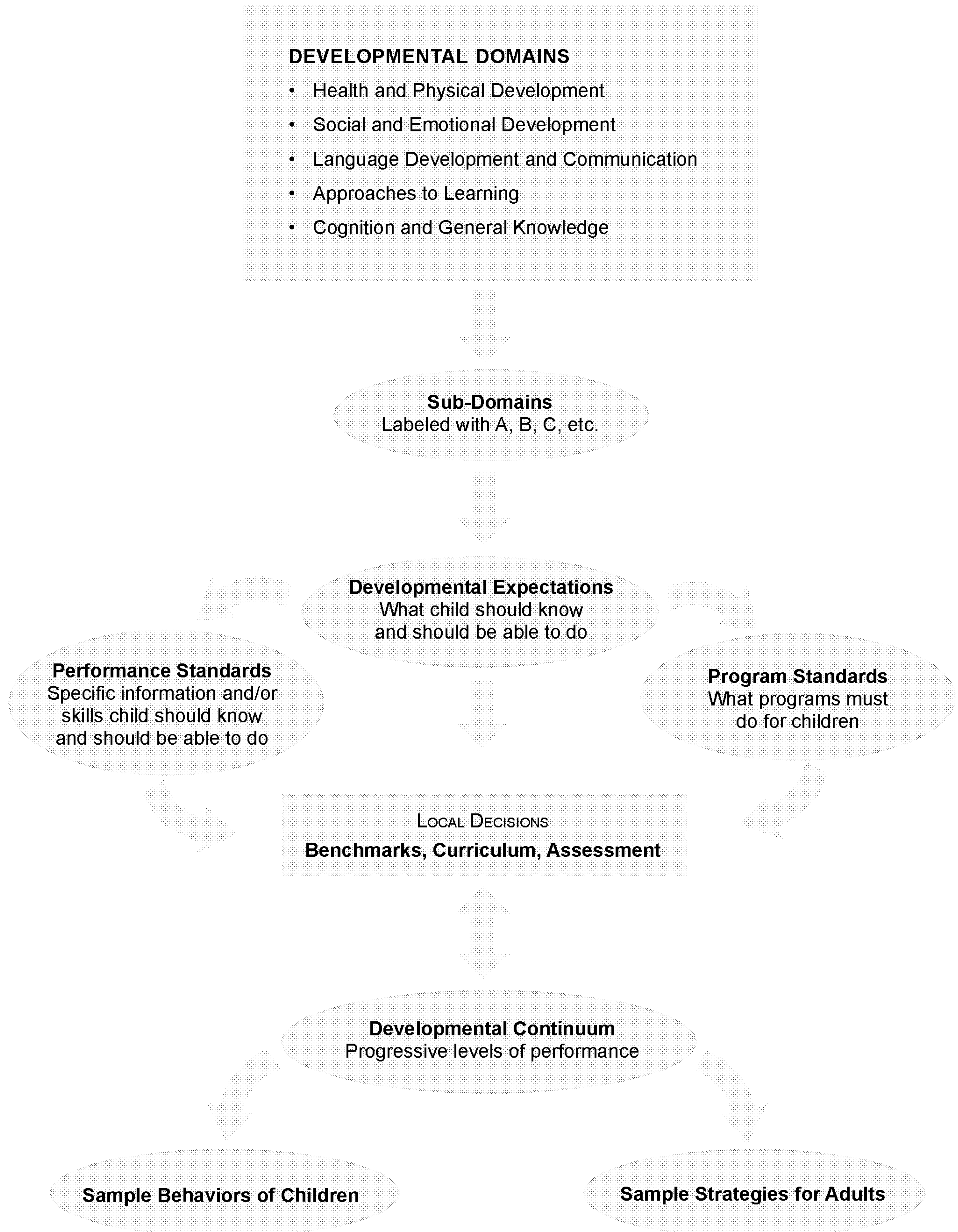
Program Standard

Refers to what programs must do to ensure children have the opportunities and experiences needed to meet developmental expectations.

Note

Benchmarks, Curriculum, and Assessment are not included in the framework, however, they are critical to "understanding the big picture."

Framework for Wisconsin Model Early Learning Standards Document



Wisconsin Model Early Learning Standards Design

The Wisconsin Model Early Learning Standards were designed to reflect the shared values and commitments of the citizens of Wisconsin to prepare young children for success in school and later life. Designed for all children, they create a common language among the families and the various programs and services within the early childhood community. They set the stage for the development of appropriate curriculum and the use of assessment practices that support and promote children's learning and development.

Why are early learning standards necessary and important?

Families, early care and education professionals, communities, and policymakers all share accountability for the optimal development and well being of young children. The Wisconsin Model Early Learning Standards provide a framework of developmentally appropriate expectations for young children that can guide the creation, evaluation, and improvement of conditions necessary for children's optimal development and create a common language. As a result of the combined efforts of families, early care and education professionals, communities, and policymakers, young children will have expanded opportunities for positive development and learning experiences.

Why is a common language important?

Young children grow and learn best when all of the adults in their lives understand child development and are consistent with each other. Because the Wisconsin Model Early Learning Standards create common language and address all aspects of development, they can become the basis for conversation and learning opportunities in a variety of settings and situations. The Wisconsin Model Early Learning Standards recognize that parents are the child's primary and most important nurturers/teachers and therefore support partnerships between parents and the programs and settings they choose for their children.

The Wisconsin Model Early Learning Standards provide opportunities for promoting dialogue across settings and strengthening the early care and education system. Careful articulation of early learning standards can provide a common vision and common vocabulary to unite early care and education programs. The Wisconsin Model Early Learning Standards provide an opportunity to further dialogue with the K-12 system and establish more clearly the important role of early care and education in children's success later in school which will result in a more integrated education system.

Are the Wisconsin Model Early Learning Standards appropriate for all children?

The Wisconsin Model Early Learning Standards reflect expectations for a typically-developing child; adapting and individualizing learning experiences accommodates optimal development for all children. The Wisconsin Model Early Learning Standards recognize that children are individuals who develop at individual rates. While children generally develop in similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. Because brain development and social-emotional development are most active in the early years of a child's life, all of the child's experiences are of critical importance to the child and our society. As such, these standards support the development of optimal learning experiences that can be adapted in response to the individual developmental patterns of children.

How can the Wisconsin Model Early Learning Standards be used for children with disabilities?

The Standards are designed to address individual differences and will serve as the foundation for individualized programming decisions for children with disabilities. While the vast majority of students with disabilities should be expected to work toward and achieve these Standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For children with disabilities, these decisions are made as part of their Individualized Education Program (IEP) plans developed by the school district's IEP team. This team could include school personnel as well as child care and Head Start personnel and the child's parent. Persons working with children with disabilities will need to pay special attention to the IEP and how curriculum adaptations and special

education services can be provided to meet each child's individually identified developmental needs. Some accommodations and/or modifications may be necessary as young children with disabilities master the skills and competencies related to the Standards. Adapting and individualizing learning experiences can help assure that each child is exposed to activities that can help him or her reach his/her optimal development.

How do the Wisconsin Model Early Learning Standards relate to the assessment of the development of young children?

By setting appropriate expectations for young children in the five domains of early learning and development, the Wisconsin Model Early Learning Standards set the stage for the development of appropriate curriculum and the use of assessment practices that support and promote children's learning and development. Assessment practices are a component of program standards. Appropriate assessment practices for young children take into account the following considerations:

- Young children learn in ways and at rates different from older children.
- Young children come to know things through doing as well as through listening and often represent their knowledge better by showing than by telling.
- Young children's development and learning is rapid, uneven, and episodic, so that point-in time assessments do not give a complete picture of their learning.
- Young children's achievements are the result of a complex mix of their ability to learn and their past learning opportunities. Resources on appropriate assessment practices for young children are listed in the resource section.

What is the difference between the Wisconsin Model Early Learning Standards and curriculum?

The Wisconsin Model Early Learning Standards are guidelines that reflect widely held expectations about what children should know and be able to do from birth to the beginning of first grade. The performance standards further outline how children may demonstrate that they meet expectations. The program standards are general statements for teachers and caregivers to guide in provid-

ing the opportunities and experiences children need to meet developmental expectations. The Wisconsin Model Early Learning Standards provide a guideline for curriculum decisions and development. Curriculum is determined based on the Standards that provide guidelines for what children should know and be able to do. Curriculum reflects the practices, interactions, and instruction that are implemented to support children's early learning and development. The National Association for the Education of Young Children's position statement "Where We Stand on Curriculum, Assessment and Program Evaluation," recommends the following: "Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children."

How do the Wisconsin Model Early Learning Standards relate to the Wisconsin Common Core State Standards?

The Wisconsin Model Early Learning Standards align with the Wisconsin Common Core State Standards in their comprehensive focus on developmentally appropriate expectations for children birth to first grade. Research indicates that children who meet expectations in these developmental domains will be successful in mastering academic standards. As such, the Wisconsin Model Early Learning Standards provide a foundation for the Wisconsin Common Core State Standards.

Where can I find more information about the design of the Wisconsin Model Early Learning Standards?

- Frequently Asked Questions are available on the Collaborating Partners web site at www.collaboratingpartners.com/wmels-faq.php.
- More information about alignment of the Wisconsin Model Early Learning Standards and the Wisconsin Common Core State Standards can be found in Appendix A of this document as well as at www.collaboratingpartners.com/wmels-curriculum-assessment-tools.php.
- More information about OSEP Child Outcomes can be found in Appendix B as well as www.collaboratingpartners.com/disabilities-about.php.

Wisconsin Model Early Learning Standards (WMELS)

WMELS INTENDED USE

- Improve the quality of all early learning environments
- Guide professional development activities and investments
- Inform educators and caregivers in their decisions regarding approaches to curriculum development across all early learning environments

WMELS document IS NOT intended to be used as

- A tool for program assessment
- A tool for program curriculum

WMELS DOCUMENT CONTAINS

- Developmental domains, developmental expectations, program standards, performance standards, developmental continuums, sample behaviors of children, and sample strategies for adults
- Performance standards that connect (align) to the Wisconsin Model Academic Standards

WMELS document DOES NOT contain

- Benchmarks
- Curriculum or an assessment tool

WMELS DESIGNED TO REFLECT

- A developmental sequence of abilities demonstrated by typically developing children between the ages of birth to first grade
- Expectations for the critical knowledge and skills that children learn during the early years

WMELS IS NOT designed to reflect

- A rigid sequence of developmental abilities typical of young children birth to first grade
- A comprehensive list of every skill or piece of knowledge that a particular child may exhibit
- An age-referenced continuum

WMELS DOMAINS PRESENTED

- As integrated knowledge and skills
- As interconnected domains; the development of skills in one area is related to and influences development in other areas

WMELS domains ARE NOT presented

- To be used separately as discrete knowledge and skill sets

WMELS DEVELOPMENTAL CONTINUUM AND SAMPLE BEHAVIORS

- Show how the skills and knowledge demonstrated at very early ages provide the foundation for more complex skills at a later age
- Are a general guide to help early care and education professionals and parents to observe a continuum of development recognizing that children are unique and develop at individual rates

WMELS developmental continuum and sample behaviors ARE NOT intended to be

- Used as age markers
- Used as a prescriptive listing
- A comprehensive or exhaustive set of sample behaviors of children and sample strategies for adults

WMELS GUIDES COMMUNITIES

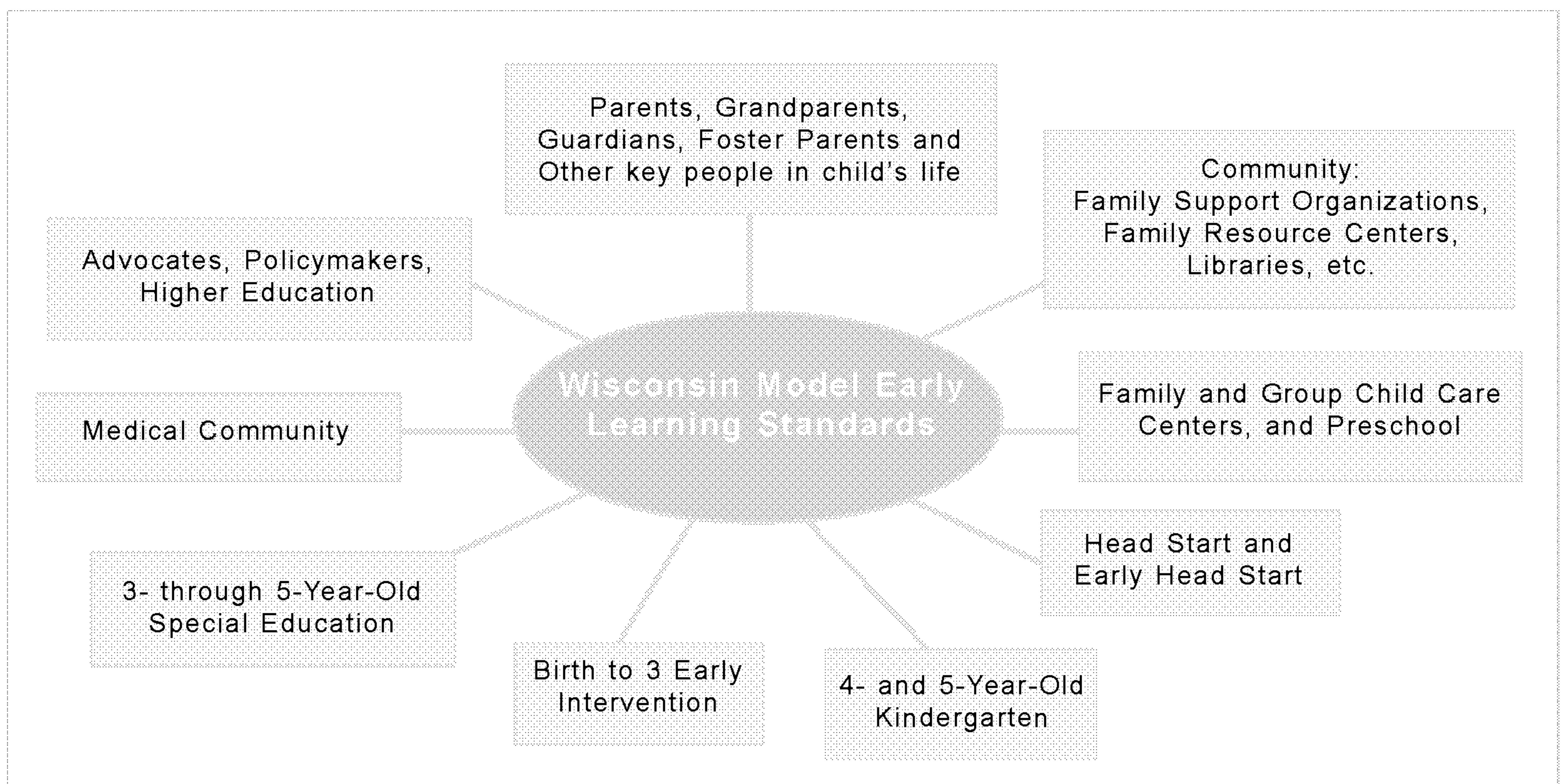
- To consider the determination of local benchmarks at the district and community level. The benchmarks can assist to make decisions about curriculum and assessment that will determine interactions, activities, and instruction.

WMELS document IS NOT intended to be used as

- Benchmarks that further define each performance standard for each age (grade) level

Wisconsin Model Early Learning Standards One Tapestry, Many Threads

Young children learn and grow best in the context of relationships and community. This context is made up of a variety of people, programs, and experiences. Widespread use of the Wisconsin Model Early Learning Standards will form a tapestry of common understanding and support. Everyone who is interested in providing quality care and education for all children will find common uses for these standards. The individual threads of this tapestry will each be used in their own unique way.



THE EARLY CHILDHOOD COMMUNITY WILL HAVE COMMON USES FOR WISCONSIN MODEL EARLY LEARNING STANDARDS

Everyone can use these standards as a

- Guide in creating a unifying vision for young children in Wisconsin, based upon the guiding principles
- Resource for creating quality early learning opportunities
- Resource for creating a common language across all settings and programs for young children and their families
- Guide in the selection and implementation of curriculum and assessment
- Source of example adult strategies to use as a guide for interacting with children in a positive way
- Tool to support collaborative conversations and professional development with others in the early care and education system
- Tool to help parents understand child development, how it is individual to each child, and how learning is influenced by our everyday interactions.
- Tool to help communities understand the importance of the early years from birth to first grade and the link with further educational and life success
- Validation of the critical nature of early development and the role that adults play to help children progress toward optimal development based upon their individual capacities and needs

INDIVIDUAL PROGRAM THREADS WILL HAVE DIFFERENT USES FOR WISCONSIN MODEL EARLY LEARNING STANDARDS

Parents, Grandparents, Foster Parents, Guardians, and other key people in a child's life can use the WMELS as a

- Resource on child development and early learning
- A reminder that children's skills, abilities, and behaviors fluctuate along the developmental continuum because each person learns as an individual
- Guide for the language and expectations used in conversations with others involved in the lives of their children

Community: Family Support Organizations, Libraries, Family Resource Centers, etc., can use the WMELS as a

- Guide to provide training and programs that are grounded in solid child development for young children, their families, and others who impact their lives
- Source in understanding performance standards for ALL children and the continuum of development for each performance standard birth to first grade
- Tool to assist in finding and identifying children who may benefit from early childhood services

Family and Group Child Care Centers and Preschools can use the WMELS as a

- Source to understand performance standards for ALL children and the continuum of development for each performance standard birth to first grade
- Resource for enhancing quality educational programs and services through staff training and development
- Resource to understand child development in the five domains and how they interrelate
- Tool for making decisions regarding curriculum development and activity planning
- Tool to assist in finding and identifying children who may benefit from early childhood services

Head Start and Early Head Start can use the WMELS as a

- Tool to align with the Head Start Child Outcomes Framework so that a common language is created with parents, collaborative programs, and other stakeholders
- Resource to complement Head Start performance standards and to facilitate smooth transitions for children between settings

Four-Year-Old and Five-Year-Old Kindergartens (4K and 5K) can use the WMELS as a

- Resource for enhancing quality educational programs and services through staff training and development
- Resource to understand child development in the five domains and how they interrelate

- Tool for making decisions regarding curriculum development
- Tool to develop, review, and align local benchmarks which align to the Wisconsin Model Academic Standards
- Resource to aid in communication and dialogue regarding the continuum of developmental and learning expectations between early childhood and first grade

Birth to 3 Early Intervention Services can use the WMELS as a

- Source in understanding performance standards for ALL children and the continuum of development for each performance standard birth to first grade
- Resource to understand child development in the five domains and how they interrelate
- Tool to support the development of the Individual Family Service Plan (IFSP) with families and other members of the IFSP team

3- through 5-Year-Old Special Education can use the WMELS as a

- Source to understand performance standards for ALL children and the continuum of development for each performance standard birth to first grade
- Resource to understand child development in the five domains and how they interrelate
- Tool to support the development of the Individualized Education Program (IEP) with families and other members of the IEP team

Medical Communities can use the WMELS as a

- Source to understand performance standards for ALL children and the continuum of development for each performance standard birth to first grade.
- Tool to assist in finding and identifying children who may benefit from early childhood services

Advocates, Policy Makers, Higher Education can use the WMELS as a

- Resource to guide efforts to assure the optimal learning and development of young children by making a commitment to support early childhood education and care efforts
- Resource to support and strengthen the resources available to support families with young children
- Resource to build stronger connections among the various programs and services that impact the lives of young children and their families
- Resource to design educational programs for professionals who work with children birth to first grade and their families

Wisconsin Model Early Learning Standards Training and Professional Development

Training for the Wisconsin Model Early Learning Standards (WMELS) is taking place throughout the state of Wisconsin. The purpose of the training is to assist all those who are committed to providing quality education and care, to use the WMELS as a guide for providing quality services for young children birth to first grade. During the training, participants become familiar with the components of the WMELS, e.g. developmental domains, developmental expectations, program standards, performance standards, developmental continuum, and sample behaviors for children and adults. The Teaching Cycle (pictured below) is used throughout the training as a means of applying the components of the WMELS to learning and instruction.

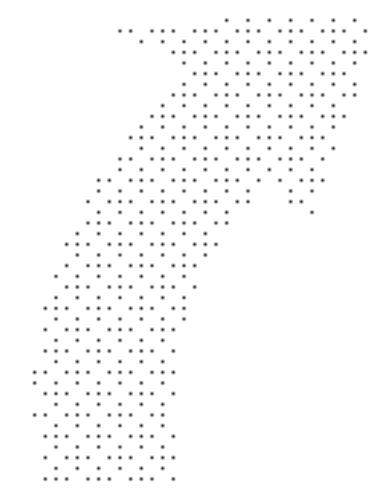
Wisconsin Model Early Learning Standards

Teaching Cycle

Ongoing Assessment

Gathering information to determine what the child can do and what the child is ready to learn.

- *Data Collection*
- *Data Analysis*



Implementation

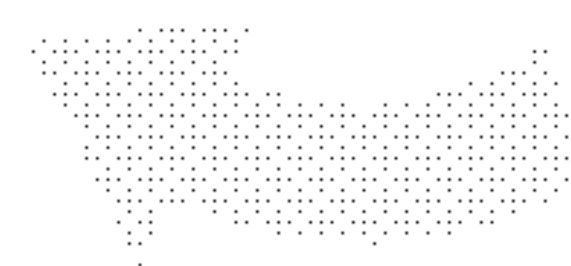
Providing meaningful, experiential activities that support individual and group goals guided by supportive interaction and relationships.



Planning and Curriculum Goals

Deciding what should be done to promote development and what we want children to learn.

- *Needs Identification and Prioritization*
- *Planning (Strategy/Indicators)*



This Teaching Cycle aligns with the Wisconsin Department of Public Instruction's *Framework for Personnel Development for Special Education*.

For information about the Wisconsin Model Early Learning Standards and trainings happening in your area go to: www.collaboratingpartners.com/wmels-training-opportunities.php.

Wisconsin Model Early Learning Standards Guiding Principles

The Wisconsin Model Early Learning Standards Steering Committee has established nine Guiding Principles to inform the development and application of the Wisconsin Model Early Learning Standards in Wisconsin. These guiding principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families.

All children are capable and competent.

Development and learning begins at birth for all children in all settings. The Wisconsin Model Early Learning Standards support practices that promote development and protect young children from the harm that results from inappropriate expectations. In this they are aligned with ethical principles of the early childhood profession.

Early relationships matter.

Beginning at birth, a child forms relationships with adults who will guide their learning and development. Especially during the earliest years of a child's life from birth to age 3, a child's growth and development is shaped within the context of those relationships. Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others.

A child's early learning and development is multidimensional.

Developmental domains are highly interrelated. The Wisconsin Model Early Learning Standards reflect the interconnectedness of the domains of children's development: social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.

Expectations for children must be guided by knowledge of child growth and development.

The Wisconsin Model Early Learning Standards are based on research about the processes and sequences of young children's learning and development, and the conditions under which children develop to their fullest potential.

Children are individuals who develop at various rates.

The Wisconsin Model Early Learning Standards recognize that there are individual rates of development and learning across any age range.

Children are members of cultural groups that share developmental patterns.

The Wisconsin Model Early Learning Standards acknowledge that children's development and learning opportunities reflect the cultural and linguistic diversity of children, families, and environments.

Children exhibit a range of skills and competencies within any domain of development.

The Wisconsin Model Early Learning Standards support the development of optimal learning experiences that can be adapted for individual developmental patterns.

Children learn through play and the active exploration of their environment.

The Wisconsin Model Early Learning Standards reflect the belief that children should be provided with opportunities to explore and, apply new skills through child-initiated and teacher-initiated activities, and through interactions with peers, adults, and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts. Positive relationships help children gain the benefits of instructional experiences and resources.

Parents are children's primary and most important caregivers and educators.

Families, communities, and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to take advantage of those learning opportunities. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.

Wisconsin Model Early Learning Standards

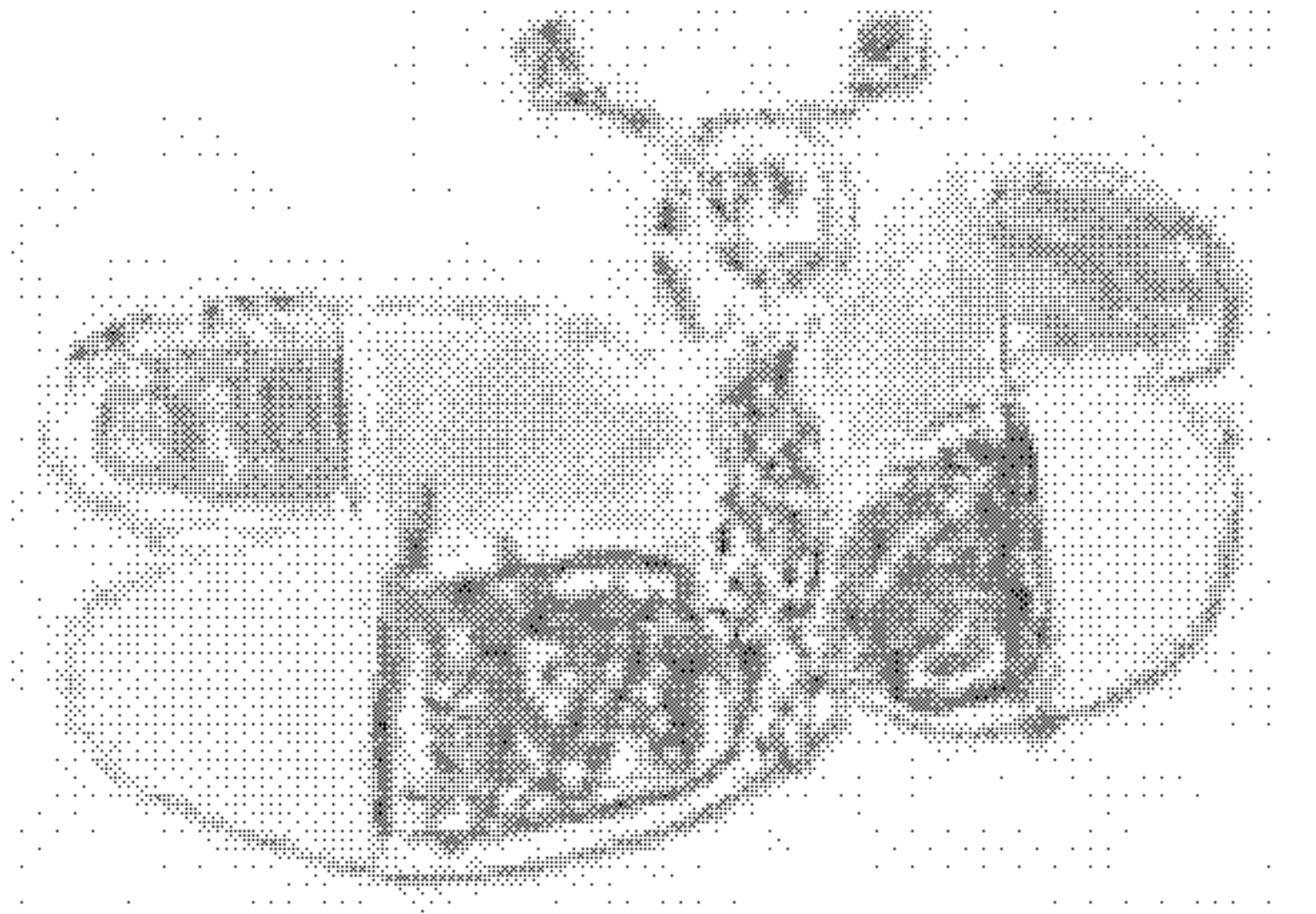
Section One

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Wisconsin Model Early Learning Standards

I. HEALTH AND PHYSICAL DEVELOPMENT

Health encompasses emerging knowledge and practices related to health, safety, and nutrition that promote physical well-being. Physical development encompasses rate of growth and muscle control (motor development). Fine or small motor control refers to such abilities as manipulation of materials and tools, hand dominance, and eye-hand coordination. Gross or large motor control refers to such characteristics as balance, coordination, purposeful control, locomotion, and stability of body movements and functions. Sensory integration is the neurological process of organizing the information received from the three main sensory systems—tactile, proprioceptive, and vestibular. The tactile sense provides information to the brain primarily through the surface of the skin about the texture, shape, and size of objects in the environment. The proprioceptive sense provides information to the brain from the joints, muscles, and ligaments about where the body is in space and what they are doing. The vestibular sense provides information through the inner ear about balance and movement. When the brain integrates or organizes sensory information efficiently a child learns to respond appropriately and automatically.



Rationale

Children's future health and well being are directly related to the development and strengthening of their large and small muscles, involvement in sensory experiences, and the practicing of healthy behavior. Good physical health and motor development allows for full participation in learning experiences. While engaging in active movement and exploration and encountering a variety of situations and new challenges, the child's brain and body are learning to work together smoothly. When children take an active role in caring for their bodies, make appropriate food choices, and participate in physical activity they feel a sense of pride and accomplishment in their independence and develop a sound foundation for healthy growth in all other areas of development.

A. PHYSICAL HEALTH AND DEVELOPMENT

Developmental Expectation

Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- A.EL.1a Demonstrates behaviors to meet self-help and physical needs. *Sleep*
- A.EL.1b Demonstrates behaviors to meet self-help and physical needs. *Dressing*
- A.EL.1c Demonstrates behaviors to meet self-help and physical needs. *Toileting*
- A.EL.1d Demonstrates behaviors to meet self-help and physical needs. *Eating*
- A.EL. 2 Demonstrates behaviors to meet safety needs.
- A.EL. 3 Demonstrates a healthy life style.

Program Standard

Early care and education programs in Wisconsin will provide developmentally appropriate, increasingly complex and diverse opportunities for children to understand and care for their physical well-being.

I. HEALTH AND PHYSICAL DEVELOPMENT (continued)

B. MOTOR DEVELOPMENT

Developmental Expectation

Children in Wisconsin will develop and refine their use of small and gross motor skills.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance.

Purpose and Coordination

B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance.

Balance and Strength

B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.

Program Standard

Early care and education programs in Wisconsin will provide increasingly complex and diverse opportunities for children to develop their fine and gross motor skills.

C. SENSORY ORGANIZATION

Developmental Expectation

Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.

Program Standard

Early care and education programs in Wisconsin will provide increasingly complex and diverse opportunities for children to integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

Important Reminders

The Wisconsin Model Early Learning Standards recognize that children are individuals who develop at individual rates. While they develop in generally similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. The Wisconsin Model Early Learning Standards reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children.

The Wisconsin Model Early Learning Standards developmental continuum and sample behaviors ARE NOT intended to be used as age markers, a prescriptive listing of development with every first item in a continuum starting at birth, nor as a comprehensive or exhaustive set of sample behaviors of children and sample strategies for adults.

A. Physical Health and Development

PERFORMANCE STANDARD: A.EL. 1a DEMONSTRATES BEHAVIORS TO MEET SELF-HELP AND PHYSICAL NEEDS

SLEEP

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Engages in periods of sleep and wakefulness varying in length and time of day or night.	<ul style="list-style-type: none"> • Child sleeps for short periods of time that could vary from minutes to hours in length and wakes when hungry or uncomfortable. • Child may have day and night mixed up and may have longer periods of being awake and alert during the night. • Child may suddenly cry or make vocal noises during sleep. 	<ul style="list-style-type: none"> • When child wakes, watch for signs of hunger such as rooting with the mouth or putting hands near the mouth. • Allow child to follow own pattern of waking and sleeping. He or she will gradually begin to sleep more at night and less during the day. • It is normal for the child to make noises or even cry for short periods of time—even when asleep. If the child cries harder or for more than a few seconds he/she is indicating the need for something else (hunger or the need to be held).
Begins to follow predictable sleeping pattern.	<ul style="list-style-type: none"> • Child becomes calm and falls asleep when rocked. • Child sleeps through the night. • Child falls asleep and wakes at approximately the same time each day/night. 	<ul style="list-style-type: none"> • Watch child for signs of tiredness such as rubbing eyes or crying and gently rub back or rock to help fall asleep. • Be alert to the time of day or routine of child's sleep pattern and begin to put child in his/her crib when it is time to sleep. Assist him/her to calm self by playing soft, rhythmic music, providing comfort object, such as a pacifier, or gently patting back.
Rests for periods throughout the day with assistance of adult.	<ul style="list-style-type: none"> • Child may nap for 1-3 hours and be active and alert during wake hours. • Child may delay sleeping by demanding things such as a drink or to play longer. • Child may be tired and grumpy during the day after a sleepless night. 	<ul style="list-style-type: none"> • Create a consistent time of day for child to lie down and rest for several hours. • Set a naptime routine such as reading a short book, darkening the child's sleeping area, and playing quiet music. • Parents and caregivers should communicate together to establish evening and morning routines that calm children. • If child resists rest when showing signs of tiredness, calmly say things such as, "You are acting like you are tired—you are crying and your eyes look tired—you will feel better after you rest for awhile."
Recognizes physical need for rest/sleep and cares for own needs.	<ul style="list-style-type: none"> • Child gradually eliminates naps. • Child chooses quiet activity such as looking at a book when feeling physically tired. • Child says, "I'm tired" and lies down to rest. 	<ul style="list-style-type: none"> • As child begins to show signs of needing less rest during the day, provide quiet activities such as reading books together or putting together a puzzle rather than forcing him/her to sleep. • Allow child to rest when he/she expresses the need—he/she is learning to care for his/her physical needs in an appropriate manner.

A. Physical Health and Development (continued)

PERFORMANCE STANDARD: A.EL. 1b DEMONSTRATES BEHAVIORS TO MEET SELF-HELP AND PHYSICAL NEEDS

DRESSING

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Depends on adult to care for dressing needs.	<ul style="list-style-type: none"> • Child relies on adult to dress him/her appropriately for the environment. 	<ul style="list-style-type: none"> • Dress child appropriately for the temperature of his/her surroundings and in clothing comfortable for sleeping. • The child's preference for being kept warm or cool varies. Determine child's comfort level by watching his/her physical reactions. The child may show that he/she is too hot or cold by squirming, getting red cheeks, or crying.
Cooperates with dressing by extending arm or leg.	<ul style="list-style-type: none"> • Child holds arm out so that shirt can be pulled over his/her head. 	<ul style="list-style-type: none"> • Talk to the child as you dress him/her telling the child what you are doing. For example, "We're going to put your shirt on—first we put your head in, now your arms, and now we pull it down." • Provide clothing for child that is easy to pull on/off—such as pants with elastic. Point out to the child that the tag in the clothing goes in the back.
Undresses/dresses self with assistance.	<ul style="list-style-type: none"> • Child delights at removing clothing such as hat, socks, shoes. • Child helps adult when pulling on and off clothing such as pants, socks, shirt, and coat. • Child pulls shirt or pants up awkwardly at first then with more skill with purpose of dressing/undressing self. • Child begins to use simple fasteners such as Velcro, zippers (if zipper is started for them), or tying shoes. 	<ul style="list-style-type: none"> • Allow child to physically help you take clothing off—letting them feel what it's like to pull off of arms and legs. • Show the child how to pull a zipper up and down, how to put Velcro together, and how to button large buttons. • Help the child practice using fasteners using toys or dolls with fasteners. • Talk to the child while you are working together so he/she begins to also understand the names of clothing articles.
Dresses self with minimal assistance.	<ul style="list-style-type: none"> • Child is able to put on all articles of clothing including shirts with buttons or pants with zippers. He/she will require assistance at first to align buttons or start zippers on coats. • Child ties own shoes with skill. • Child selects clothes to wear by himself/herself. 	<ul style="list-style-type: none"> • Teach child how to do things such as start zippers or fasten small buttons or snaps. If the child becomes frustrated, calmly and gently assist him/her and praise attempts. For example, "Great job—you zipped the zipper up and down—or—you got your coat on all by yourself!" • If child becomes frustrated and unwilling to try, gently help him/her rather than taking over the task. Even though it takes more time than just doing it yourself, it will help the child learn to do it by himself/herself.

A. Physical Health and Development (continued)

PERFORMANCE STANDARD: A.EL. 1C DEMONSTRATES BEHAVIORS TO MEET SELF-HELP AND PHYSICAL NEEDS

TOILETING

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Depends on adult to care for diapering needs.	<ul style="list-style-type: none"> • Child may become fussy or try to get adult attention when diaper is dirty or wet. 	<ul style="list-style-type: none"> • Change child's diaper at regular intervals to prevent diaper rash.
Seeks assistance with diapering and toileting.	<ul style="list-style-type: none"> • Child may vocalize or hide when he/she has a soiled diaper. • Child verbalizes need to use toilet and rushes to toilet—has occasional accidents. • Child pulls down pants (with assistance) and sits. 	<ul style="list-style-type: none"> • Help child begin to use the toilet when it appears he/she is aware of a soiled diaper, is uncomfortable with it, and is able to physically get to the bathroom and pull down own pants. • Help child become aware of when he/she needs to use the toilet by asking on a regular basis.
Takes responsibility for toileting.	<ul style="list-style-type: none"> • Child anticipates need to use the bathroom and asks to "go." • Child may need assistance to manipulate pant's fasteners. • Child may need reminders and/or assistance with personal hygiene during toileting. 	<ul style="list-style-type: none"> • When away from home, such as a car trip, plan regular bathroom stops to help the child learn to plan for his/her toileting needs. • During this period of learning, avoid clothing with tough to manipulate fasteners so that the child can easily care for his/her own needs. • Teach child how to properly clean himself/herself and how to properly wash hands following toileting.
Takes full responsibility for toileting during day and night.	<ul style="list-style-type: none"> • Child uses the bathroom with no reminding or assistance. • Child may occasionally have "accidents"—particularly at night. 	<ul style="list-style-type: none"> • It is normal for the child to have toileting accidents through the age of six or seven years. It is important not to punish but to remind child to use the bathroom earlier the next time he/she needs to "go."

A. Physical Health and Development (continued)

PERFORMANCE STANDARD: A.EL. 1d DEMONSTRATES BEHAVIORS TO MEET SELF-HELP AND PHYSICAL NEEDS

EATING

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Physically and verbally indicates need for food.	<ul style="list-style-type: none"> • Child cries or roots mouth near nipple when hungry. • Upon sight of the bottle child makes a noise or reaches for it. • If not hungry child doesn't eat when given bottle. 	<ul style="list-style-type: none"> • Learn to recognize child's signals for hunger and respond promptly. The child is born with an internal signal for hunger and by responding promptly you are confirming that need in an appropriate fashion. This is also a critical time for building a trusting relationship with the child. • Provide a calm environment in which to feed the young child. Talk, hum or sing to him/her during feeding time. • Never force a child to eat. It's possible the child's cry or fussiness (that you thought meant hunger) is actually a need for something else, such as to be held and comforted.
Feeds self with adult assistance.	<ul style="list-style-type: none"> • Child uses fingers to feed self cereal or crackers. • Child assists adult in feeding by placing hand on spoon or adult's hand. • Child makes noises or points to refrigerator or kitchen cupboard indicating desire for food. • Child feeds self by using utensils such as small spoon or fork, awkwardly at first but becomes more skilled with practice. 	<ul style="list-style-type: none"> • Put simple foods such as cereal or crackers on tray in front of child. This will give the child practice using his/her fingers to pick up food and get it to his/her mouth. • Allow the child to assist you in feeding—allowing him/her to hang onto spoon if desired. This is how the child learns to do it by himself/herself. Be prepared for the messiness that happens by using large washable bibs, a covering on the floor, and having a wet washcloth available! • When child indicates he/she is hungry through pointing or gestures, say, "You're hungry" or "You're thirsty." This will help him/her learn the language needed to get food.
Feeds self with proficiency.	<ul style="list-style-type: none"> • Child recognizes feeling of physical hunger and says, "I'm hungry." (Not just at sight of food) • Child is able to pour liquid from small pitcher without spilling. • Child becomes skilled at using spoon and fork and using table knife for cutting softer foods. • Child selects food he/she is hungry for and serves self the appropriate amount on plate. Recognizes feeling of fullness and says, "I'm done." 	<ul style="list-style-type: none"> • The child naturally selects foods that his/her body needs. Provide healthy choices and allow the child to choose which foods and how much of each. Let the child serve himself/herself. • Help the child to put appropriate amounts of food on his/her plate. The child will have a tendency to put a large amount of food on his/her plate when feeling really hungry. Assure the child that he/she can take more if still hungry when finished with what's on the plate. • Never force the child to eat. Be a role model in encouraging the child to try new foods.
Uses appropriate table etiquette or manners during mealtimes.	<ul style="list-style-type: none"> • Assists adult in setting table with plates, silverware, napkin, and cup. • Asks to have food passed. For example, "Please pass the rice." 	<ul style="list-style-type: none"> • Teach child to set the table by using a placemat with tableware drawn in the appropriate spot. • Model or practice asking for food to be passed at the table or asking to be excused from the table. The child learns quickly and it's a good time to teach behavior he/she will be expected to use the rest of his/her life.

A. Physical Health and Development (continued)

PERFORMANCE STANDARD: A.EL. 2 DEMONSTRATES BEHAVIORS TO MEET SAFETY NEEDS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Shows preference for parent(s) or primary caregiver.	<ul style="list-style-type: none"> • Child turns head to parent's voice. • Child becomes calmer more quickly when being comforted by parent or primary caregiver. 	<ul style="list-style-type: none"> • Life-long bonds between parent and child are formed in the first hours/days of life. Spend time holding and talking to your child as much as possible.
Shows awareness of new/uncomfortable situations or strangers.	<ul style="list-style-type: none"> • Child clings to parent or familiar adult when entering a new situation or when strangers are present. • Child may cry at the sound of angry voices or loud toys. 	<ul style="list-style-type: none"> • Help the child feel safe when entering new situations or meeting new people by holding his/her hand securely or telling them softly that you are there. • The child may respond to fear and other threatening emotions from the adults around him/her. Remain calm and talk to the child in a reassuring voice to help him/her feel safe.
Shows awareness of danger in harmful situations and begins to recognize simple rules.	<ul style="list-style-type: none"> • Child walks in swimming pool area when told to walk by lifeguard. • While playing in a sandbox together, child tells playmate, "You're not supposed to throw sand." • Child does not respond when a stranger asks a question. 	<ul style="list-style-type: none"> • When it appears child is beginning to understand rules, give child simple rules to follow. Tell him/her what you want him to do. For example, say "Walk by the pool;" not "Don't run." • Teach the child what a stranger is and that he/she should not talk to or go with strangers. • Help child recognize figures of authority that can help him/her such as police officers, fire fighters or crossing guards.
Follows rules with little supervision.	<ul style="list-style-type: none"> • Child doesn't touch matches or electrical plugs and is able to tell another child not to touch because, "It is dangerous!" • Child stops and looks both ways before crossing the street. • Child follows fire drill procedure without reminder or direction from adult. 	<ul style="list-style-type: none"> • Tell and model consistent, clear rules to follow regarding health and safety, such as staying away from matches or what to do if a stranger approaches them when they are not with an adult. • Praise child when you witness him/her observing safety rules. For example, "You are doing a good job stopping and looking both ways before crossing the street!" • Every home or child care program should have a plan for what to do in case of a fire. Practice your plan with the child so that he/she will know what to do in case of an emergency.

A. Physical Health and Development (continued)

PERFORMANCE STANDARD: A.EL. 3 DEMONSTRATES A HEALTHY LIFE STYLE

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Depends on adult to care for personal hygiene and exercise needs.</p>	<ul style="list-style-type: none"> • Child relies on adult to wipe nose (but may fuss mildly at the action). • Child relies on adult to clean body on a regular basis. • Child displays need to move or change positions—such as changing from sitting in an infant chair to lying on back on blanket. 	<ul style="list-style-type: none"> • Bath time can be a fun time between child and adult. Talk and sing to the child during bath time—telling him/her what you are doing as you do it. Remember to always check the water temperature before placing child in the water. • If child has been fed and is rested but still indicating a need for something, he/she may just want to be moved—either to be held or have his/her position changed. Responding to the child's behavior will help him/her learn to communicate needs to you. • Well-child check-ups at the child's regular health-care provider are an important way of keeping track of the child's health status. Discussion of the child's height/weight, eating, sleeping, and exercise patterns are very important right from birth.
<p>Shows awareness of need for personal hygiene and exercise.</p>	<ul style="list-style-type: none"> • Child may make a face or point at his/her stuffy nose - indicating a need to have it wiped. • Child stands on adult's lap while adult holds hands. • Child says "ucky" and points to hands that need to be washed. 	<ul style="list-style-type: none"> • While caring for child's hygiene needs, talk to the child about what you are doing. For example, say "Your nose is runny, we need to wipe it with a tissue." This will help him/her learn to use the words associated with the actions. • Play simple games with the child to help him/her stretch and get physical movement. Place child on a blanket on floor with toys to reach. • Make a regular practice of brushing child's teeth allowing child to hold on to the toothbrush with you to help.
<p>Begins to take responsibility for personal hygiene and exercise needs.</p>	<ul style="list-style-type: none"> • Child reaches for tissue and attempts to wipe own nose. • Child washes and dries own hands—when reminded. • Child brushes own teeth—with reminding. • Child expresses need to get up and run after sitting for a length of time. 	<ul style="list-style-type: none"> • Help the child to develop a routine for washing hands (especially before and after meals) and brushing teeth. • The young child needs exercise to be healthy. Create times for children to run and stretch and move. Do things such as go to the park, go for walks, go swimming, and play physical games together. • Model healthy exercise habits. The more the young child sees the adults exercising and using their bodies the more likely it is that the child will choose to exercise his/her body. • Regular visits to the dentist help children become accustomed to this.
<p>Cares for personal health, hygiene, and exercise needs independently.</p>	<ul style="list-style-type: none"> • Child washes hands regularly and as needed without prompting from adult. • Child understands that brushing teeth and exercising regularly is needed to remain healthy. • Child understands the role of the dentist and doctor in helping him/her to remain healthy. 	<ul style="list-style-type: none"> • Continue to encourage and praise child for engaging in healthy practices such as regular hand washing, brushing teeth, and using a tissue to wipe a runny nose. • Talk to child about the role of doctors and dentists to help us stay healthy and that they are not just people that care for us when we are sick. • Support young child in participating in community youth activities such as swimming lessons, theater, art classes, etc.

B. Motor Development

PERFORMANCE STANDARD: B.EL. 1a MOVES WITH STRENGTH, CONTROL, BALANCE, COORDINATION, LOCOMOTION, AND ENDURANCE

PURPOSE AND COORDINATION

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Manipulates objects with hands.	<ul style="list-style-type: none"> • Child reaches for and grabs rattle or toy of interest. • Child takes cracker or cereal from high chair tray and puts in mouth. • Child locates, grabs, and mouths toys and/or any small object within reach. 	<ul style="list-style-type: none"> • While child is sitting, shake a rattle to encourage him/her to reach for and grab it. • Put cereal or pieces of graham crackers on child's high chair tray within reach so the child can practice picking up small objects with the hands and fingers.
Rolls over.	<ul style="list-style-type: none"> • While lying on stomach child rolls awkwardly to back (usually by accident the first several times). • Child becomes stronger and faster at rolling both front to back and back to front. • Child may occasionally roll body purposefully numerous times to reach another location. 	<ul style="list-style-type: none"> • Place child on tummy on a blanket on the floor and watch for signs that he/she is beginning to move his or her body in a way that could lead to rolling over. • In the beginning it may help to gently take the child's legs and push to assist rolling all the way over. • Put toys that the child really enjoys just out of reach so that he/she will be encouraged to roll body over to get the toy.
Crawls.	<ul style="list-style-type: none"> • Child uses either arms or legs to move body forward or backward a short distance, often without realizing he/she is moving. • Child scoots body forward or backward with more strength using either arms or legs— sometimes both—with purpose of reaching object or person. • Child is able to raise body onto hands and knees and move in all directions in coordinated fashion (often with considerable speed). 	<ul style="list-style-type: none"> • Provide lots of opportunities for children to move arms and legs by placing on a large blanket or rug and placing toys of interest nearby, encouraging him/her to move to get the toys. • A young child learning to crawl can be surprisingly fast and can maneuver his/her body into small, unexpected spaces such as under TV's or small tables. Make sure the environment is safe for the child to move around in without having things topple over onto them if bumped.
Walks and climbs on low objects.	<ul style="list-style-type: none"> • Child uses furniture or people to pull self up. • Child stands up and moves around furniture (while hanging onto furniture for support)—often in an attempt to reach desired object on top of furniture (such as toy, food or a pet). • Child stands up and climbs onto furniture or small playground equipment such as slide— sometimes to reach on object and sometimes “just to climb.” 	<ul style="list-style-type: none"> • As child is learning to get body up onto furniture or people, offer a hand of support at first to maneuver getting up and down. • Be very aware of furniture with sharp edges or corners and/or breakable items that could be fallen on. As the child is learning to use the muscles in his/her arms, legs and bodies the child will fall often. It's best to have a safe (and relatively soft) environment in which to learn. • Provide low objects to crawl onto such as toddler size slides or small boxes. The child will love simply going up and down for long periods of time and this gives the child's muscles lots of good exercise.
Walks up and down stairs with alternating steps.	<ul style="list-style-type: none"> • Child walks up and down stairs one step at a time, with adult assistance. • Child walks up and down stairs, holding onto railing, one step at a time. • Child walks up and down stairs, holding onto railing, alternating feet. Child walks on a variety of surfaces without assistance. 	<ul style="list-style-type: none"> • Hold onto child's hand securely while he/she is learning to walk up and down stairs. Child will begin by placing feet together one step at a time. • Allow child opportunity to practice moving up stairs then gradually become secure in also going down stairs. Provide close supervision to prevent accidents.

B. Motor Development (continued)

PERFORMANCE STANDARD: B.EL. 1b MOVES WITH STRENGTH, CONTROL, BALANCE, COORDINATION, LOCOMOTION, AND ENDURANCE
BALANCE AND STRENGTH

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Sits independently with balance.	<ul style="list-style-type: none"> • Child sits upright on adult's lap. • Child remains upright when placed in sitting position on floor. • Child sits upright on floor while playing with toys without assistance of adult or infant chair. 	<ul style="list-style-type: none"> • Set child on blanket on floor—at first with some support of a nearby large pillow. Make sure there are no hard or sharp objects nearby if child tips over. • Set child on blanket on ground or floor placing a favorite toy between child's legs—encouraging child to balance and sit upright to play with toy.
Stands without support.	<ul style="list-style-type: none"> • Child lets go of table and remains standing for a few seconds. • Child stands in a wide stance after letting go of adult's hand or finger. • Child becomes increasingly more stable when standing on own without support of object or person. 	<ul style="list-style-type: none"> • Observe child as he/she maneuvers around low furniture. Watch for signs that the child is starting to stand without support for a few seconds. • Help child to stand with support of two fingers and gently remove fingers, but stay close, encouraging child to stand alone.
Squats without falling.	<ul style="list-style-type: none"> • Child squats down to pick up toy without falling. • Child squats down to look under table or inside a play tunnel to look inside. 	<ul style="list-style-type: none"> • Peek under one end of a small table such as a coffee table and call child's name. Encourage child to bend or squat down to peek back at you. • Hold a toy down low to encourage child to squat while reaching for it.
Walks, runs, climbs, jumps, skips, and hops with control.	<ul style="list-style-type: none"> • Child can walk for sustained periods of time without reaching for objects or falling. • Child runs across room after pet or another child. • Child can hop on two feet, at first hopping in place and gradually hops and moves forward with skill. • Child stands and balances on one foot without assistance for more than a few seconds. 	<ul style="list-style-type: none"> • Provide opportunity for child to run, hop, jump, etc. by going to the park, playing outside, or going to the gym and playing together. • Provide a swing set, slide, riding toys, tricycle, or climbing structure in your home, school, or child care center and provide opportunity every day to play on it. • Create fun things to climb on indoors such as big boxes, piles of pillows or even small step stools.
Throws objects with strength and control.	<ul style="list-style-type: none"> • Child pushes large ball forward along the floor with both arms. • Child throws a large playground ball underhand, reaching up from knees and throwing without a lot of direction at first. • Child throws a small ball or beanbag overhand to a target (such as aiming for a basket or box). 	<ul style="list-style-type: none"> • Sit or kneel on the floor near child and roll a large ball back and forth to the child. • Play "catch" with child by throwing and catching a large soft ball such as beach ball. You will be doing more catching at first than throwing. • Give child tennis balls, beanbags, or soft, squishy balls (such as Koosh balls) and a big box or basket to throw the balls into. You can extend it into a math activity by counting how many balls the child gets into the basket successfully.

B. Motor Development (continued)

PERFORMANCE STANDARD: B.EL. 2 EXHIBITS EYE-HAND COORDINATION, STRENGTH, CONTROL, AND OBJECT MANIPULATION

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Tracks objects visually and focuses on an object or person.	<ul style="list-style-type: none"> • Child turns head and visually follows objects and familiar faces. • Child focuses on the movement of a ceiling fan or leaves blowing in the breeze. • Child purposefully focuses eyes on a toy, familiar person, or area of interest (such as a colorful light or leaves moving in a tree) for a sustained period of time. • Child watches items of interest or a nearby child for longer periods of time as attention span increases. 	<ul style="list-style-type: none"> • Provide toys and moving objects in the environment, e.g. mobiles, activity center, books, mirrors, and rattles. • Smile and look into the child's eyes as you talk with him/her. • Position child on the floor or in infant seat so that he/she can see objects of interest easily without needing to turn body uncomfortably.
Reaches for and grasps objects.	<ul style="list-style-type: none"> • Child moves both arms toward dangling toy. • Child can transfer an object purposefully from hand to hand. • Child can feed self a cookie or cracker. 	<ul style="list-style-type: none"> • Hold rattle or interesting toys in front of child to reach for. • Hand child crackers or small cookies.
Coordinates eyes with hands and uses both hands with intention and purpose.	<ul style="list-style-type: none"> • Child uses thumb and forefinger to pick up pieces of cereal. • With supervision child drops two or three beads into a container before dumping them out and starting over. • Child scribbles on paper holding crayon or marker with different kinds of grasps but beginning to use thumb and fingertips. 	<ul style="list-style-type: none"> • Hold cereal or small crackers in front of child in your hand so that he/she can pick them out of your hand (or off of high chair tray). • Give child bowl and plastic beads to put in and out of bowl. • Give child large crayon or marker (with supervision) and a large piece of paper to mark on.
Performs simple fine motor skills and manipulates smaller objects with increasing control.	<ul style="list-style-type: none"> • Child draws a line with a crayon or marker on drawing paper. • Child fits together a wide variety of manipulatives such as large stringing beads, large puzzle pieces, play dough and cookie cutters, or large Legos. • Child makes snips on paper with a scissors. 	<ul style="list-style-type: none"> • Help child learn how to hold marker or large crayon and together make marks on paper. Gradually lessen your assistance until child is holding marker correctly and using it to mark paper. • Provide fit-together toys, 2-4 piece puzzles for child to play with under your supervision. • Sit on floor with child and play along side child modeling how to put objects together, string beads, make shapes with play dough, etc.
Uses strength and control to perform complex fine motor tasks.	<ul style="list-style-type: none"> • Child can control a marker, crayon, or pencil to create some shapes. • Child can cut lines and curves with scissors. • Child can use small tools such as staplers or paper punches. • Child uses a spoon, fork, and small table knife at mealtimes. • Child can button and zip clothing and may tie shoestrings. • Child puts together small manipulatives such as small stringing beads, and small building blocks. 	<ul style="list-style-type: none"> • Put together a "writing" box containing a variety of writing utensils and a variety of papers. Get it out for child to play when you are able to "play along side" the child. • Teach child how to use fork and spoon to serve self and how to cut soft foods (e.g., green beans or large pasta) with a table knife. Allow him/her to spread butter or jelly on toast "all by himself." • Teach child how to manipulate buttons and zippers. Praise child for doing it "all by himself." • Include toys with small manipulatives in child's assortment of toys. Be aware of toys with small pieces that might be a choking hazard in case little ones are nearby.

C. Sensory Organization

PERFORMANCE STANDARD: C.EL.1 USES SENSES TO TAKE IN, EXPERIENCE, INTEGRATE, AND REGULATE RESPONSES TO THE ENVIRONMENT

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Exhibits responses to physical stimuli.</p>	<ul style="list-style-type: none"> • Child explores objects such as toys or hands with the mouth. • Child will anticipate and imitate facial expressions of parent(s) or trusted caregivers. • Child tolerates and shows enjoyment of touch to body, arms, legs, and face. • Child may turn head away from bright light or loud sounds. 	<ul style="list-style-type: none"> • Child receives much sensory information in the area around his or her mouth. Provide a variety of safe, clean toys for the child to explore with his/her mouth. • A child receives visual cues from the facial expressions of those he/she trusts and is around most often. By smiling, talking and providing positive feedback to the child you are teaching him/her to use the information he/she is receiving from the senses in the development of a positive self image. • Touch is an important way for the child to develop a feeling of security and to learn about his/her own body. Gently massaging or rubbing the infant's back, arms, or legs will help the child's sensory system begin to learn to take in information from all parts of his/her body. • A child's cries don't always mean child is hungry or needs diaper changed—it could mean child is trying to adjust to the messages he is receiving from the environment around him. Observe child's reaction to noise or light. If child seems agitated if light is bright—try adjusting to see if this makes a difference to child's behavior.
<p>Exhibits body awareness and begins to move in intentional fashion.</p>	<ul style="list-style-type: none"> • Child intentionally sucks hand or uses pacifier to calm self. • Child intentionally reaches for a toy or colorful object and passes it from hand to hand. • Child turns toward object or rolls over to reach object while lying on his/her back. • Child tolerates and is able to adjust reaction to being swung, rocked, or spun. 	<ul style="list-style-type: none"> • As the child develops he/she will become more skilled at calming himself/herself when tired or when his/her senses are overloaded. It is healthy for the child to learn to start to regulate his/her own behaviors and not rely on adults to always care for his/her needs. Adults can support the child to do this by allowing the child to have the opportunity to do it himself/herself. He/she may need a little help with things such as putting the pacifier back in his mouth. • Both sides of the child's brain are becoming more coordinated at working together. This is supported by giving the child objects to manipulate in his/her hands, or objects to visually track overhead. • A child learns to move his muscles intentionally by experiencing his/her body moving in different ways. Place toys to attract the child's attention nearby to motivate him/her to turn from side to side and eventually roll over. The child's brain and muscles are learning to operate together through this practicing. • Discuss with your pediatrician if child cries, or shows unusual discomfort or distress by various types movement. This might be an indication of child's sensitivity to sensory input.
<p>Skills become more refined; acts and moves with increased intention and purpose.</p>	<ul style="list-style-type: none"> • Child is becoming more skilled at eye-hand coordination and can successfully draw with a crayon, pour from a small pitcher, button a shirt or string beads. • Child negotiates simple obstacle course. • Child seeks and plays in enclosed areas, e.g., cloth tunnel or boxes. • Child is able to transition from one activity to another without becoming anxious or upset. 	<ul style="list-style-type: none"> • Provide lots of materials for child to manipulate and practice coordinating his/her eye and hand movements together such as large crayons, markers, stacking blocks, stringing beads, puzzles, etc. • By running "around" or "through" objects on a playground or a simple obstacle course set out in the house, the child is learning to problem solve and do spatial planning that are important in the development of future math concepts. • The child is increasing awareness of his/her body in space by seeking out enclosed spaces where he/she experiences boundaries closer to the body. • Giving warning before moving to a new activity may help the child cope with change, e., "In a few minutes we are going to pick up toys and get ready to go in the car."

C. Sensory Organization (continued)

PERFORMANCE STANDARD: C.EL.1 USES SENSES TO TAKE IN, EXPERIENCE, INTEGRATE, AND REGULATE RESPONSES TO THE ENVIRONMENT (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking.</p>	<ul style="list-style-type: none"> • Child selects appropriate clothing for the weather or adjusts water temperature appropriately. • Child uses words to express a need to get up and run after sitting for 20 minutes or longer. • Child's large and small muscle ability is quickly becoming more refined and the child is able to do things such as use a pencil and use the appropriate amount of pressure in writing. • Child is able to tolerate or suppress "reflexive responses" to sensations such as an itchy tag on clothing or walking on wet grass. 	<ul style="list-style-type: none"> • Help child learn to anticipate changes in the environment by saying things like, "It is cold out today, what will you have to put on before you go outside? Or, "The library is a quiet place, we have to use our soft voices." • As children get older they are able to tolerate sitting quietly for longer periods. But, if children are tired or if they have already been sitting and not moving for a long time, help them get some of the energy out of their muscles by running or playing on play equipment for a short time. • Children learn to integrate their senses through experiencing different situations and using a variety of materials. Provide many different kinds of experiences for the child that engages his or her large and small muscles and thinking skills. • If a child shows exaggerated responses to things such as clothing tags, changes in walking surfaces, etc., it is recommended to discuss this behavior with the child's pediatrician or teacher. This type of reaction may indicate sensitivity to various sensory inputs.

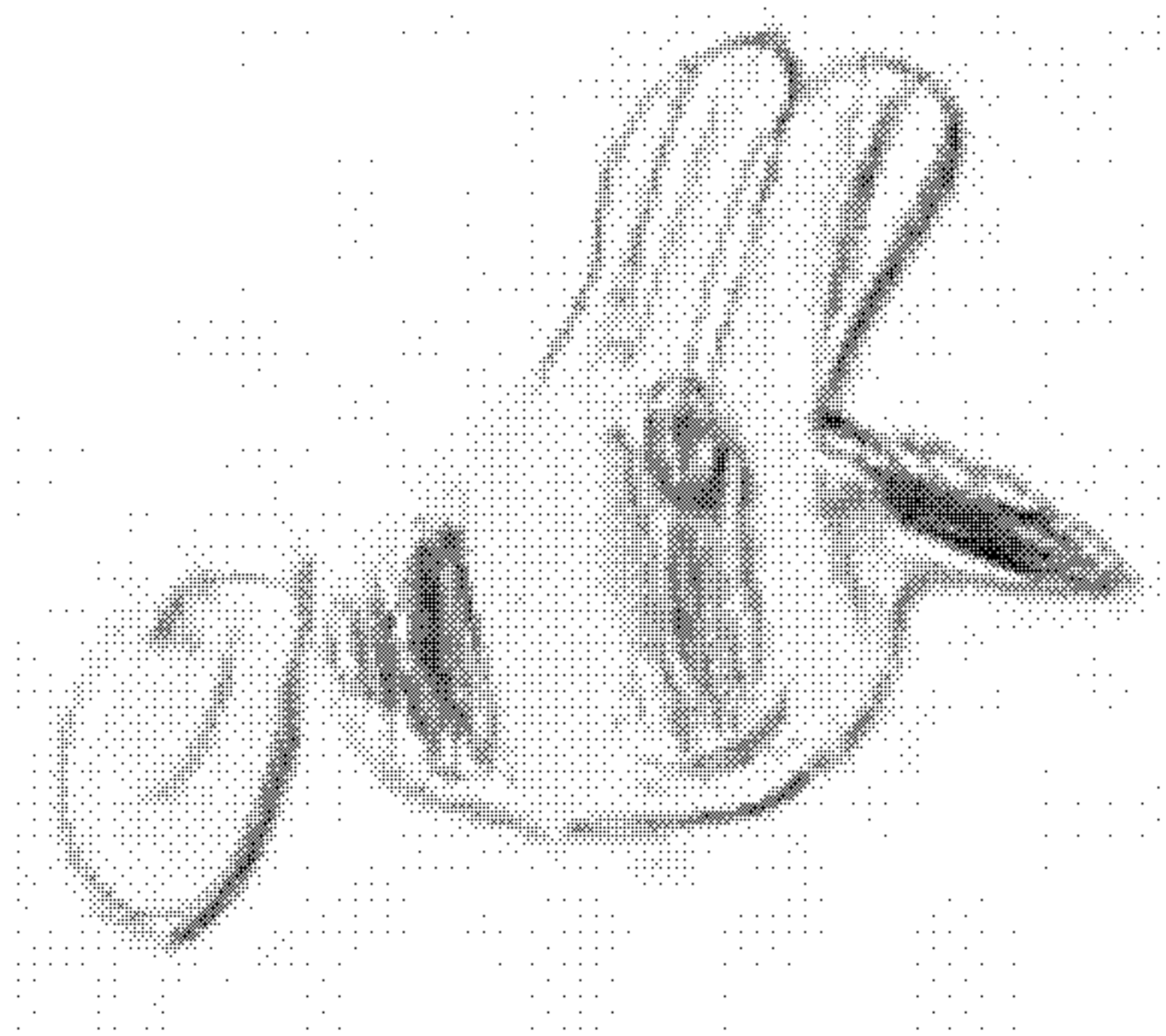
Wisconsin Model Early Learning Standards

Section Two

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II. SOCIAL AND EMOTIONAL DEVELOPMENT

This domain includes children's feelings about themselves and others, their ability to form relationships, interest in and skills needed to maintain positive relationships with adults and children, ability to understand the perspective and feelings of others, and skills needed to succeed in a group setting. Social and emotional competence is developed from infancy, through the toddler and preschool years, and beyond. Children's early relationships are the foundation for social and emotional competence and affects all other developmental domains. Social competence is the ability to achieve personal goals in social interactions while maintaining positive relationships with others.



Rationale

Social and emotional development is an ongoing process of skills acquisition and mastery, involving emotions, perception, cognition, and language. There is a direct relationship between a child's social and emotional well being and overall success in school and life. Emotional development is a complex process, involving a range and intensity of emotional reactions, perception of emotions in self and others, emotional self-regulation, and behavioral expressions of emotions. Emotional development occurs through the interactions of a child's temperament in the context of relationship and experience. Self-concept refers to a child's developing awareness of self in relation to others, sense of well being, and trust that he or she has a right to a place in the world. Children depend upon their interactions with adults and peers to construct a sense of self. Social competence is a culturally determined construct that includes the self-regulation needed to succeed in social settings.

A. EMOTIONAL DEVELOPMENT

Developmental Expectation

Children in Wisconsin will demonstrate emotional competence and self regulation.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- A.EL. 1 Expresses a wide range of emotions.
- A.EL. 2 Understands and responds to others' emotions.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop emotional competence and self-regulation.

B. SELF-CONCEPT

Developmental Expectation

Children in Wisconsin will have a personal sense of well being.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- B.EL. 1 Develops positive self-esteem.
- B.EL. 2 Demonstrates self-awareness.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop a personal sense of well-being.

II. SOCIAL AND EMOTIONAL DEVELOPMENT (continued)

C. SOCIAL COMPETENCE

Developmental Expectation

Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- C.EL. 1 Demonstrates attachment, trust, and autonomy.
- C.EL. 2 Engages in social interaction and plays with others.
- C.EL. 3 Demonstrates understanding of rules and social expectations.
- C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop social competence.

Important Reminders

The Wisconsin Model Early Learning Standards recognize that children are individuals who develop at individual rates. While they develop in generally similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. The Wisconsin Model Early Learning Standards reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children.

The Wisconsin Model Early Learning Standards developmental continuum and sample behaviors ARE NOT intended to be used as age markers, a prescriptive listing of development with every first item in a continuum starting at birth, nor as a comprehensive or exhaustive set of sample behaviors of children and sample strategies for adults.

A. Emotional Development

PERFORMANCE STANDARD: A.EL. 1 EXPRESSES A WIDE RANGE OF EMOTIONS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses facial expressions and body movements to express comfort or discomfort.</p>	<ul style="list-style-type: none"> • Child cries to express needs for food, sleep, diaper change, position change, or holding. • Child exhibits mutual gaze with adult during routine care giving or play activities. • Child begins to smile • Child signals over-stimulation by looking away. • Child molds and relaxes body when held and cuddled. • Child adopts a rigid posture when upset. 	<ul style="list-style-type: none"> • Respond promptly and consistently to crying to meet needs while talking in a pleasant and caring way. • Tune in to the child's cues to determine when he/she is receptive to social play and when he/she needs a break. • Talk to the child while changing diaper, feeding, and dressing. Use daily activities as natural opportunities to shape emotional development. • Experiment with many ways to hold a child to provide comfort. • Communicate with other adults to provide consistent and positive interactions for the child. • Learn to read the child's signals. • Anticipate and plan activities according to the child's needs. • Respond promptly to the child's cues. • Experiment to determine what works and when it works.
<p>Displays a variety of emotions: interest, pleasure, anger, surprise, anxiety, sadness, joy, excitement, disgust, and disappointment.</p>	<ul style="list-style-type: none"> • Child smiles and giggles when adults play with him/her. • When he/she cannot have something from the store, the child falls down and cries. • Child shows signs of jealousy, such as crawling to and raising his/her arms to an adult who is holding another child. • Child uses many emotional gestures, such as pouting, whining and crying to convey desire for objects. • Child actively shows affection for familiar person: hugs, smiles at, runs toward, leans against, etc. 	<ul style="list-style-type: none"> • Acknowledge and name/label the emotion that the child may be feeling based on behavior he/she exhibits. For example, "It looks like you might be angry because you can't use that toy." • Use calm and understanding voice tones and body language in response to the child showing emotion. • Communicate with the child at eye level so he/she can see your facial expressions. • Set aside times every day to have fun with the child and point out the many emotions involved in everyday life.
<p>Uses words and gestures to express more complex emotions.</p>	<ul style="list-style-type: none"> • Child shakes head for "no" and runs away from caregiver. • Child may start to bite or hit because he/she does not have words to express his/her emotions yet. • Child may hit another and say "that's mine" to show anger/frustration when another child takes a toy away. • Child jumps up and down and says "I want more bubbles" when enjoying time outside with activity. • Child starts to imitate adult social behaviors using words such as "please" and "thank you." 	<ul style="list-style-type: none"> • Mirror back gestures and expand upon what the child might be feeling. For example: "I can tell that you do not want to come inside right now. After we eat, we can go back outside." • Give the child the desired strategy to get what they want. For example, say to the child, "If you want more cheese, say, more cheese please" Then when the child does say "more cheese please," reinforce the child by saying, "You asked for more cheese. That was a good way to let me know you wanted more." • Acknowledge feelings of both children, then model strategies to share. For example, "You're angry and frustrated because you both want to play with the same toy!" • Teach the child new words for complex feelings such as embarrassed, proud, satisfied, and confused. Show them pictures or photos of people with different expressions and ask him/her what feelings he/she thinks the person might have. • Model proper words and phrases, such as please, thank you, I'm sorry, it's okay, we'll work it out, how can I help, etc. • Respect and reinforce rituals and routines that help the child work through common emotions during the day. (Snack after nap, story before bedtime, etc.)

A. Emotional Development (continued)

PERFORMANCE STANDARD: A.EL.1 EXPRESSES A WIDE RANGE OF EMOTIONS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion.</p>	<ul style="list-style-type: none"> • Child finds an adult and asks, "Will you help me?" when he/she is feeling frustrated with a task. • Child wants to please friends, can be bossy toward others, and tries to handle situations that he/she has seen modeled by adults, in the media and elsewhere. • Child starts to become upset and then uses a strategy that an adult has taught him/her to handle his/her feelings. 	<ul style="list-style-type: none"> • The comfort level of the child starts to increase when talking with and accepting guidance and directions from familiar adults. • When a child tells you he/she is feeling upset or angry, calmly and positively reinforce them for recognizing his/her feelings and dealing with them in an appropriate manner. • Read books to the child that show how emotions are expressed in a variety of situations. • Provide the child with a variety of opportunities to express his/her feelings through music, movement, art, nature, and other creative endeavors. • Explain that all emotions are okay, but there are socially acceptable ways to express those emotions.
<p>Demonstrates awareness of own emotions and exhibits self-control.</p>	<ul style="list-style-type: none"> • Child waits to take his/her turn. • Child walks away from a situation when he/she is angry and returns later more self-composed. • Child agrees to the demands or desires of another child. • When frustrated or upset, the child finds a quiet place to play or engages in a calming activity. • Child keeps himself/herself occupied when waiting for food to be served. 	<ul style="list-style-type: none"> • Give the child recognition and reinforcement for being able to manage his/her emotions. • Give the child plenty of time to resolve conflicts independently before stepping in to assist even though his/her solution may not be ideal. • Support the child's decisions whenever possible as long as he/she is safe from harm.

A. Emotional Development (continued)

PERFORMANCE STANDARD: A.EL.2 UNDERSTANDS AND RESPONDS TO OTHERS' EMOTIONS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Responds to positive emotional interactions with coos and smiles, and shows distress to negative interactions.</p>	<ul style="list-style-type: none"> • Child reaches out, smiles, and laughs in order to gain attention. • Child may show distress by waving arms and kicking restlessly. • May cry or grimace when child hears other infants cry. • Child babbles or coos and pauses to wait for a response from an adult. 	<ul style="list-style-type: none"> • A child uses adults for social referencing. This means that a child relies on adults to interpret the world around them, such as how to react in an unfamiliar situation or to unfamiliar people. • Adults' moods, gestures, and facial expressions may impact how a child reacts when perceiving whether he/she is safe or threatened. Synaptic connections are starting to form in the infant brain that set positive or negative patterns in motion. Thus, more positive interactions/experiences in infancy and early childhood strengthen "positive" pathways, while more negative interactions/experiences strengthen "negative" pathways. • Adult depression can affect the emotional security of infants with whom they interact.
<p>Observes and imitates emotional interactions of others.</p>	<ul style="list-style-type: none"> • Child imitates various actions that he/she has seen, such as patting a doll on the back after seeing an adult burp an infant. • Child repeats inappropriate word that he/she has heard adults use, without understanding the meaning. • Child wants rituals to be carried out in the same way every day. • Child watches facial expressions and gestures of others around them and imitates what he/she sees and hears. 	<ul style="list-style-type: none"> • The actions and words of adults set the examples that children will follow. Model kindness, respect, and compassion in your thoughts, words, and actions. • When the child uses an inappropriate word, he/she may only be repeating what he/she heard. Give him/her a better word to use by your example. • Develop short, manageable transitions and rituals that provide consistency and comfort.
<p>Associates words and gestures with a variety of emotions expressed by others.</p>	<ul style="list-style-type: none"> • Child observes friend crying and says, "He's sad because he wants his dad." • Child expresses feelings in symbolic play. May play out roles in dramatic play situations, e.g., child plays doctor in the dramatic play area and talks about fears, previous times he/she was hurt, and how he/she has been comforted in the past. • Child expresses feelings, needs, and opinions in difficult situations or conflicts such as saying "No, that's mine" or putting up a hand to signal "STOP." 	<ul style="list-style-type: none"> • Through conversation and stories, point out how someone may have felt in a particular situation. • Use music and movement activities to act out feelings. • Use role play with puppets to teach the child how to talk to others during various situations. • Model the framework, "I feel... when..." and encourage child to use these words with each other and with adults.
<p>Demonstrates empathy by recognizing the feelings of another person and responding appropriately.</p>	<ul style="list-style-type: none"> • Child comforts a friend who has been hurt such as getting a band aid for a friend with a scrape on her knee. • Child wants equality in treatment, but starts to understand that someone with greater need should get special consideration. • Child shows progress in developing friendships with peers by sharing food, toys, and interests. • Child starts to show awareness of the world around him/her and that others may have unique challenges that he/she deals with daily, e.g., child says, "Bonnie needs to wear glasses because she needs them to see, so we need to be careful not to bump them." 	<ul style="list-style-type: none"> • Assist the child in recognizing and understanding how others might be feeling by pointing out facial expressions, voice tone, body language, or words. • Model how to show empathy by responding appropriately to others' feelings. • Teach the child to care for others by caring for pets, participating in community projects to help protect the environment, or to help others in need. • Make get well and thank you cards for family, friends, and people in the community. • Visit nursing homes and assisted care facilities to have the child interact with and show compassion for others who have unique needs and challenges.

A. Emotional Development (continued)

PERFORMANCE STANDARD: A.EL.2 UNDERSTANDS AND RESPONDS TO OTHERS' EMOTIONS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Interprets others' behavior and emotions and responds appropriately.	<ul style="list-style-type: none">• Child retreats when another child raises his/her hand as if to hit or stop them.• Child says "It's not nice to hit" when he/she observes another child hitting.• Child observes another child's approach to problem solving and uses the same strategy.	<ul style="list-style-type: none">• Tell the child when you notice his/her appropriate response to another child's emotion.• Use stories and puppets to repeat successful and appropriate strategies that the child has demonstrated.

B. Self-concept

PERFORMANCE STANDARD: B.EL.1 DEVELOPS POSITIVE SELF-ESTEEM

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Begins to recognize own abilities; is aware of self and own preferences.</p>	<ul style="list-style-type: none"> • Child cries in particular ways to get his/her needs met. • Child moves toward and gets a favorite toy, then smiles. • Child is able to hear what others say and though he/she cannot speak for awhile, integrates other's comments into his/her self-concept. • Child protests when he/she is given water rather than the juice he/she prefers. • Child smiles and claps hands when he/she successfully climbs up stairs. 	<ul style="list-style-type: none"> • Learn to read the child's cues/cries and respond appropriately to meet the child's needs. • Place favorite toys just a little bit out of reach of the child and talk to him/her excitedly, noting his/her accomplishment in getting the toy. • Speak gently and kindly to the child emphasizing that he/she is a valued and loved individual. • Acknowledge that the child knew the difference between water and juice and that he/she will have juice sometimes and water other times. • Clap with the child and say, "You climbed up those stairs all by yourself, you must be so proud."
<p>Demonstrates increasing self-direction, resists adult control, and shows independence.</p>	<ul style="list-style-type: none"> • Child attempts self-directed behavior, e.g., "I can do it myself!" • Child shows initiative by trying new skills that are out of his/her usual comfort zone, e.g., climbing on playground equipment not tried before. • Child repeatedly tries to open a container and does not ask for help although he/she may be frustrated. 	<ul style="list-style-type: none"> • Foster the child's growing independence and self-direction by letting him/her do things according to his/her own ability, e.g. giving him/her time to dress and wash himself/herself. Ignore imperfections and recognize achievements. • Reinforce the child's attempts at new skills, even if he/she does not succeed. For example, "You tried climbing the big ladder—Wow!" • Help the child with tasks that he/she cannot do, saying something like, "You tried to open it but the cover was on too tight. When your fingers get stronger you will be able to open it."
<p>Shows positive self-image. Knows and states independent thoughts.</p>	<ul style="list-style-type: none"> • Child repeats an action or performs a new skill purposefully to attract attention. • Child says "I think we should play outside today." 	<ul style="list-style-type: none"> • Reinforce the child's independence when he/she accomplishes a new skill or task. Cheer and clap! • Affirm the child's sense of self by positively acknowledging and reinforcing his or her statements, such as saying "That's a good idea."
<p>Exhibits positive self-concept and confidence in his/her abilities.</p>	<ul style="list-style-type: none"> • Child becomes more comfortable with his/her body and surroundings when he/she is successful at trying new things, which in turn helps to develop competence and confidence through repetition. (This is why young children love to dump things out of containers so often or read the same book over and over again!) • After painting a picture, child wants adult to write a story about it and insists that the picture be put on the refrigerator. 	<ul style="list-style-type: none"> • Be patient when the child tries novel and familiar things over and over. He/she is learning how to manipulate his/her environment and his/her body and to feel successful at tasks and situations. • Admire and comment on the process that the child used to make a painting. Use words such as "Tell me about your painting." Recognize that the process not the product is important for young children. • Avoid judgmental comments and recognize individual differences.
<p>Displays pride in his/her accomplishments.</p>	<ul style="list-style-type: none"> • Child takes pride in telling about self, e.g., likes and dislikes, accomplishments, body image, etc. • Child proudly dresses himself/herself and admires his/her reflection in the mirror. 	<ul style="list-style-type: none"> • Share in the child's pride by repeating what he/she says such as, "I can see you really like to use the color red." • Overlook shortcomings and comment on the child's positive self-initiative, saying something like "You chose your own outfit and got dressed all by yourself."

B. Self-concept (continued)

PERFORMANCE STANDARD: B.EL. 2 DEMONSTRATES SELF-AWARENESS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Displays personal preferences and individual temperament.	<ul style="list-style-type: none"> • Child turns head away when no longer hungry. • Child stiffens or pushes away when being held in an uncomfortable position. • Child notices and explores his/her own hands, eventually becoming aware that his/her hands are attached and he/she is in control of making them do things. 	<ul style="list-style-type: none"> • Observe the child's likes and dislikes. Affirm and accept his/her response. • Experiment with different positions when holding the child. • Comment on what the child is doing, "You used your hand to push the mobile. Look how it is swaying."
Becomes aware of ones self as an individual while still connected to others.	<ul style="list-style-type: none"> • Child no longer believes he/she is physically a part of his/her closest adult and becomes more independent, venturing away from the watchful eye of that closest adult. • Child pays attention to his/her own reflection in a mirror and wants to see others in the mirror too. • Child shows interest in touching others faces and bodies with curiosity. • Child can sometimes appear anxious as he/she is developing an understanding of his/her likes, dislikes, and things that frighten him/her. • Child may not always want to do what everyone else is doing (e.g., at meal time the child wants to play rather than eat.) 	<ul style="list-style-type: none"> • Provide safe, unbreakable mirrors at the child's level for the child to explore his/herself. Show child images of him/her self in a mirror or pictures and state child's name, e.g., "Look, here is David. He has black hair and mommy has brown hair." • Offer two choices when possible, and be prepared for the child to refuse or protest all choices because he/she is developing awareness of his/her own opinions and preferences. • Acknowledge the child's individual idea even when it is not acceptable, e.g., "I know you would like to play right now but we are eating. It is time for you to sit at the table. When we are done you can go play again."
Shows awareness of being part of a family and a larger community.	<ul style="list-style-type: none"> • Child names self and family members, pets, and friends. • Child wonders if his/her teacher lives at the early care and education facility. • When child sees another child at the local library, he/she says, "We go to the same library." 	<ul style="list-style-type: none"> • Look at and talk about photos of family members, friends, pets, etc. • Talk about how family, friends, and other important people in the child's life often live in one place and work in another. • When taking the child to places in the community, talk about how other people he/she knows may go to the same places.
Demonstrates awareness of self as a unique individual.	<ul style="list-style-type: none"> • Child identifies own gender and names likes and dislikes. For example, "You can't play with us, you're a girl!" • Child refers to himself/herself by characteristics such as "smart," "fast," or "strong." • Child notices that other people have different skin, hair, or eye color. 	<ul style="list-style-type: none"> • Read books and have conversations about individual strengths and differences. Acknowledge gender difference without bias. • Use active listening with the child, repeating what he/she says and expanding upon his/her comments, e.g., "You see yourself as strong because you could pick up the large red ball and throw it more than six feet." • Respond to the child's comments about differences with a matter-of-fact approach, e.g., "You noticed that Jamal has curly hair. You have straight hair. You are different from each other and that is okay."

B. Self-concept (continued)

PERFORMANCE STANDARD: B.EL. 2 DEMONSTRATES SELF-AWARENESS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Identifies self as a member of a specific culture, group or demographic that fits into a larger world picture.</p>	<ul style="list-style-type: none"> • Child knows full name and is aware of unique family traditions and routines. • Child talks about whether he/she lives in a large city, small town, or rural area. • Child shows eagerness to learn about other ways to experience the world through dance, music, food, and conversation. • Child starts to learn that humans rely on plants, animals, and each other for food, clothing, medicines, and other needs. • Child shows curiosity about other geographic locations, oceans, rivers, lakes, clouds, stars, etc. 	<ul style="list-style-type: none"> • Encourage the child to tell stories about his/her family traditions. • Model respect for diverse family types and customs. • Read books that describe all types of families, living styles, traditions, and situations. • Visit museums, festivals, stores, and restaurants to help the child become aware of the diversity in the world around them. • Explore the life cycle of plants and animals to help the child understand the interdependence between humans and the natural world. • Show the child world globes, maps, travel books, and science information. Talk about how people travel to different places and how they experience things that are different from where we live.

C. Social Competence

PERFORMANCE STANDARD: C.EL.1 DEMONSTRATES ATTACHMENT, TRUST, AND AUTONOMY

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Becomes calm when needs are met.	<ul style="list-style-type: none"> • Child cries to express need for attention and becomes calm when adult holds and comforts him/her. • Child may need additional comforting by being swaddled in a blanket and held by an adult. • After physical needs are met, the child responds with coos and smiles to adults who interact with them. • Child asks and looks for his/her blanket or stuffed animal when it is misplaced and hugs it closely when found. 	<ul style="list-style-type: none"> • A trusting relationship between child and adult is formed when the adult consistently responds to the child's needs with sensitivity, love, and care, e.g., pick up and cuddle when distressed; feed when hungry; change diapers when needed. • Gently wrap the child in a blanket and hold him/her close to you when he/she becomes insecure or afraid. • A soft and calm human voice is very comforting to children. Sing lullabies and songs or hum songs if you are not comfortable singing.
Shows anxiety upon separation from primary caregiver and/or familiar adults.	<ul style="list-style-type: none"> • Child cries when parent(s) leave. • Child resists, rejects or cries in protest when someone other than a familiar adult tries to hold, play with, or even looks at him/her. • Child becomes fearful of previously accepted things and situations. 	<ul style="list-style-type: none"> • Establish a routine for times when the child must separate from his/her parents and/or caregiver (such as giving hugs, kisses, and waving good-bye). • Introduce the child to new people gradually in the security of the parent(s) arms. • Express the child's fear in simple words and reassure him/her, e.g., "That loud sound scared you, but it won't hurt you."
Shows signs of security and trust when separated from familiar adults.	<ul style="list-style-type: none"> • Child says "bye-bye" and waves when adult leaves, then happily joins play with others. • Child insists that certain routines for transitions happen in a set order when familiar adult is not present and another adult is with him/her. • Child may frequently ask where his/her "mommy, daddy, auntie, grandma or grandpa" are during the day. 	<ul style="list-style-type: none"> • Acknowledge the child's feelings and divert his/her attention to engaging activities, e.g., look at interesting things in the room, sing a song, read a book, etc. • Develop regular routines for the child so that he/she can know what to expect. Write them down for adults who may not know the routine. • Make sure that the child has regular caregivers who are consistent in providing the routines that he/she needs to feel safe and secure. • Reassure the child that his/her "mommy, daddy, or most important adult" is "at work, school, etc." and will be back to get him/her after nap, snack, dinner, etc.
Transitions into unfamiliar settings with assistance of familiar adults.	<ul style="list-style-type: none"> • Child insists on following familiar adult everywhere. • Child plays a short distance away from adult, explores his/her environment, but occasionally looks back for reassurance. • Child may ask a lot of questions in order to feel safe and secure. • Child may want to talk to favorite adult about what he/she did in the unfamiliar experience in order to process it. 	<ul style="list-style-type: none"> • Let the child play where he/she can be within eye contact. Give the child time to adjust gradually to new surroundings and activities. • Smile and nod to let the child know you are paying attention, saying something like, "I see you are playing with the blocks." • Give the child a warning signal several minutes before a change in activity, e.g., "You can play with the truck one more minute and then we will read books."

C. Social Competence (continued)

PERFORMANCE STANDARD: C.EL.1 DEMONSTRATES ATTACHMENT, TRUST AND AUTONOMY (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Acts independently in unfamiliar settings with unfamiliar adults.	<ul style="list-style-type: none"> • Child takes cues from others in the situation by watching, listening, and imitating. • Child accepts direction from adult in charge. • Child may question why something has to be done a certain way if he/she has not done it that way in the past. • Child transitions into new situations with confidence. • Child is often eager to take something home to help tell his/her family about a new situation. 	<ul style="list-style-type: none"> • Talk with child in advance of new situations, e.g., going to swimming lessons for the first time, so he/she knows what to expect. Visit or role-play the new situation beforehand. • Be cognizant that each child is an individual and will react to new situations and people in a variety of ways depending upon his/her past experience, learning style, culture, and biology. • Structure new situations with the child so that he/she understands what will happen and what behavior is expected. • Reinforce the success that the child had with a new situation by providing positive comments about what happened.

C. Social Competence (continued)

PERFORMANCE STANDARD: C.EL. 2 ENGAGES IN SOCIAL INTERACTION AND PLAYS WITH OTHERS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Shows interest in being with others.	<ul style="list-style-type: none"> • Child is attracted by other children playing nearby and smiles at them. • Child smiles and coos when an older child makes a face at him/her. • Child crawls toward other children to investigate what they are doing. 	<ul style="list-style-type: none"> • Hold or place the child where he/she is able to see other children playing. • Encourage older children to play with the younger child, while adults supervise. • A very young child may explore another child as though the other child is a “toy.” Allow him/her to interact, making sure his/her investigations do not cause pain or fear.
Begins to engage in short play interactions with others.	<ul style="list-style-type: none"> • Child hands toys to others in an effort to engage them in play for short periods of time. • Child claps hands to initiate game of <i>Pat-a-cake</i>. • Child peeks around objects to initiate a game of <i>Peek-a-boo</i>. • Child participates in songs and finger-plays as part of regular routines and transitions. 	<ul style="list-style-type: none"> • Support the child’s engagement in play by sitting on the floor with him/her, joining in the play, and following his/her lead. • Reinforce positive play interactions to set the pattern for successful behavior and reduce challenging behavior. • Engage the child’s participation in daily routines and transitions by planning fun activities.
Participates in parallel play with others for longer periods of time.	<ul style="list-style-type: none"> • Child works side-by-side with another child, each putting pieces in his/her own puzzle. • In the sandbox, child plays beside another child but is engaged in his/her own activity. • Child engages in dress-up and imitates the behavior of parents, caregivers, or others but does not attempt to coordinate with other children playing there as well. 	<ul style="list-style-type: none"> • Provide a variety of toys with duplicates of favorites so the child can play next to other children without disputes. • Provide a clear boundary for the child’s play space by putting toys on blankets, trays, or placemats. • Provide props for the child to pretend with including vests, shoes, hats, suitcases, pretend food, dolls, etc. • Allow the child to repeat actions he/she enjoys rather than forcing him/her to engage in play initiated by adults or other children.
Participates in cooperative play with others.	<ul style="list-style-type: none"> • Child participates in a group game such as <i>Duck-Duck-Goose</i> or <i>Hide and Seek</i>. • Child may have difficulty transitioning into a group activity. • Child identifies a favorite friend and wants to play with that friend frequently. • Child wants to be recognized for being a good friend and helping others. 	<ul style="list-style-type: none"> • Provide opportunities for the child to interact with others in ways that encourages him/her to take turns, exchange toys and/or assist another. • Provide clear directions as to what will happen next and facilitate cooperative play interactions. • Help a shy child use the skills and words he/she needs to develop friendships. • When the child plays with others successfully say something like, “You are sharing the trucks today and being good friends.”
Demonstrates respect for others.	<ul style="list-style-type: none"> • Child returns a toy to another child who has misplaced it. • Child listens when someone else is speaking. • Child acknowledges and accepts differences in others. 	<ul style="list-style-type: none"> • Compliment the child when he/she shows respect. Tell him/her how proud you are and how good it makes the other person feel. • Notice when the child is listening to another person speak and acknowledge him/her before he/she becomes impatient. • Provide frequent opportunities to recognize and celebrate differences.

C. Social Competence (continued)

PERFORMANCE STANDARD: C.EL. 3 DEMONSTRATES UNDERSTANDING OF RULES AND SOCIAL EXPECTATIONS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Tests adults' reactions to his or her behavior and understands what "no" means.	<ul style="list-style-type: none"> • Child puts inappropriate objects in mouth but understands to stop when told "no." • Child plays games with food to see how adults will react. • Child wiggles when adult tries to put a clean diaper on him/her. 	<ul style="list-style-type: none"> • Respond to the child in a calm but firm voice and redirect him/her to an object that is more appropriate to put in his/her mouth such as a teething ring. • Offer a variety of foods at regular intervals. Allow the child to choose what he/she will eat. • Understand that the child is feeling the difference between having the diaper on and off. Tell the child that when the diaper is on, he/she can go play.
Demonstrates understanding of simple rules related primarily to personal health and safety.	<ul style="list-style-type: none"> • Child attempts to touch electric outlet or houseplant but looks to adult for reaction before following through. Leaves the item alone when adult shakes head "no." • Child rides in car seat with straps secured without resisting. • Child imitates behavior of adults, such as washing hands before eating or wiping off table after meals. • Child holds adult's hand when in the store. 	<ul style="list-style-type: none"> • Provide a safe environment (e.g., covers on electric outlets). Use simple words to teach rules, e.g., "Stop - Hot!" Understand that the child is exploring his/her environment and not trying to make anyone annoyed or angry. • Model good personal health and safety behaviors while talking about why those rules are important. • Let the child know when something is unsafe or unacceptable in a calm but firm manner. • The child may need frequent reminders of simple rules because his/her memory is developing and his/her need for exploration is high.
Remembers and follows simple group rules and displays appropriate social behavior.	<ul style="list-style-type: none"> • Child demonstrates awareness of everyday routines such as hanging up coat or washing hands before meals. • Child complies with transitions between activities more readily if they are done in a fun and engaging way. • Child is able to transition from activity to activity if an adult gives him/her gentle reminders of what will happen next throughout the day. • Child is not able to wait for long periods of time or stand in lines. 	<ul style="list-style-type: none"> • Provide consistent routines as much as possible so the child will remember the sequence of events and what is expected when. • Use simple, one-to-two step directions to help the child learn appropriate behavior. For example, "When you go inside, hang up your coat and wash your hands." • Design schedules to minimize the amount of time the child needs to spend waiting without something to do. • Use songs, a singing voice or props to get the child's attention and direct him/her to the next activity. • Make a pictorial schedule of what happens during the day so that the child can see a visual cue to help him/her move to the next activity.
Displays competence at engaging in appropriate social behavior.	<ul style="list-style-type: none"> • Child waits for his/her turn to come up on the list so he/she can use the computer. • Child uses the words "excuse me" to interject into another person's conversation. • Child wants to make a card for a classmate that has been sick. • Child will tell another child that they cannot participate in <i>Duck, Duck, Goose</i> unless they follow the rules. • Child asks for adult assistance when having difficulty in a social situation. • Child needs help and reassurance when dealing with disappointments in social situations. 	<ul style="list-style-type: none"> • Acknowledge and reinforce the child's social competence with encouraging words such as "You were very polite and used good manners at the doctor's office today." • Respond promptly and consistently to the child's inappropriate behavior to help him/her learn what is appropriate and inappropriate. • Include the child in developing simple rules for home and school, such as "show respect," "help others," and "follow directions."

C. Social Competence (continued)

PERFORMANCE STANDARD: C.EL. 4 ENGAGES IN SOCIAL PROBLEM-SOLVING BEHAVIOR AND LEARNS TO RESOLVE CONFLICT

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Shows awareness of tension and stressful situations.	<ul style="list-style-type: none"> • Child reacts when adults argue or raise their voices. • Child looks away from a situation that over-stimulates him/her. • Child finds comfort in a favorite toy or blanket and is able to get himself/herself to sleep. • Child indicates hunger or pain with different cries. • Child continues to cry when adult cannot figure out what he/she needs right away. 	<ul style="list-style-type: none"> • Be aware that the child is sensitive to tension and stress in others. Help him/her to feel safe and secure when others around them may be upset. • Check the child often and talk about how he/she restored his/her comfort or how you helped. • Reinforce the child's ability to comfort himself/herself by providing his/her favorite toy or blanket when he/she is upset. • Respond promptly to the child's cues and cries to set the expectation that his/her needs will be met. • Continue to try to figure out what the child needs if he/she continues to cry.
Imitates how others solve problems.	<ul style="list-style-type: none"> • Child holds tissue to own nose after seeing adult sneeze and wipe his/her nose. • Child blows on cereal after seeing another blow on theirs to cool it before eating. • Child may hide or act out when experiencing conflict among important adults in his/her life. • Child uses napkin to attempt to wipe up spill after watching an adult do the same. • Child pats another person on the back when they are upset. 	<ul style="list-style-type: none"> • Be aware that the child will watch how you solve problems and deal with difficult situations in your life. He/she will start to imitate at a very early age. • Work on your own strategies as an adult to calmly and rationally solve problems and conflicts. • Talk with the child about how you are solving the situation in a calm way and tell him/her that it is okay to make mistakes sometimes. • Read stories together that involve characters who solve problems in positive ways.
Experiments with trial-and-error approaches to solve simple problems and conflicts.	<ul style="list-style-type: none"> • Child uses fingers to eat cooked noodles, after trying unsuccessfully to use spoon. • Child uses spoon, then reaches for shovel when trying to fill large bucket with sand. • Child may find another item to offer to another child "to trade" (such as when another child won't let him/her have the shiny purse in the dramatic play area, he/she may offer the other child a shiny necklace). • When one adult won't let the child have a treat he/she wants, the child may go to another adult to try to get the treat. 	<ul style="list-style-type: none"> • Allow the child time to solve his/her problems rather than stepping in right away to solve the problem for the child. • Reinforce the child's strategy by saying something like, "You realized that the spoon was very small and that you could put more sand in the bucket quickly by using the shovel." • Communicate frequently with other caregivers in the child's life to ensure that there is consistency. • Give the child replacement skills and words for situations where the child is trying out inappropriate ways to solve problems. Say something such as, "When you are frustrated that you cannot have a turn on the computer, you can tell Ben, 'I want to have a turn on the computer when you are done,' and then while you are waiting for your turn, you could go look at a book or build with blocks."

C. Social Competence (continued)

PERFORMANCE STANDARD: C.EL. 4 ENGAGES IN SOCIAL PROBLEM SOLVING BEHAVIOR AND LEARNS TO RESOLVE CONFLICT (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Seeks adult assistance to resolve conflicts.	<ul style="list-style-type: none"> • Child seeks assistance from adult when hurt or upset and reports what happened, e.g., “She pushed me down.” • Child demonstrates extreme emotional shifts and contradictory responses when making decisions because he/she is learning about his/her preferences in a world with many choices. • Child starts to suggest solutions to solve a problem although the solution may be self-centered. • Child may “tattle” when other children behave inappropriately. 	<ul style="list-style-type: none"> • Respond by asking, “What happened?” and “How do you feel about that?” The child may be comforted simply by having someone listen to his/her feelings. If the child is not comforted, explore appropriate solutions. • Keep choices simple and limited such as asking “Do you want to wear your red or blue shirt?” • Teach the child problem solving steps that include the following: <ol style="list-style-type: none"> 1. What is my problem? 2. What are some solutions? 3. What would happen next? • Try one solution. If it does not work, try another solution. Help the child to understand that there is more than one possible solution.
Asserts needs and desires appropriately in conflict situations.	<ul style="list-style-type: none"> • Child approaches playmate calmly saying, “I want my turn on the tricycle.” • Child accepts compromises when suggested by a peer or adult. • Child starts to defend the rights of another child to have a turn. • Child shares a portion of his/her play dough when another child joins the activity. 	<ul style="list-style-type: none"> • Role-play appropriate problem solving techniques. Then allow the child to resolve conflicts independently as long as he/she does so without hurting others. • Create scenarios in which a potential conflict/problem-solving situation occurs. (Such as four children want to sit at the table but there are only three chairs. How can they solve the problem so that everyone can sit at the table?) • Model compromises that result in positive solutions with other adults when the child is present.
Uses a variety of strategies to resolve conflict.	<ul style="list-style-type: none"> • Child notices that there is only one cookie left and suggests, “Let’s break it in half so we can both have some.” • Child starts to recognize that peers have preferences and will let his/her friend have the desired game piece while playing a board game. • Child avoids a conflict by walking away. • Child enters into more elaborate discussions and interactions to meet his/her needs while respecting the needs and rights of others. 	<ul style="list-style-type: none"> • Reinforce the child’s efforts to find solutions to problems using encouraging words such as, “You worked that problem out together.” • In daily interactions with the child recognize that he/she has preferences and point out that each individual has the right to make choices. • Accept avoidance as a conflict resolution strategy at times. If this happens often, it may be an indication of insecurity or fear. • Consider having a “peace table” or “family meeting” that is designed to promote thoughtful discussions on how to maintain harmony in relationships and solve situations when there may be conflict.



Wisconsin Model Early Learning Standards Section Three

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III. LANGUAGE DEVELOPMENT AND COMMUNICATION

This domain refers to children's developing the ability to understand and convey meaning through language. Language development is reflected in children's progress toward acquiring skills in the areas of listening and understanding, speaking and communicating, and early literacy. Language development occurs in the context of relationships, encompasses all forms of communication, both verbal and nonverbal, and moves children along the continuum of early literacy.

Rationale

During the first years of life, language has an essential impact on the rapid development of a child's brain. Children increase their language and communication skills by expressing their ideas and feelings, and by listening and understanding others while engaging in meaningful experiences with adults and peers. Children learn to communicate in a variety of ways, such as using symbols; combining their oral language, pictures, print, and play into a coherent mixed medium, and creating and communicating meaning through both non-verbal and verbal language.

Early experiences define children's assumptions and expectations about becoming literate as they learn that reading and writing are valuable tools. Long before they can exhibit reading and writing production skills, children acquire basic understandings of concepts about literacy and its functions. Regular and active interactions with print, in books and in the environment, allow children to consolidate this information into patterns, essential for later development in reading and writing. Children whose home language is not English may demonstrate literacy skills in their primary language before they do so in English.



A. LISTENING AND UNDERSTANDING

Developmental Expectation

Children in Wisconsin will convey and interpret meaning through listening and understanding.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- A.EL.1 Derives meaning through listening to communications of others and sounds in the environment.
- A.EL.2 Listens and responds to communications with others.
- A.EL.3 Follows directions of increasing complexity.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop their abilities to listen and understand.

III. LANGUAGE DEVELOPMENT AND COMMUNICATION (continued)

B. SPEAKING AND COMMUNICATING

Developmental Expectation

Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

B. EL. 1 Uses gestures and movements (*non-verbal*) to communicate.

B. EL. 2a Uses vocalizations and spoken language to communicate.
Language Form (*Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure*)

B. EL. 2b Uses vocalizations and spoken language to communicate.
Language Content (*Semantics: rule system for establishing meaning of words, individually and in combination*)

B. EL. 2c Uses vocalizations and spoken language to communicate.
Language Function (*Pragmatics: rules governing the use of language in context*)

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop their abilities to communicate and speak.

C. EARLY LITERACY

Developmental Expectation

Children in Wisconsin will have the literacy skills and concepts needed to become successful readers and writers.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

C. EL. 1 Shows an appreciation of books and understands how print works.

C. EL. 2 Develops alphabetic awareness.

C. EL. 3a Develops phonological awareness.

C. EL. 3b Develops phonemic awareness.

C. EL. 4 Demonstrates the use of strategies to read words.

C. EL. 5 Uses writing to represent thoughts or ideas.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and opportunities for children to develop literacy concepts and skills.

Important Reminders

The Wisconsin Model Early Learning Standards recognize that children are individuals who develop at individual rates. While they develop in generally similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. The Wisconsin Model Early Learning Standards reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children.

The Wisconsin Model Early Learning Standards developmental continuum and sample behaviors ARE NOT intended to be used as age markers, a prescriptive listing of development with every first item in a continuum starting at birth, nor as a comprehensive or exhaustive set of sample behaviors of children and sample strategies for adults.

A. Listening and Understanding

PERFORMANCE STANDARD: A.EL. 1 DERIVES MEANING THROUGH LISTENING TO COMMUNICATIONS OF OTHERS AND SOUNDS IN THE ENVIRONMENT

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Turns toward source of sound.	<ul style="list-style-type: none"> • Child looks toward adults or children as they talk. • Child looks toward source of sound such as a book dropping. • Child startles and cries at loud sound or angry voice. 	<ul style="list-style-type: none"> • Talk and sing to the child frequently when holding, diapering, and while in the same room. • Provide multiple sources of sounds and visuals for the child, e.g., crib mobiles, soothing musical toys or CDs, rattles, etc. • Provide ongoing opportunities for hearing screening. This is especially important if the adult is concerned about the child's lack of response to nearby sounds.
Attends to same situation or object as another person.	<ul style="list-style-type: none"> • Child reaches out to an object when wanting an adult to look at or get an object, e.g., bottle, toy, or blanket. • Child turns and smiles when someone says a favorite word or phrase such as "Silly Billy." 	<ul style="list-style-type: none"> • Respond to the child's non-verbal gesture by giving the child the object he/she is requesting or lifting the child up when he/she pulls on the clothing of the caregiver. • Push ball back and forth between adult and child. • Respond to the child's vocalizations or smiles by "mimicking" the behavior of the child.
Enjoys short stories, rhymes, finger plays, songs, and music.	<ul style="list-style-type: none"> • Child enjoys listening to songs such as <i>Wheels on the Bus</i> (story, actions, music). • Child laughs when adult says, "This little piggy goes to market." • Child enjoys hearing the same story over and over again. 	<ul style="list-style-type: none"> • To encourage the child's interest in language sounds and words, say nursery rhymes and sing repetitive songs to the child. • Use the same word repeatedly for objects, people, or animals. The child needs to hear the word spoken many times every day so he/she can learn the meaning of the word. • When talking with the child, use language appropriate to the child's level of understanding, get down at the child's level when talking to him/her and maintain eye contact.
Shows understanding of concept words and sequence of events.	<ul style="list-style-type: none"> • Child understands time concepts, such as "When we get home from our walk we'll have a snack," or "After cleanup we can read the book." • Child demonstrates understanding of a few preposition words such as, "Put your shoes under the bed," or "Please put your chair next to mine." • Child follows all the steps in feeding the hamster (going to the cupboard to get the food, putting it in a dish, and then delivering it to the cage). • Child understands concepts of before and after, above, below, bottom, behind, in front of. 	<ul style="list-style-type: none"> • Use language that talks about time, e.g., "When we go to grandma's you can play," or "After your nap you can have a snack." • Show and talk to the child about how to feed the hamster, kitty, or dog saying, "First you get the food from the cupboard, then you put one scoop of food in the dish, then you put the scoop and the food back in the cupboard." • Use concept words such as before, after, above, below, bottom, behind, and in front of when talking with the child.
Demonstrates understanding and listening skills by attending and responding appropriately.	<ul style="list-style-type: none"> • Child listens and attends to someone tell or read a story, such as <i>The Three Little Pigs</i>, and is able to retell the story accurately in his/her own words. • Child listens and attends to someone tell or read stories representing real life situations, and is able to retell the story. 	<ul style="list-style-type: none"> • Comment on the child's listening and interaction with the story (real or pretend); give encouragement. • Use meal times and other daily routines as an opportunity for conversation between adult and child. • Be intentional about providing time and opportunities (inside and outside) for the child to have individual conversations with adults and other children.

A. Listening and Understanding (continued)

PERFORMANCE STANDARD: A.EL. 2 LISTENS AND RESPONDS TO COMMUNICATION WITH OTHERS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Responds to voices and intonation of familiar adults and children.</p>	<ul style="list-style-type: none"> • Child coos or gurgles when someone speaks to him/her. • Child smiles, kicks, and turns head when someone comes near the crib. • Child startles when he/she hears harsh sound or voice. • Child calms to soothing music. 	<ul style="list-style-type: none"> • Talk and sing to the child often throughout the day. • Provide soothing music to relax or calm the child. • Communicate with the child using voice tones, words, and facial expressions.
<p>Participates in turn-taking, alternating listening and responding.</p>	<ul style="list-style-type: none"> • Someone makes a sound or series of sounds and the child repeats it. • Child hears an “excited clap” while playing and claps back in response. • Child repeats laugh when someone else laughs. 	<ul style="list-style-type: none"> • Play “turn-taking” simple games with the child, e.g., <i>Peek-a-Boo</i> with small blanket, clapping when child does something special, repeating same sounds made by the child. • Nuzzle the child’s tummy with adult’s face; play <i>Pat-A-Cake</i> with hands or feet, or do gentle bouncing games on lap.
<p>Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, jump (action words, verbs).</p>	<ul style="list-style-type: none"> • When asked, “Where is Sam?” the child looks for brother. • Child points to body parts when asked, “Where is your head?” (feet, eyes, ears, nose, mouth, tummy). • When someone says, “The doll wants to sleep,” the child puts the doll in the crib. • Child will jump like a bunny when asked, “Jump like a bunny.” • Introduce and name new objects/materials in the child’s environment. 	<ul style="list-style-type: none"> • Repeat and emphasize the names of people and animals, e.g., “Here comes Snuggles. Snuggles wants to play. Feel his fur.” Or, “That’s your friend Mary eating her snack.” • Play games such as <i>Head, Shoulders, Knees and Toes</i>. Substitute other body parts. Talk about the child’s body parts during bath-time, dressing, and mealtime, e.g., “You have milk on your face; let’s wipe your face (or chin).” • Name the body parts of the doll, e.g., put Band-Aid on the “back” of the doll. • Make a book with pictures showing familiar objects, people, and actions. • When reading a book, describe pictures, point to the correct picture, and give simple explanation, “This boy is sleeping....see his eyes are closed and he’s lying on a bed.”
<p>Responds to increasingly complex language structures, including comments, requests and questions.</p>	<ul style="list-style-type: none"> • Adult says, “Daddy is going outside to wash the car. Do you want to help?” Child says, “Me too.” • Adults says, “Yes, you can go to Tommy’s house, but remember you need to come home before lunch time.” Child says, “I’ll be home.” • When playing with dolls of all sizes, adult says, “Let’s put all the little dolls inside the little play house and all the big dolls on the big chairs.” The child gets all the small plastic/wood dolls and places them inside the play house and places the big dolls on the chairs. 	<ul style="list-style-type: none"> • Talk to and carry-on a conversation with the child about whatever he/she is doing at the time, e.g., playing, eating, taking a walk, riding in the car. • Provide “wait time” for the child to respond. Some children take longer than others to respond. Wait for the child to respond before starting another statement. • Provide time to play with the child. While playing use increasingly more complex language that helps the child expand on his/her previous knowledge. • When having a conversation with the child, name and describe objects, people, animals, and plants that are unknown to the child.
<p>Responds and extends conversations much like adults and can sustain a topic through multiple turns.</p>	<ul style="list-style-type: none"> • The adult asks the child which animal is his/her favorite animal. Child responds, “The kangaroo, because she carries her baby in her pouch.” The adult says, “Where do you suppose kangaroos live?” The child says, “I do not know. How can we find out?” The adult gets the world globe and shows the child where kangaroos live. The conversation continues with the adult and child looking at books to learn more about kangaroos. 	<ul style="list-style-type: none"> • Talk about a variety of topics with the child and model ways to use language to ask questions, give answers, make statements, and share ideas. • Play, “I wonder what would happen if.....?” • Have fun with language and engage the child in ongoing conversations through pretend play, thinking and talking about fantasy, or playing with words.

A. Listening and Understanding (continued)

PERFORMANCE STANDARD: A.EL. 3 FOLLOWS DIRECTIONS OF INCREASING COMPLEXITY

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Responds to simple requests.	<ul style="list-style-type: none"> • Child waves bye-bye when asked to “Wave bye-bye.” • Child gives an adult the cup when asked to, “Give me the cup.” • Child responds to someone saying “No” by taking hand away from potted plant. 	<ul style="list-style-type: none"> • Maintain eye contact with the child as the adult models the behavior. Say to the child “Wave bye-bye” or hold hand out as adult says, “Please give me the cup.” • Reinforce child when he/she follows or attempts to follow a direction. • Use gestures to help the child understand requests.
Understands and carries out a one step direction.	<ul style="list-style-type: none"> • Child responds to directions such as, “Wash hands for lunch.” • Child responds to directions such as, “Please close the door.” 	<ul style="list-style-type: none"> • Provide simple directions that are related to activities that the child is engaged with at the time. • Provide simple directions related to familiar routine daily activities. • Make requests that are clear, e.g., “Get your coat,” rather than “Get it.”
Understands and carries out two-step direction.	<ul style="list-style-type: none"> • Child follows simple directions such as, “Get your hat and coat and come to the door.” • When adult asks the child to, “Put your toys away and come sit with me so we can read a story.” The child puts his/her toys away and comes to sit next to the adult. 	<ul style="list-style-type: none"> • Provide clear instruction that helps the child move from simple directions to a more complex sequence of directions. • The order of adult requests matters, e.g., “You can go outside after you clean your room.” • Give the child time to follow through, or repeat the request a second time. If still no response, walk the child through the action: “Now, we’ll walk you over to the sink and put your hands in the water and wash your hands.”
Follows a series of three or more multi-step directions.	<ul style="list-style-type: none"> • Child follows directions given by an adult such as, “Take this book and put it on the shelf and then come to the table.” • Child remembers instructions given earlier in the day such as, “After we eat lunch today, remember to call grandma and ask her when she will come over this afternoon.” • Child recalls, without reminders, the five steps necessary to put together his/her play house. 	<ul style="list-style-type: none"> • Ask the child to tell in sequence the routine things he/she does such as dressing, going to bed, getting up, etc. • Read a book such as <i>Three Billy Goats Gruff</i> and ask the child to retell the sequence of events. • Play games that involve following directions in sequence, e.g., <i>Simon Says</i>. • Use multiple photos of the child’s daily routines and have the child put select pictures in order of “What will happen today?”

B. Speaking and Communicating

PERFORMANCE STANDARD: B.EL.1 USES GESTURES AND MOVEMENTS (NON-VERBAL) TO COMMUNICATE

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses gestures and movements to get attention, request objects, protest, or to draw attention to an object in the environment.</p>	<ul style="list-style-type: none"> • Child puts arms up to be picked up. • When playing outside, the child points to a flower and smiles at someone. • Child points to the cereal box when wanting more Cheerios. • Child pushes own milk bottle away when not hungry. • Child shakes head “no” when asked to finish food he/she does not want to eat. • When someone is wiping off the child’s face, makes a face, puts hands over face, and turns away. 	<ul style="list-style-type: none"> • As the child begins to use the “up” gesture, say, “You want me to pick you up?” • Express your delight each time the child tries to get attention or requests an object. Use language to identify the attention the child is seeking, or the object the child is pointing to, e.g., “Nancy, you are pointing to the doll,” or “Bill, you want more Cheerios.” • Give the child choices and expect him/her to protest at times, e.g., when not hungry or does not want a hat put on his/her head.
<p>Uses gestures for greetings and conversational rituals.</p>	<ul style="list-style-type: none"> • Child waves bye-bye when someone leaves. • Child runs to the door and smiles when familiar adult comes to the door. 	<ul style="list-style-type: none"> • Show the child the ritual of saying “good bye.” Wave and say “Bye-bye” each time the adult leaves family and friends. Help the child move his/her arm up and down as the adult says “Bye-bye.” • Smile and express emotion when the adult greets family and friends.
<p>Uses movement or behavior to initiate interaction with a person, animal, or object.</p>	<ul style="list-style-type: none"> • Child knocks over sister’s blocks and looks up to her for a reaction. • Child offers a doll to friend. • Child looks at the cat and throws a toy for the cat to play with. 	<ul style="list-style-type: none"> • Use small objects, figures of people and animals, dolls and other play materials to show and talk to the child about how to interact appropriately. • Model appropriate interactions with family members, friends, and family pets.
<p>Uses non-verbal communication much like adults.</p>	<ul style="list-style-type: none"> • Child uses facial expressions of emotions, e.g., sad, happy, angry, distressed, anxious, frustrated, etc. • Child uses body movements, e.g., waving goodbye, motion for “come here,” walking away when not wanting to be involved, running toward someone when excited to see them, etc. 	<ul style="list-style-type: none"> • Through actions, continue to show the child appropriate ways to act (greetings, requesting, answering) when interacting with family members, friends, and family pets. • Name the child’s emotions, “You look sad.” Or, “Are you angry? You sound as if you are angry?”

B. Speaking and Communicating (continued)

PERFORMANCE STANDARD: B.EL. 2a USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE

Language Form (Syntax: rule system for combining words phrases and sentences, includes parts of speech, word order, and sentence structure)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses cries, coos, and other noises to communicate.</p>	<ul style="list-style-type: none"> • Child cries differently when hungry, wet, tired, or angry. • Child begins to make cooing sounds (vowels and sounds such as “aah” and “eeh”). • Child varies pitch, length, and volume of cooing sounds. • Child vocalizes to get someone’s attention. • Less crying as cooing increases. 	<ul style="list-style-type: none"> • Listen for different crying patterns and try to respond to the cause of the child’s distress. • Respond promptly to the child’s crying so that the child knows his/her communication is being understood. • Show the child that the adult is interested in his/her cooing by smiling and repeating the sounds. • Play vocal games with vowel sounds and smiling facial expressions, e.g., “ahh,” “oo,” or “eee.” Initiate a sound and wait for a response by the child.
<p>Makes vowel and consonant sound combinations and engages in vocal play (babbling).</p>	<ul style="list-style-type: none"> • Child makes consonant sounds of “b, m, p, d, and t,” and combines them with vowel sounds. • When playing, child says, “Ba ba ba.” • Child makes a variety of sounds using tongue and lips such as “clicking” the tongue or blowing air. • Child imitates a vowel/consonant sound made by caregiver. 	<ul style="list-style-type: none"> • Respond with delight and smile when the child babbles. Imitate the sounds of the child. • Encourage the child to repeat sounds by playfully saying the babble sounds the adult heard the child say, e.g., “Ba ba ba,” “Ma ma” • The child’s first consonant sounds are “b, m, p, d, and t.” • During quiet times such as feeding, dressing, bathing or playing, maintain eye contact with the child and initiate babbling sounds. Wait with a look of anticipation for any kind of vocal response.
<p>Uses one word.</p>	<ul style="list-style-type: none"> • Child says, “Up” when wanting to be picked up. • Child says, “Open” when wanting to get Cheerios out of a container. • Child says family dog name such as “Duke.” • Child says “No” when not wanting to take a nap. • Child names family members in the room or photograph. • When asked, “Who is that?” the child can say “David” when looking at him in a photograph. 	<ul style="list-style-type: none"> • When the child uses one word, such as “Up,” encourage language development by expanding on the word by saying, “You want me to pick you up.” Or, elaborating on the word by saying, “You want me to pick you up so you can see the black doggie?” • Use the names of the objects the child plays with and name the people who are in contact with the child. • Provide the child with exposure to a “rich vocabulary.” Children who hear more words will learn more words.
<p>Uses two to three word phrases and sentences.</p>	<ul style="list-style-type: none"> • Child can name body parts, animals, objects, people, and things in the environment. • Child says, “Kitty down,” when the kitty jumps down from the chair or the child wants the kitty to jump down from the chair. • Child asks, “What’s that?” while pointing to something. • Child says, “Push Karen” when wanting to be pushed. • Child says, “Me want juice” when wanting more juice. 	<ul style="list-style-type: none"> • Respond to everyday activities and talk about the child’s actions, thoughts, and ideas. • Provide positive attention when the child uses words to communicate, e.g., smile or laugh, hug or pat, clap, imitate the action or sound and call others’ attention to the child’s action or words. • Emphasize words the child knows and talk in short sentences, e.g., child says “Kitty go down,” and you say “Yes, the kitty is jumping down.” • Use simple sentences. Emphasize key words. Model three or four word phrases in a question which can be answered with the same words, e.g., “Kitty’s eating her dinner?”

B. Speaking and Communicating (continued)

PERFORMANCE STANDARD: B.EL. 2a USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE (CONTINUED)

Language Form (*Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure*)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses: <i>Plurals</i> (cats); <i>Pronouns</i> (I, he, they); <i>Past tense</i> (walked).</p>	<p><i>Plurals</i></p> <ul style="list-style-type: none"> • Child tells friend, "I have cars and trucks." • Child tells someone, "I want grapes." <p><i>Pronouns</i></p> <ul style="list-style-type: none"> • When looking at a picture in a book, the child says, "I see two boys." • Child says, "My shoe," when someone says, "Is that your shoe?" • Child says, "I want water." • Child says, "You come," when wanting someone to come. <p><i>Past tense</i></p> <ul style="list-style-type: none"> • Child says, "We runned all the way home." • When asked, "Where's Daddy?" child says, "Daddy went to work." • When the balloon breaks, the child says, "Balloon popped." 	<p><i>Plurals</i></p> <ul style="list-style-type: none"> • Model correct plural usage, e.g. if child says "My foots are cold," say, "Your feet are cold; lets get some socks." <p><i>Pronouns</i></p> <ul style="list-style-type: none"> • Model correct pronoun usage, e.g. if the child says "Me want car," adult says, "I want to play with the car, too." • Use pronouns to describe meaningful activities or actions, e.g., "You look sleepy," "I am making dinner." <p><i>Past tense</i></p> <ul style="list-style-type: none"> • Use past tense vocabulary to describe actions that have already happened, e.g., "You stopped your car at the stop sign," "We walked to the park and played on the swings and slide." • Model correct past tense usage, e.g., if the child says, "We goed to the park," adult says, "Yes, you went to the park with Billy."
<p>Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult.</p>	<ul style="list-style-type: none"> • After hearing his/her favorite story, the child says, "That was a great story. I really liked the part about the boy going on a trip to see his grandmother. It was exciting to hear about how he helped her plant the garden with corn, potatoes, and tomatoes. I think I would like to plant a garden." • After returning from the zoo, the child tells the whole story of what happened, e.g., describing all the animals, telling about experiences feeding the birds, and riding on the merry-go-round. 	<ul style="list-style-type: none"> • Plan many daily opportunities and a variety of experiences for the child to use and expand language. • Talk about a variety of topics and illustrate ways to use language to ask questions, give answers, make statements, share ideas or use pretend, fantasy, or word play. • Encourage conversations with the child by asking the child open-ended questions such as, "Tell me about your toy?" "What did you see at the park today?" "Tell me more about what you and Sally did at the park?"

B. Speaking and Communicating (continued)

PERFORMANCE STANDARD: B.EL. 2b USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE
Language Content (*Semantics: rule system for establishing meaning of words, individually and in combination*)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses a word to represent a particular person or object.</p>	<ul style="list-style-type: none"> • Child says "Bankie" to refer to his/her blanket. • Child calls his/her mother and father, "Momee" and "Dadee." • Child calls his/her bottle a "Baba" and expects that an adult will get his/her bottle. 	<ul style="list-style-type: none"> • A particular word represents a specific object, e.g. "bankie" is always the child's blanket. • When talking with the child, consistently use the same word for people, animals, and objects, e.g., mommy, daddy, kitty, doggy, ball etc.
<p>Uses words for protests and greetings.</p>	<ul style="list-style-type: none"> • Child pushes adult's hand away and says "No" when he/she does not want to be touched or picked-up. • Child says "No" when he/she does not want a particular kind of food or an object. • Child waves and says "Bye-bye" when leaving. • The child commands another to cease undesired actions, e.g., resists another's action and rejects an offered object. 	<ul style="list-style-type: none"> • Honor the child's efforts to show his/her independence by saying "No." By getting a response from an adult when he/she says "No," the child is learning that he/she can control his/her environment. • The child begins to communicate using conversation rituals that will be used the rest of his/her life, e.g., "Bye-bye." Wave and say "Bye-bye" when the child says "Bye-bye."
<p>Uses words to represent various objects.</p>	<ul style="list-style-type: none"> • Child calls all four-legged animals "doggie." • At different parts of the day, the child points to a doll chair, lounge chair, baby seat, highchair or other objects to sit in and calls them "chair." • Child calls all toys that have wheels "cars." 	<ul style="list-style-type: none"> • One word can represent several types (kinds) of the same object. • When the child over-generalizes, e.g., uses one name for multiple objects, say the "real" name of the object, person, or animal. If child calls the truck a car say, "That is your truck." If the child calls the kitty a "doggie" say, "This is a kitty."
<p>Uses a word to relate to itself or something else.</p>	<ul style="list-style-type: none"> • When the child's glass is empty, the child says, "More" meaning "I want more milk." • When the child's container of food is empty, the child says, "All gone." • Child says, "Down" when he/she wants to get out of the chair. • Child says, "Mine," when he/she wants his/her favorite toy. • The child uses words to mark existence, non-existence, disappearance, and recurrence. 	<ul style="list-style-type: none"> • When the child says "More," expand and extend the child's language by saying, "You want more milk." • Respond to the child's language by lowering the child down when he/she says "Down," and giving the child his/her favorite toy when the child says, "Mine" and points to a favorite toy.
<p>Uses a category of words that shows awareness of common aspects among objects.</p>	<ul style="list-style-type: none"> • Child says, "Where are my toys for the sand box?" when he/she wants to play with a specific kind of toy. • Child says, "Water, milk and juice are all something to drink." • Child says, "These are all flowers," as he/she points to flowers that are different colors and shapes. 	<ul style="list-style-type: none"> • The child demonstrates awareness that there are common aspects among objects. • When playing with the child, put objects together based on common aspects, e.g. toys, shoes, balls, etc. and say, "These are all toys (cars, blocks, dolls)."

B. Speaking and Communicating (continued)

PERFORMANCE STANDARD: B.EL. 2b USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE (CONTINUED)

Language Content (*Semantics: rule system for establishing meaning of words, individually and in combination*)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Asks many questions with "why" to obtain information.	<ul style="list-style-type: none"> • Child asks, "Where's my shoe?" • Child asks a friend, "Where do you live?" • Child asks, "When will daddy come home?" • When playing with an object or toy child asks, "What's inside?" • Child asks many "why" questions about things in his/her environment, stories being read, actions of people or animals, etc. • As the teacher is reading <i>Curious George</i>, the child asks, "Why is George so naughty?" 	<ul style="list-style-type: none"> • The child learns to ask questions by hearing others ask questions. • Ask the child "what, where, when, and why" questions. • Ask questions which require more than a yes or no response. • Respond to all of the child's attempts at questions so that he/she knows that his/her questions are important and will be answered.
Comments on as well as produces and comprehends words.	<ul style="list-style-type: none"> • Child says, "Balls are all round. Some are big and some are little." • Child says, "Ball starts with a /B/." • Child says, "Hats are different sizes and shapes." 	<ul style="list-style-type: none"> • The child has the ability to think about language and comment on it as well as produce and comprehend it. • If the child has an interest in a specific topic or word, talk about it, read about it, and help the child learn more about his interest topic or word. • When a child comments on a word, encourage further discussion by saying, "Tell me more about _____," or ask the child questions about the word.

B. Speaking and Communicating (continued)

PERFORMANCE STANDARD: B. EL. 2C USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE (CONTINUED)

Language Function (Pragmatics: rules governing the use of language in context)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Seeks attention through vocalizations or actions.	<ul style="list-style-type: none"> • Child tugs on adult's clothing to let adult know that he/she wants the adult to look at him/her. • Child says "Daddy" when he/she wants daddy to help. • The child wants a person to pay attention to him/her or an aspect of the environment. 	<ul style="list-style-type: none"> • Respond to the child's actions (non-verbal) and vocalizations (verbal) to get the adult's attention.
Directs attention to an object.	<ul style="list-style-type: none"> • Child points to an object that he/she wants and says "Mine." • Child puts adult's hand on jar or box while looking at the adult. Child wants adult to open the jar or box and get him/her what is inside. • Child looks at adult, points to shoes and says, "On" when he/she wants his/her shoes on. • Child points to a cracker and with intonation of a question, says "Uh?" Child wants a cracker. • Child's intent is to act on his/her environment, e.g., child directs attention outside of him/herself. • Child requests or directs another to carry out an action. 	<ul style="list-style-type: none"> • Expand and extend the child's language, e.g., child says, "On," adult says, "You want your shoes on," or child says "Uh?" and adult says "Do you want a cracker?" • Respond to the child's non-verbal requests by saying, "You want me to open the box and get you a cracker?"
Engages in short dialogue of a few turns.	<ul style="list-style-type: none"> • Child says, "That's a big dog." Adult says, "Yes, that is a big dog." Child says, "Will he bite?" Adult says, "No, he will not bite you, he is in his dog pen." • Adult says, "I am going to the store." Child says, "Can I go too?" Adult says, "Yes, and after we go to the store we can stop at the park so that you can play." Child says, "Can Tommy go too?" • Child says, "What is this? (pointing to a large nut on the ground). Adult says, "That's a walnut from this tree." • Child can introduce a topic and provide some descriptive detail. • Child learns that asking questions is one way to keep the attention of adults. 	<ul style="list-style-type: none"> • Maintain a conversational dialogue with the child by maintaining eye contact when speaking, taking turns sharing information, asking and answering questions.
Determines how much information a listener needs based on an awareness of listener's role and understanding.	<ul style="list-style-type: none"> • When a person asks a question such as "Where do you live?", the child determines whether to tell the person the directions to their home or to tell them their house number. • While the child is engaged in a dialogue with another person, the child stops talking if the other person is not listening. • Child says, "Do you want to hear the story about the big fish I caught?" If the person says "Yes" and is a fisherman, the child will tell a very detailed story. If the person says "Yes" and is not interested, the child tells a very short story about the kind and size of the fish. • The child becomes more aware of the social aspects of talking back-and-forth with an adult or a child. 	<ul style="list-style-type: none"> • Model good listening skills for the child by always listening and being interested in the child's communication.
Modifies language when talking to younger child.	<ul style="list-style-type: none"> • Child talks in "baby" language when talking to his/her infant sister or brother, e.g., says goo-goo, ga-ga to the baby. • Child talks in one and two word sentences when talking to a toddler, e.g., "Want milk?" • Child talks in three- and four-word sentences when talking to a child who is one or two years younger, e.g., "Play with me." 	<ul style="list-style-type: none"> • Encourage conversation by involving both the younger and the older child in conversation at the same time. • Offer positive feedback when the older child talks to the younger child, "You are helping Nora to learn more words."

B. Speaking and Communicating (continued)

PERFORMANCE STANDARD: B. EL. 2c USES VOCALIZATIONS AND SPOKEN LANGUAGE TO COMMUNICATE (CONTINUED)

Language Function (Pragmatics: rules governing the use of language in context)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>initiates conversation, responds to conversations, and stays on topic for multiple exchanges.</p>	<ul style="list-style-type: none"> • Child asks adult if he/she could make cookies. Adult and child talk about what they will need to bake cookies. After the adult and child prepare what they will need, child says, "Can you help me measure the stuff?" Adult says, "Yes, I can help you measure the ingredients and will show you which measuring spoon and cup to use." Child says, "These cups and spoons have numbers on them." The adult tells the child about the numbers and together they continue their conversation and baking experience for the next 10 minutes. 	<ul style="list-style-type: none"> • Listen to the child, respond, and follow his/her lead in the chosen activity and discussion. • Provide opportunities for the child to engage in turn taking and dialogue in conversation, e.g., during routines such as meals and snacks, and allowing time during the day for the child to talk about events and activities of interest to them.
<p>Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.</p>	<ul style="list-style-type: none"> • During a group discussion on fire safety, the child listens to others and waits his/her turn to express thoughts such as, "We had a fire at our house and my mom said we all had to get out of the house at once!" • When finding a butterfly, while playing in the backyard with three other friends, the child and the friends take turns talking about the butterfly. • Child says, "I was mad when Ellie took my blocks. I told her to give them back." • After returning from a trip to the zoo, child describes the animals and tells what he/she did such as feeding the monkeys and buying ice cream at the ice cream cart. • Child asks a friend, "Would you like to play with the blocks with me? We could build a big castle together and pretend that we are the kings." • The child uses compound and complex sentences, grammatically correct sentences, and speech that is understandable. 	<ul style="list-style-type: none"> • Talk about a variety of topics and illustrate ways to use language to ask questions, give answers, make statements, and to share ideas. • Encourage conversations with the child by asking the child open-ended questions such as "Tell me about your toy?" "What did you see at the park today?" • Engage in pretend play and fantasy play with the child.

C. Early Literacy

PERFORMANCE STANDARD: C.EL. 1 SHOWS AN APPRECIATION OF BOOKS AND UNDERSTANDS HOW PRINT WORKS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Explores and enjoys books.	<ul style="list-style-type: none"> • Child looks at pages in the book as adult reads. • Child turns pages of a book to look at pictures. • Child recognizes favorite book by its cover. • Child brings book to the adult indicating that he/she wants the adult to read the book. • Child picks up and explores books. 	<ul style="list-style-type: none"> • The child recognizes faces and voices of those who are familiar to him/her and will begin to connect books with what he/she loves most, the voice and the closeness. Hold the child and use a happy, sing-song voice as the adult reads using inflection. • Provide “board books” (thick cardboard pages) or pliable plastic books that have colorful pictures and some words that relate to the pictures, e.g., pictures of animals with words telling what the animal says. • Some very young children have a “favorite book” and will show their excitement with smiles and sounds when the book is read.
Points to and names pictures in a book when asked.	<ul style="list-style-type: none"> • Child points to the appropriate picture in the book when adult asks, “Put your finger on the kitty.” • When the adult points to a picture of a dog in a book and asks, “What’s this?” The child says, “Doggie.” • Child points to pictures in a book and makes sounds or smiles. 	<ul style="list-style-type: none"> • Provide the child with a variety of books. Model holding and using books properly. • When reading stories, actively involve the child by asking him/her to point to a picture and ask, “What’s this?” Talk about the picture. • Provide touch or pop-up books like <i>Spot Goes to School</i> that require physical interaction, e.g., lifting up the table cloth or pulling a string. The child learns to attend carefully to pictures with anticipation to interact with the story in the book.
Looks at picture books and asks questions or makes comments.	<ul style="list-style-type: none"> • After the adult has completed reading the print on the page, the child reaches and turns the page. • Child asks questions of the adult by saying, “What’s this?” while pointing to a picture or a part of a picture. • When looking at a picture book, the child names animals. 	<ul style="list-style-type: none"> • Invite the child to hold the book and/or turn pages as the adult reads. • When the adult reads, point to the print so the child knows when it is time to turn the page. • Ask the child open-ended questions such as, “What do you think this is?” • Allow the child to choose his/her favorite book to read in the afternoon or for bedtime.
Understands that print in the book carries the message.	<ul style="list-style-type: none"> • Child notices that the print rather than just the picture has meaning, e.g., begins to know that the adult is reading the word under the picture on the page. • Child points to some words as the adult reads the story. • Adult asks, “Point to the picture,” and the child points to the picture of butterflies. The adult asks, “What is this, pointing to the print?” “That tells the story,” says the child. The adult asks, “How did you know that?” “It has letters,” says the child. • When the adult asks the child, “Where do I start to read?”, the child points to where the print begins. 	<ul style="list-style-type: none"> • When books are first read to the child, he/she does not always understand that the “print holds the message,” not the pictures. By pointing to the print as the adult reads the book, the child comes to realize that words can be put together to tell the story and hold the message. • When the adult reads, point to the print so the child knows when it is time to turn the page. • When writing names or things on lists, invitations, etc., explain to the child what you are writing. • Help your child make his/her own book. The child can choose pictures for the book and then tell the adult the words to write under the picture, or the child can draw pictures and the adult can write the story for the child’s picture.
Views one page at a time from the front to the back of the book and knows that the book has a title, author and illustrator.	<ul style="list-style-type: none"> • Child turns the pages one page at a time and “reads” (pretend or real) the book to an adult, friend, or younger sibling. • Child says, “This is my favorite book; Dr. Seuss is the author. The title is <i>Horton Hatches the Egg</i>.” • Child asks, “Who drew the pictures in this book?” 	<ul style="list-style-type: none"> • Talk about the noticeable features of pictures and tell the child that the pictures are created by illustrators. Tell the child that words and stories in a book are written by authors. • Ask the child, “What do you think the author is trying to tell us in this part of the story?” • Ask the child, “What is the title of your favorite book?”

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 1 SHOWS AN APPRECIATION OF BOOKS AND UNDERSTANDS HOW PRINT WORKS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Understands that books have characters, sequence of events, and story plots.</p>	<ul style="list-style-type: none"> • Child acts out the story of <i>The Three Bears</i> by telling about each of the character's actions and what happened in the beginning, middle, and end of the story. • When having a book read to him/her such as the <i>Three Billy Goats Gruff</i> and the reader says, "The little goat crossed the bridge to the other side," the child says, "You forgot to say trip-trap-trip-trap." • When someone asks the child, "Why did the monkeys throw down their hats?" after reading <i>Caps for Sale</i>, the child gives the reason. 	<ul style="list-style-type: none"> • Assist the child to set up the table with three sizes of bowls. Set up three sizes of chairs and beds. Assist the child to "play act" the story of the <i>Three Bears</i> by taking a character part in the story. • Read stories that have repetition of words or actions and a sequence of events. Encourage the child to tell the story by saying, "What happened in the beginning of the story? What happened next? And what happened at the end of the story?" • If the child becomes upset when the adult leaves out part of the story as the adult reads, assure him/her that you didn't mean to skip it and reinforce him/her for accurately remembering what comes next in the story, "You remembered what came next in the story." • When reading a book such as <i>Caps for Sale</i>, talk to the child about "Why" the monkeys would throw their hats down.
<p>Handles books correctly, and shows increasing skills in print directionality.</p>	<ul style="list-style-type: none"> • Child holds the book properly. • Child reads (pretend or real) the book going from front to back, left to right, and top to bottom. • When looking at the menu the child asks, "Which word says pancakes?" • Child reads (pretend or real) a list of classmates' names from top to bottom. 	<ul style="list-style-type: none"> • Use book terms, e.g., the front of the book, back of the book. Say, "Let's start reading at the top of the page and read to the bottom of the page" or, "We start reading on this side (left) and move to this side (right)." • When eating out and receiving a menu, point to and read the food choices to the child. • Show the child lists of names; move a finger down the list and say "Let's see if we can find your name, or your mother, father, brother, or sister's name." • When making lists for the grocery store, model reading the list to the child by pointing at the words from top to bottom. • When reading stories ask the child, "Where does the story begin?" Assist the child by pointing to where you will start reading words, show him/her by pointing to the words and saying, "you start to read here" (moving his/her finger left to right). Eventually the child will know that he/she needs to do a return sweep when starting to read the next line of print. • Ask child to point to the words as adult reads the story.
<p>Chooses reading activities and responds with interest and enjoyment.</p>	<ul style="list-style-type: none"> • Child asks adult to read him/her a story in a book. • Child chooses a book to read that has some words in it that he/she knows and "reads" the story in his/her own words, pointing out the few words he/she "knows how to read." • After visiting the library the child asks, "Can I take this book home to read?" • After going to the library, child wants to "Play library." • Child shows a favorite page in the book and tells about the character. • Child wants to read (pretend or real) his/her favorite book to an adult or another child. 	<ul style="list-style-type: none"> • Comment on the child's interest in reading, assuring the child that he/she will learn to read as he/she grows. It is this interest and joy that takes the child from enjoying books to wanting to continue to read alone. • Take the child to the library to choose some books to take home. Choose books that match the child's interest. Attend "Story Time" at the library with the child. • Read adult books while the child is looking at or reading his/her own books. • Encourage the child to retell a story including details and connections between the story events.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 2 DEVELOPS ALPHABETIC AWARENESS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Explores, repeats, imitates alphabet related songs and games.	<ul style="list-style-type: none"> • When adult sings the alphabet song, the child imitates and repeats the alphabet song. • Child sings the <i>ABC</i> song by him/herself singing, "ABCD (other letters may be out of order and run together, e.g., KLMNOP sounds like /P/).... now I know my ABCs." • Child puts a three piece inlaid puzzle together with A, B, and C. 	<ul style="list-style-type: none"> • Sing the alphabet song to the child. • Play videos, CDs or tapes of favorite children's alphabet songs and games. • Provide the child with simple alphabet puzzles and other simple alphabet manipulative games. • Echo read ABC books with the child; you read a letter and the child repeats the letter. • Purchase or borrow from the library, well-written alphabet books that clearly illustrate the sounds of the letters with pictures of objects.
Mixes letters with other symbols.	<ul style="list-style-type: none"> • When given magnetic letters, numbers, and shapes, the child chooses some letters and some shapes and says, "This is my name." • Child writes A, 3, c, t, then says, "See my ABCs?" 	<ul style="list-style-type: none"> • Say and point to letters in books, on puzzles or toys, on the child's clothing—in and outside of the room. • Surround the child with print so the whole alphabet is presented in the child's environment. • Point out alphabet letters in books, puzzles, and throughout all the places where the child spends his/her day. • When the child mixes letters and numbers, point out to the child, "These are called letters; these are called numbers." Talk about the letter names and sounds, and the names of the numbers.
Recognizes the difference between letters and other symbols.	<ul style="list-style-type: none"> • When looking at a mix of magnetic letters and numbers, the child picks up the "A" and says, "This letter is in my name (Alex)." "This number is '4'—I'm four." • While playing with the magnetic alphabet, numbers, and shapes, the child says, "These are all letters, these are all numbers, and these are shapes." • Child is able to find and identify some letters and numbers in books, signs, and labels. 	<ul style="list-style-type: none"> • Mix magnetic alphabet letters, shapes, and numbers in one bucket and play a game of sorting all the alphabet letters, all numbers, all shapes. • Play games of looking for letters and numbers during all the experiences the child has during a day. Play, "I'm looking for the letter 'C' can you find a 'C'?" Or, "I am looking for a letter that starts like your name; can you find two letters that start like your name?" Play the same type of game looking for numbers. • Look for signs that have both numbers and letters. Ask the child to name all the letters he/she knows and all the numbers he/she knows.
Recognizes beginning letters in familiar words, especially in own name.	<ul style="list-style-type: none"> • When looking at a book, the child says, "This word (Bike) starts like my name, /B/ is in my name Becky." • Child says, "Look, I used the alphabet stamp letters to make my name J-i-m-m-y." • Child says, "McDonald's starts with the same letter as my name (Mary)." 	<ul style="list-style-type: none"> • Look for alphabet letters on signs in the community, labels, written names on lists and cards. • Echo read ABC books with the child. Adult reads a letter and the child reads the letter too. • Encourage the child to find letters in books that are the same as the letters in the child's name. • Provide books, puzzles, alphabet stamp letters, and stickers so that the child can play with alphabet letters in different ways. • Celebrate with the child when he/she reads a new letter, e.g., at breakfast time the child says, "That's a /K/." pointing to the Kix box.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 2 DEVELOPS ALPHABETIC AWARENESS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Recognizes and names most letters of the alphabet (upper and lower case) in familiar and unfamiliar words.</p>	<ul style="list-style-type: none"> • When the child is looking at a book, the child points to an unfamiliar word "snake" and says, "Snake starts with an /s/ like my name, Sammy." • When someone holds up a name card, Jenny says, "That's my name, Jenny." • Child recognizes and names some letters in environmental print, the "d" in door and the "b" in book. • Uses alphabet stamps and names the letters: "C, D, A." • Child says, "This is a 'big' A and this is a 'little' a." • Child says, "My name starts with a capital 'A' and has a small 'a' next to it. My name looks like this." Child points to his name Aaron. • Child says, "I know all my letters." 	<ul style="list-style-type: none"> • Alphabet letters in isolation do not have meaning to the child. When the child is shown that letters grouped together represent his/her name or objects they know, the alphabet takes on new meaning. Start with familiar words, talking about the letter names and sounds. • Playing together with the child, make familiar and unfamiliar words using magnetic letters. Ask the child to name the words and letters, e.g. s-i-s, d-a-d, m-a-d, or t-o-p, l-e-f-t, b-u-g. • Play alphabet bingo games. • Provide an alphabet chart for the child with both lower and upper case letters. • Point out upper and lower case letters while reading a book or looking at signs and labels. • When writing a story, let the child take turns "spying" for different letters and circling them in his/her favorite color.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 3a DEVELOPS PHONOLOGICAL AWARENESS (*Sound awareness of the ways words and syllables can be divided into smaller units, such as rhyme, sound awareness, word awareness, alliteration, manipulation of sounds, and blending sounds and syllables together*)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Enjoys and responds to frequently said sounds, words, and rhymes.	<ul style="list-style-type: none"> • Child moves arms and legs when he/she hears a familiar, happy, sing-song voice. • Child responds by turning and smiling when he/she hears his/her name. • Child enjoys short action play, e.g., "This little piggy went to market..." when adult wiggles toes or "Patty-cake, patty-cake baker's man...." • Child smiles and giggles when hearing rhyming words, e.g., funny bunny, Claire bear, rub-a-dub, etc. • Child laughs, smiles, and enjoys repeated words, e.g., "The wheels on the bus go round and round, round and round, round and round, etc." 	<ul style="list-style-type: none"> • Talk to the child, sing to the child, make up sounds, play children's music, and say rhymes to the child. • Talk with the child when diapering, dressing, eating, and playing.
Imitates sounds.	<ul style="list-style-type: none"> • Child imitates cooing and babbling sounds made by adults. • Child produces sounds found in their home language. • Child imitates "Pa-pa and Ma-ma." • Child makes sounds and imitates the tones and rhythms that adults use when talking. 	<ul style="list-style-type: none"> • Make a variety of sounds with the child, playing a game back and forth encouraging the child's participation as he/she tries to imitate sounds and the adult imitates the child's sounds.
Repeats words in rhymes and actions.	<ul style="list-style-type: none"> • Child says, "Piggy" when the adult says "This little piggy went to market...." • While picking up the child, the child says, "Up, up" when adult says, "Up, up." 	<ul style="list-style-type: none"> • Make sounds and ask the child to make them back to you like an echo. • Use the child's name and do silly rhymes and songs, changing the initial consonant. • Laugh and enjoy the child's imitation or attempts to repeat a favorite song, chant, or rhyme.
Requests and joins in saying favorite rhymes and songs that repeat sounds and words.	<ul style="list-style-type: none"> • Child says, "Let's say Jack and Jill," or "Let's say Ba, Ba, Black Sheep." • Child says, "Let's sing Wheels on the Bus." • Child joins adult in singing, <i>Insy, Wensy Spider</i>. 	<ul style="list-style-type: none"> • Sing and chant with the child often. The child loves rhythm, melody (even off-key), and the magic of music. • Say finger plays and favorite nursery rhymes with the child while playing with him/her or working around the house while the child is playing nearby.
Recognizes and matches sounds and rhymes in familiar words.	<ul style="list-style-type: none"> • Child repeats the rhyme, <i>London Bridge</i>, after hearing the nursery rhyme. • Child plays their own rhyming game matching pairs of rhyming words saying, "Down-town," "Sadie-lady." 	<ul style="list-style-type: none"> • Use child's name and do silly rhymes, finger plays, and songs, changing the initial consonant, such as "Sammy, Pammy, Mammy." • Use silly names and change the ending of the word such as Willy, Willoby, Wallaby, Woo. • Invite the child to make up silly names.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 3a DEVELOPS PHONOLOGICAL AWARENESS (CONTINUED) (*Sound awareness of the ways words and syllables can be divided into smaller units such as rhyme, sound awareness, word awareness, alliteration, manipulation of sounds, and blending sounds and syllables together*)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Recognizes sounds that match and words that begin or end with the same sounds.</p>	<ul style="list-style-type: none"> • Child says, "Broom and brother start the same. They both start with /br/." • Child says, "Sally and Susie start the same. They both start with /s/." • Child makes up words that start with different letter sounds, "I could call you different names, Mom, Tom, Pom, Som, Dom." • Child says, "Tammy and toy start alike." They both start with the /t/ and make the /t/ sound." • Child says, "These words have the same two letters. Hat and Bat both end with /at/." 	<ul style="list-style-type: none"> • Ask the child, "What other words start with the /t/ sound like Tommy?" • Sing songs like <i>Head, Shoulders, Knees, and Toes</i> and substitute the first sounds of words: <i>Bed, Boulders, Bees, and Boes</i>. • Play matching games encouraging the child to match words or pictures that have the same beginning or ending sounds, e.g., ball and bear, cat and bat, to build awareness of alliteration and rhyming. • Play a game by saying an animal name like "pig" and ask the child, "Does Mattie or Patty start like pig?" Continue by using other animal names along with one matching word and one non-matching word. • Play games with letters and the sounds they make. "Let's find all the words that start with the same letter and sound as your name." Change the game to find words that end with the same letter and sound as the child's name. Play the game anywhere and anytime, e.g., while traveling in the car and reading signs, or going shopping in a store and reading labels on food items.
<p>Recognizes and produces rhyming words.</p>	<ul style="list-style-type: none"> • Child is asked, "Tell me a word that rhymes with 'Fam'." The child says, "Sam." • Child provides a rhyming word when listening to the poem. Adult says, "I have a dog whose name is Lilly, she has a doggie friend named..." and the child injects the last word "Billy." • Child says, "Ricky rhymes with picky." • Child says, "Humpty, Dumpty, Bumty, Thumpty, Gumpty." 	<ul style="list-style-type: none"> • Have fun with the child by having one person say a rhyming word like "cake" and the other person gives a word that rhymes with it, "rake." • Together with the child, enjoy chants, songs, and finger plays involving rhyming and sound substitutions. Make up poems and jingles with rhyming words. • Read poetry and rhyming books to the child on a regular basis. • Sing songs such as "Oh a hunting we will go, a hunting we will go, we'll catch a snake and put him in a _____ and then we'll let him go." Let the child fill in the rhyming word, e.g., cake, lake, etc. Continue with other names of animals or other objects. Enjoy and giggle about the funny rhymes that the child makes.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C. EL. 3b DEVELOPS PHONEMIC AWARENESS (*Ability to hear, manipulate and perceive spoken word as a sequence of individual sounds, and awareness of phonics: visual part of reading known as print. Child connects a printed symbol with a sound.*)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Discriminates separate syllables in words.	<ul style="list-style-type: none"> • Child can clap syllables in his/her name and other names, e.g., Tam-my (two claps); Bill (one clap); Me-lis-sa (three claps). • Child can tell the number of syllables in a word, "My name has two syllables, Bob-by." 	<ul style="list-style-type: none"> • Play games with words by clapping the number of syllables in the child's name, favorite toys, other objects, animals, and plants. • Ask the child, "How many syllables does _____ (word) have?" If child cannot tell you the number, have him/her clap the syllables, e.g., bum-ble-bee (three claps).
Makes some letter-sound connections and identifies some beginning sounds.	<ul style="list-style-type: none"> • Child sees the letter D on a block, points and says "/D/ is for Daddy." • Child's name is Matt. Matt says to his friend, Michael, "/M/ starts your name, too." • Child says, "Banana starts with /b/." • Child whose name is Cory says, "My name starts like cat; both words start with a /c/ sound." • Child puts magnetic letters on the board, saying each letter sound as the magnetic letters are placed in a row: "/s/, /k/, /t/, /b/, /j/, /m/." 	<ul style="list-style-type: none"> • Provide magnetic letters for child. Place letters on the refrigerator, a magnetic board, or a cookie sheet and play games saying the sounds of the letters. • Using the magnetic letters, make simple words on the magnetic board, refrigerator, or cookie sheet that start with the same letter as the child's name. Say, "Mom and Mop start like Mike." Overemphasize the /m/ by holding out the sound and saying it loudly.
Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.	<ul style="list-style-type: none"> • Child can match all single letter symbols with the consonant sounds they represent, e.g. matches such letters as "c" and "g" with both of the different sounds of each letter. For example, the /c/ in cat and city and /g/ in goose and giraffe. • Child can match single letter symbols with the vowel sounds they represent, e.g., /u/ is for "up." • As the child puts letters on the magnetic board, the child says, "I know these letter sounds" as he/she says each sound for the letters "b, t, s, m, d, and c." • When the child sees the vowels, "a,e,i,o,u," the child can say their sounds correctly; for example, the child may say, " 'A' says /a/ like in apple, E says /e/ like in elephant, 'I' says /i/ like in igloo, 'O' says /o/ like in the word octopus, and 'U' says /u/ like in umbrella." 	<ul style="list-style-type: none"> • As the adult is reading or speaking, help the child hear how the letter corresponds to the sound. Letter/sound correspondence is a basic tool for figuring out new words. • Count, clap, or tap the syllables in words, e.g., c/a/t, or t/e/n/. Helping the child recognize initial phonemes in words is crucial to segmenting and blending sounds. • Ask the child which two words begin with the same sound: cat, cup, dog (cup, cat). • While waiting at the dentist office, ask the child to point to a letter in a book. The adult names the letter and says: "M makes the sound of /m/." Next the child points to a letter, names the letter, and says the sound the letter makes. • The adult says, "Tell me the first and last sound in this word (hi)." The child makes the /h/ sound and then the /i/ sound. The adult says, "Can you put (blend) the two sounds together?" The child reads the whole word, "hi," correctly.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C. EL. 3b DEVELOPS PHONEMIC AWARENESS (CONTINUED) (Ability to hear, manipulate and perceive spoken word as a sequence of individual sounds, and awareness of phonics: visual part of reading known as print. Child connects a printed symbol with a sound.)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Recognizes single sounds and combinations of sounds represented by more than one letter.	<ul style="list-style-type: none"> • Child puts three letter blocks together and says, "This says Dad!" The child puts three more blocks together saying, "If I change the first letter to 's' and leave an 'a' and 'd,' it says sad!" The child says, "Dad and sad have the same middle and last letter." (onset-rime-child changes initial consonant in rhyming words). • Child can recognize sounds such as /th/, /ch/, and /sh/. Child says, "Ship starts like shoe and show." • Child can recognize vowel sounds that have two-letter symbols (digraphs), such as /oo/, /ee/, and /oy/. Child says, "Book and boot have the /oo/ sound." • Child can recognize combinations of two consonant sounds (blends) such as /bl/ in black and blanket as well as words that start with /cr/, /pl/ and /dr/. Child says, "Black and blanket have the same /bl/ sound." 	<ul style="list-style-type: none"> • Ask the child to guess which word you are trying to say. Say each of the following sounds separately and ask the child to blend the sounds together to say the word: /ch/ /e/ /z/ cheese, /ch/ /ur/ /ch/ church, or /p/ /e/ /ch/ peach. • Play the game, <i>Cross the Bridge</i>. Say to the child, "I am the lion that guards the bridge; you may not cross the bridge until you tell me what animal you are." The child says, "Tiger." "What is the first sound in tiger?" the lion asks. The child says "/t/." "You may cross the bridge," says the lion. Also, use words with blends such as a crane (bird) or sheep. • Play the game, <i>I am hungry what can I eat?</i> Someone models, saying, "I am hungry for a gr-ape" and the child says, "Grape." • Ask the child to say the sounds separately when someone gives them a word such as "duck." Child says the sounds, /d/u/ck/.
Understands the difference between letters, words, and sentences.	<ul style="list-style-type: none"> • Child says, "What is this word?" • Child says, "This is a long sentence." "I am going to count the words in this sentence." • Child says, "I know all the letters on this page." • When reading the word "dog," child says, "There are three sounds in the word dog, /d/o/g/." 	<ul style="list-style-type: none"> • Ask child to point to the first word in the sentence and then the last word in the sentence. • When reading a book with the child, count the number of words in a sentence and the number of letters in a word. • Use the words "letter, word, and sentence" as you read books or see letters, words, or sentences in everyday print.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C. EL. 4 DEMONSTRATES THE USE OF STRATEGIES TO READ WORDS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Points to and labels objects in books</p>	<ul style="list-style-type: none"> • Child points to a picture of a doll in a book and says, "Baby." • Child points to a part of the picture of a dog and says, "Tail." • Child points to and names a picture of a tree. • The child enjoys colorful pictures in a book. He/she also enjoys various textures used in books. • When reading books to children, point to the pictures as you read. 	<ul style="list-style-type: none"> • Encourage the child to label pictures by asking the child, "What's that?", pointing to a picture or word. • Make a book with pictures showing familiar objects, people, and actions.
<p>Uses picture cues and environmental contexts to confirm a printed word.</p>	<ul style="list-style-type: none"> • When looking at the picture book, the child looks at the picture of the bird in the tree and says, "Bird." • Child sees a word printed on the toolbox and asks, "Does this word say 'tools'?" • Child sees the shoe store and asks, "Does that say 'shoe'?" • When driving to the airport and adult says, "There's the sign," child says, "Does that word say 'airplane'?" 	<ul style="list-style-type: none"> • Point out signs or pictures in the child's environment and ask the child, "What do you think this word (unfamiliar word) says under (or on) the sign or picture?" • Label objects with pictures and words both inside and outside the house. • Label child's clothing, drawings, and special toys with his/her name.
<p>Recognizes some words.</p>	<ul style="list-style-type: none"> • Child recognizes some popular words and signs, e.g. "Stop" and "McDonald's." • Child knows the first letter in his/her name and points to the letter on signs and words in a book and says, "My letter." • Child can recognize his/her own name. • The child uses strategies such as looking at symbols, shapes, and colors to determine words. The child looks at the shape and color of the stop sign or the shape and color of McDonald's arches to "read" the associated word, e.g., Stop (red, octagon sign) or McDonalds (big yellow arches shaped like "M") 	<ul style="list-style-type: none"> • When writing a story with a child, draw a picture (replacing the word) for difficult words such as "igloo" or "airplane." Read the story with the child allowing the child to "read" the words familiar to him/her and the pictures.
<p>Makes predictions about words and text.</p>	<ul style="list-style-type: none"> • Child says "I think that word says 'book'" when pointing to the word under the picture of a book. • Child figures out which word says banana because he knows it starts with /b/. • Child says, "That word must be Christopher's name because it is so long." 	<ul style="list-style-type: none"> • When reading a favorite story, stop and point to the next word and say, "Tell me the word that comes next." • When looking at a picture book with objects, people, and animals, point to the word under the picture and ask the child, "What do you think this word says?"

C. Early Literacy (continued)

PERFORMANCE STANDARD: C. EL. 4 DEMONSTRATES THE USE OF STRATEGIES TO READ WORDS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Reads familiar (high-frequency) words in books, signs, and labels.</p>	<ul style="list-style-type: none"> • Child begins to read a book alone or with an adult, and reads some of the words he/she knows and has learned from past experiences of reading a variety of books with the adult. • Child can read signs of favorite places to eat or shop, and familiar signs such as “Stop,” “Cat,” “Dog,” “Men (on a bathroom door).” • Child can read words that he/she sees frequently such as his/her own name, other children’s names, mom, dad, “I love you.” • Child recognizes high frequency words and reads them when seen in the environment, in a list, or in stories. The child may read another child’s story, “I like dogs, cats, and fish.” • Child consistently recognizes the word “I, me, mom, dad, no, yes” when written in a book, on signs, and on labels. 	<ul style="list-style-type: none"> • The child may recognize about 50 high-frequency words as he/she encounters the words in reading (some children will read more, other children will read less). Simple high-frequency words are recognized by “sight”; for example, when the child encounters the words, they do not need to sound the words out. • When the child asks “What is this word?” tell the child the word. Help your child look for the word again or write the word for him/her on a piece of paper. Encourage the child for reading and finding the new word. Jimmy learned a new word; it is “dog.” Have the child draw a picture of the new word. • Encourage and provide positive feedback to the child when he/she reads signs, labels (environmental print), and tries to read unfamiliar words in a book— say, “You are learning to read.”
<p>Experiences some success in reading by sounding out words (decoding).</p>	<ul style="list-style-type: none"> • Child reads a simple book called <i>Go, Go, Go</i> and can read “I go up; I go down; I go, go, go!” When the child continues to read, and comes to the word “fast,” the child cannot read the word but says, “What is this word? It starts with f.” • Child can decode the first and sometimes the last letter of the word such as the word “mean.” The child would know the “m” and “n”; however does not know what “ea” sounds like. • Child says, “I know f makes the sound of /f/ and i sounds like /i/ and the end of the word sounds like /sh/.” “This word is “fish.” “I know what a fish is.” • Child begins to understand that if words sound alike, they should look alike, e.g., pot, hot, and lot look alike. • Child can break words into “chunks” that can be “blended,” e.g., s/ing, b/ed. Child says, “My big b/ed (in two syllables).” 	<ul style="list-style-type: none"> • When reading with the child and the child comes to a word he/she doesn’t know, help him/her sound out the letters of the word, pointing to each letter starting from the left, e.g., f/l/a/g or b/e/st. Offer encouragement for all attempts. • Play <i>going fishing</i> with the child using a fish pole to fish for three- and four-letter words on word cards (four to five letter words that are both familiar and unfamiliar). Assist the child to sound out the words he/she does not know. • The child sees and reads word families like pit, hit, sit, kit, and sat, hat, bat, and mat. Through practice he/she will learn that the sound of some words is the same at the end and that sometimes it is just the beginning of the word that’s different. • Play word games with the child using word tiles and asking “What sound does this make ‘p’? After making the /p/ sound, add the /o/ sound and say it, then add the /t/. Say the word pot.”

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 5 USES WRITING TO REPRESENT THOUGHTS OR IDEAS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Begins to use writing tools to make marks.</p>	<ul style="list-style-type: none"> • Child picks up crayon or marker and holds it in his/her fist and makes marks on paper or plastic. • Child makes marks with a crayon or writing tool in a book. 	<ul style="list-style-type: none"> • Provide a variety of opportunities and tools for writing, e.g. shaving cream, chalk, paint, markers, colored pencils, paper, sheets of plastic. • Provide crayons (short, fat), pencils (child size), markers (washable), and paper so that the child can make marks. To ensure safety, an adult needs to be present when very young children are using writing tools.
<p>Scribbles and creates unconventional shapes.</p>	<ul style="list-style-type: none"> • Child covers the paper with lines and zigzags and says, "Look." • Child randomly makes one kind of mark, then fills another part of the paper with another kind of scribbling, or shapes, etc., and points to one area and says, "Kitty" then points to another area and says, "Doggie." • Child makes lots of circle-type marks and shows an adult his/her writing and says, "See, I write this." • Child scribbles on paper and says, "This is my name." 	<ul style="list-style-type: none"> • When the child writes or draws making random symbols, ask, "What does that say?" • Write and draw with the child, talking about what the adult and the child are drawing and writing. • Continue to smile and encourage the child for writing words or messages. • When outside, allow the child to write with chalk on the sidewalk, at the beach, or in the sand. • Encourage the child's attempts at writing by saying, "You're a writer."
<p>Writes lists, thank you notes, names, and labels objects in play.</p>	<ul style="list-style-type: none"> • In the dramatic play center, the child pretends to use a telephone book to find the phone number of a friend, and then writes a first name and some numerals on a note pad. • Child makes signs/labels for things in the house or in a play center, e.g., hospital, store, house, post office. • When playing marching music, the child makes a pretend stop sign and holds it up to tell everyone when to STOP. • Child makes a list of things he/she wants to do. 	<ul style="list-style-type: none"> • The child comes to know different types of writing (stories, signs, letters, and lists) with different purposes. The child comes to understand the "power" of written words when he/she writes a sign that says, "Do Not Touch" on a block structure that has been created. • Provide a variety of paper materials and writing tools in the play area.
<p>Labels pictures using scribbles or letter-like forms to represent words or ideas.</p>	<ul style="list-style-type: none"> • After the child writes the letter "B" and wiggly lines, the child says, "This says 'books'." • Child makes marks, including wiggly lines and some letters mixed together, and places it under a picture of his/her mother and "pretends" to read the writing, saying, "This says, 'I love you'." • Child uses a letter that looks like "M" and other marks to label Mom's picture, a letter that looks like "D" and marks for Dad's picture, and writes several letters in his/her name under his/her picture. • Child hears someone is sick and draws a picture with a sad face. (Drawings represent a spoken message). 	<ul style="list-style-type: none"> • Provide the child with larger, shorter crayons (or break longer crayons in half and remove the paper), and large pencils to use when drawing or writing. Larger writing instruments are easier for children to use and manipulate. • Accept any and all ways the child uses writing instruments. The child may hold the instrument by his/her fist or use thumb and fingers when he/she begins to learn to write. • Show how adults label things at home. Help the child draw or write labels for things in his/her environment such as door, table, toys, etc. • Have a special writing place to make and display the child's writing. • Model writing for the child, e.g., grocery list, to-do list, thank-you cards, and invite the child to write similar lists and cards. Provide encouragement to the child for early scribbles, shapes, and attempts at letters.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 5 USES WRITING TO REPRESENT THOUGHTS OR IDEAS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Writes recognizable letters and begins to write name and a few words.	<ul style="list-style-type: none"> • Child makes letters when working at his "Writing Place." • Child writes letters in his/her own name. • Child spontaneously writes letters of the alphabet he/she knows on the white board and says "See all my letters?" • Child writes his/her name on art work. • Child writes "Mom" and "Dad." 	<ul style="list-style-type: none"> • Provide the child with tracing letters, paper, and large pencil, crayons or markers (washable). • Model for the child how to make letter formations and say, "Start at the top and pull down, then start in the middle, come down around "b"; now, you try it." • The child usually starts writing the letters in their name. If the child is interested in writing alphabet letters, ask, "What letter do you want to write?" • Using a finger, draw letters on the child's back (this is fun using soap in the tub while taking a bath). • Assist the child to write letters using rope (on the floor) or use string on the table.
Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).	<ul style="list-style-type: none"> • After going for a walk, the child gets a piece of paper and says, "I'm going to write a story about our walk." The child writes, "Today is Monday. I wlkd (walked) to the prk (park)." • Child writes, "I ms you." • Child sounds out the correct consonant sounds, matching them to the correct letter as he/she reads aloud and writes, putting each letter in the correct sequence with only a few words misspelled, e.g., "I lke appl pie." • After drawing a picture of a computer in his/her journal, the child uses invented spelling to write "I LK CMPTRS." • Child writes sounds he/she hears in familiar words like mom, Dad, and Tom. The child writes, "Mom, Dad, Tom" and "I love you." 	<ul style="list-style-type: none"> • Set-up a writing center with many types of writing tools and papers. Include name cards, word lists, picture dictionaries, and alphabet posters for copying. • Make ABC books (both upper and lower case) that have pages with letters written on them. Allow the child to draw a picture that starts with the letter and write a word that starts with the letter (first letter correct; other parts of the word may be spelled phonetically and that's O.K.). • When the child writes you a message, e.g., "Can I go," read it and answer it as soon as possible. Save messages and ask the child to read it back to you again. • When cooking, ask the child to make a list of what he/she needs to get ready to make a favorite snack recipe. • When looking at pictures in books, magazines, or at the child's artwork, ask the child to tell you about the picture or artwork and write a story about it.

Wisconsin Model Early Learning Standards

Section Four

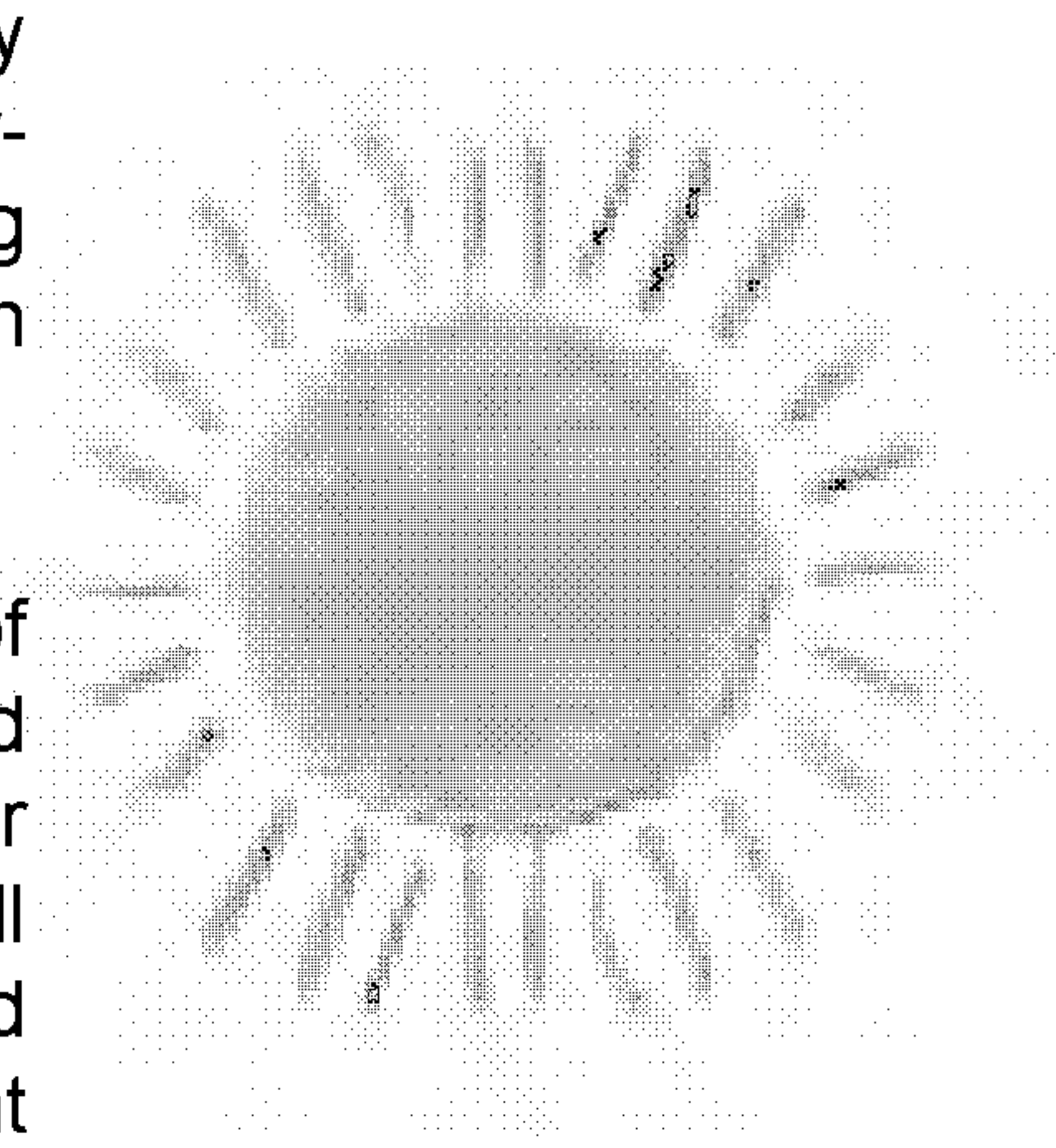
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IV. APPROACHES TO LEARNING

This domain, the one most subject to individual variation, recognizes that children approach learning in different ways and emphasizes the development of positive attitudes and dispositions to acquire information. It honors that children learn within the context of their family and culture. It is inclusive of a child's curiosity about the world and the importance that imagination and invention play in openness to new tasks and challenges. It stresses the importance of nurturing initiative, task persistence and attentiveness in learning while encouraging reflection and interpretation. It addresses the important aspect of how we learn as well as what we learn.

Rationale

The acquisition of knowledge, skills, and capacities is an insufficient criterion of developmental success. Children must be inclined to marshal such skills and capacities. The way young children approach learning is influenced by their sociocultural environment as well as by individual temperament and gender. All children can and do acquire knowledge. Their ability to integrate information and to demonstrate what they know varies based on all other areas of development along with their individual biology, history and culture. Children's approaches to learning are often determined by their openness to and curiosity about new tasks and challenges, task persistence and attentiveness, reflection and interpretation of experiences, imagination and invention, and individual temperament. Approaches to learning encompass attitudes, habits, and learning styles. Young children benefit most from meaningful hands-on experiences and nurturing interactions where the intrinsic joy of learning is emphasized and valued.



A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE

Developmental Expectation

Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- A.EL. 1 Displays curiosity, risk-taking and willingness to engage in new experiences.
- A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.
- A.EL. 3 Exhibits persistence and flexibility.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and diverse opportunities for children to extend their learning through curiosity, engagement and persistence.

IV. APPROACHES TO LEARNING (continued)

B. CREATIVITY AND IMAGINATION

Developmental Expectation

Children in Wisconsin will use invention, imagination and play to extend their learning.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials and the environment.
- B. EL. 2 Expresses self creatively through music, movement and art.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and diverse opportunities for children to expand their creativity and imagination.

C. DIVERSITY IN LEARNING

Developmental Expectation

Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture and individual learning styles.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- C. EL. 1 Experiences a variety of routines, practices and languages.
- C. EL. 2 Learns within the context of his/her family and culture.
- C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context and opportunities for children to extend their learning through partnerships with parents to honor diversity and individual learning styles.

Important Reminders

The Wisconsin Model Early Learning Standards recognize that children are individuals who develop at individual rates. While they develop in generally similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. The Wisconsin Model Early Learning Standards reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children.

The Wisconsin Model Early Learning Standards developmental continuum and sample behaviors ARE NOT intended to be used as age markers, a prescriptive listing of development with every first item in a continuum starting at birth, nor as a comprehensive or exhaustive set of sample behaviors of children and sample strategies for adults.

A. Curiosity, Engagement and Persistence

PERFORMANCE STANDARD: A.EL.1 DISPLAYS CURIOSITY, RISK-TAKING AND WILLINGNESS TO ENGAGE IN NEW EXPERIENCES

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Exhibits brief interest in people and things in their surroundings.</p>	<ul style="list-style-type: none"> • Child reaches toward objects that captures his/her attention. • Child picks up and explores interesting objects but soon drops them and goes on to something else. • Child notices other children at play. • Child watches a ball as it rolls away, but loses interest when it rolls out of view. 	<ul style="list-style-type: none"> • Include objects and experiences that stimulate the child's senses such as walks outdoors, colorful mobiles and a variety of music. Notice what captures the interest of the child. • Provide opportunities for child to interact with safe toys as long as he/she is interested. Accept their short attention span. • Provide opportunities for child to play near other children. • Encourage child to look for objects that have gone out of site by asking "Where did the ball go?"
<p>Shows growing eagerness and delight in self, others, and in surroundings.</p>	<ul style="list-style-type: none"> • Child delights in building with simple blocks or puzzles. • Child laughs and giggles when trying to catch water draining from a funnel. • Child asks many questions about new experiences they encounter. 	<ul style="list-style-type: none"> • Provide opportunities to experiment with new materials and activities without fear of making mistakes. • Provide safe toys and natural objects such as sand and water for child to manipulate and explore • Encourage the child's natural inclination to ask questions and to wonder. Help him/her refine questions and think of ways he/she might gain answers.
<p>Attends for longer periods of time and shows preference for some activities.</p>	<ul style="list-style-type: none"> • Child sits to listen to short stories being read and requests them often. • Child selects favorite toy from a shelf or storage area and plays with it for 15 minutes or more. • Child shows growing capacity to concentrate on a task despite distractions or interruptions. • Child asks for a favorite toy that he/she cannot find. 	<ul style="list-style-type: none"> • Gradually lengthen time child is expected to remain engaged in activities or experiences; for example read longer stories to expand their attention span. • Rotate toys and books to provide a fresh variety but keep those that the child seems most interested in for longer periods of time. • Store toys, books and playthings in a way that the child can easily find items he/she prefers, such as on a shelf or book display. Display books so the child can see the covers easily.
<p>Is curious about and willing to try new and unfamiliar experiences and activities within their environment.</p>	<ul style="list-style-type: none"> • Child tries to climb on outdoor play equipment that he/she has not tried before. • Child digs in the dirt to find bugs and worms. • Child watches other children at the table eating a food he/she has not eaten and then tastes it for the first time. • Child uses woodworking tools he/she has not used before (with supervision). 	<ul style="list-style-type: none"> • Provide play equipment that safely challenges the child. Encourage him/her to expand skills and abilities and still experience success. • Enable the child to explore safely in nature even if you are not comfortable with natural objects or animals yourself. Learn new things together. • Introduce new foods several times. The child may not eat it the first time, but may be willing try it at a later time. • Offer encouragement that is meaningful and specific to what the child has done, e.g., "You learned how to use a hammer today."

A. Curiosity, Engagement and Persistence (continued)

PERFORMANCE STANDARD: A.EL. 2 ENGAGES IN MEANINGFUL LEARNING THROUGH ATTEMPTING, REPEATING, EXPERIMENTING, REFINING AND ELABORATING ON EXPERIENCES AND ACTIVITIES

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Attempts a new skill when encouraged and supported by a safe and secure environment.</p>	<ul style="list-style-type: none"> • Child reaches for a toy when adult holds it out to him/her. • Child tries to pull self into a standing position when adult holds his/her hands. • Child rolls from back to stomach. • Child takes first steps without holding onto supportive objects. • Child tries to put on own clothes with help from adult. 	<ul style="list-style-type: none"> • Encourage the child to try new skills within the safety of your watchful care. • Offer toys and objects to the child allowing him/her to reach and grasp them in order to strengthen eye-hand coordination. • Hold the child's hands and allow him/her to pull themselves up to standing position in order to strengthen arm and leg muscles. • When child is learning to walk make sure there is enough space in the room so that he/she does not bump into things. If the child falls, do not alarm him/her, but encourage the child to try again. • When dressing the child, allow him/her to help as much as possible.
<p>Attempts a new skill in a variety of environments.</p>	<ul style="list-style-type: none"> • Child balances and walks on a variety of surfaces, such as grass, sand, ramps, steps and play structures. • Child puts on own hat when it is time to leave. • Child explores opening doors, cabinets and drawers. • Child wants to go down the slide repeatedly and may want to climb up the slide instead of using the steps. 	<ul style="list-style-type: none"> • Allow the child to explore many environments, encouraging exploration while keeping a watchful eye. • Although it may seem time-consuming, allow the child to "do it him or herself" before offering to help. • If a child starts to engage in an undesirable or unsafe behavior, gently redirect them to an acceptable activity. • Talk about what the child is doing to enhance his/her learning.
<p>Repeats an action many times to gain confidence and skill.</p>	<ul style="list-style-type: none"> • Child puts the same puzzle together repeatedly. • Child asks for the same story to be read over and over again. • Child continues to do somersaults, even though the child may fall over sideways and bump into things. 	<ul style="list-style-type: none"> • When the child completes a task, ask if he/she would like to do it again? This encourages the child to keep practicing. • Be patient with repeated requests for the same story. The child is becoming familiar with the words and sequence of events and may soon be able to "Read it him/herself" from memory. • Support the child's desire to practice a skill he/she is trying to perfect.
<p>Experiments and practices to expand skill level.</p>	<ul style="list-style-type: none"> • Child begins to do a somersault in a kneeling position and then expands to beginning the somersault from a standing position. • Child paints with a paint brush and then asks adult, "Can I use this sponge to paint a picture?" • After learning how to introduce himself, e.g., "My name is Bill." The child introduces his sister to another friend saying, "This is my sister, her name is Anna." 	<ul style="list-style-type: none"> • Provide materials and equipment so that the child can experiment with new approaches to accomplish a task that the child has learned previously. • Encourage the child to practice and expand a skill by asking about his/her ideas to complete the task. • Praise child for trying something new. • Talk to child while you are trying new ways of cooking, doing activities or engaging in other routines. Share stories with child about experiences you had trying something new.
<p>Refines skills that have been successfully accomplished.</p>	<ul style="list-style-type: none"> • Child uses new tools to build a sand castle. • Child uses a variety of strategies to get the basketball into the hoop. • Child draws pictures of himself/herself with more attention to detail. • Child builds a block structure with more intricate design. 	<ul style="list-style-type: none"> • Model exploration and use of a variety of familiar and new learning materials and activities. • Encourage child to try new approaches to solving problems. Invite the child to think of multiple solutions. Talk about how it is okay to make mistakes and then keep trying. • Acknowledge child's efforts to expand on previous skills, "Wow, I see you have added earrings, glasses and eyelashes to your drawing!" • Reinforce child's efforts by taking photographs of his/her and his/her projects and displaying them for the child to comment on and admire.

A. Curiosity, Engagement and Persistence (continued)

PERFORMANCE STANDARD: A.EL. 3 EXHIBITS PERSISTENCE AND FLEXIBILITY

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Attends to sights and sounds and persists with (continues in) activity only when supported by adult interaction.</p>	<ul style="list-style-type: none"> • Child continues to play with a ball when the adult rolls it back and forth to him laughing and talking about the ball. • Child concentrates on stacking blocks if the adult helps rebuild the stack when it gets knocked over. 	<ul style="list-style-type: none"> • Encourage child's attention and persistence at tasks by interacting and talking with the child about what he/she is doing. • Respond to child's request for help promptly without being intrusive. • When a child quits or gives up too easily, gently encourage his/her saying "Try one more time."
<p>Focuses on activity but may be easily distracted.</p>	<ul style="list-style-type: none"> • Child continues to roll and retrieve a ball for several minutes with adult nearby until the ball rolls under a shelf and the child cannot find it. The child then abandons the ball and looks for another toy. • Child stacks blocks and knocks them down with adult nearby. After knocking the stack down and briefly trying to restack the blocks, may become frustrated. • Child starts to pick up toys that he/she was playing with but gets re-engaged and starts to play with them again. 	<ul style="list-style-type: none"> • Acknowledge the child's persistence and help him/her to maintain attention with comments such as "WOW, look how tall you can stack those blocks!" Let's try again." • Make frequent comments about the child's efforts such as "You're almost finished. You worked very hard at stacking those blocks." • Understand that in order for the child to learn he/she will knock down block structures, drop things to watch them fall and experiment with how things work. Use these opportunities as teachable moments instead of sources of conflict.
<p>Persists with activity independently until goal is reached.</p>	<ul style="list-style-type: none"> • Child continues to roll a ball attempting to knock down cones until all cones are down and then sets them up and tries again. • Child builds a block structure and rebuilds it after another child accidentally knocks it over. • Child asks if he/she can keep his/her picture and continue to work on it later. 	<ul style="list-style-type: none"> • Provide places and times where child can play or work without interruption. • Reinforce child's persistence by acknowledging his/her behavior such as taking photos of the child's block structure and posting it so the child can see it often. • Provide a safe place for child to store projects that he/she has not finished and wants to keep working on.
<p>Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps.</p>	<ul style="list-style-type: none"> • Child engages in a game of "bowling" with another child; setting up pins and rolling the ball to knock them down. • Child is able to put unfinished work away temporarily and come back to complete it later. • Child has an idea, may ask an adult to help him/her think it through and then carries out the project, adjusting for availability of materials, space or time (block structure, art project, garden planting, simple cooking project). 	<ul style="list-style-type: none"> • Encourage goal setting by asking the child what he/she plans to do. • If the child changes plans, acknowledge the change with comments such as "I see you decided to try something different." • Review with the child what he/she has done during the day and ask the child to think about what he/she would like to do the next day.

B. Creativity and Imagination

PERFORMANCE STANDARD: B. EL. 1 ENGAGES IN IMAGINATIVE PLAY AND INVENTIVE THINKING THROUGH INTERACTIONS WITH PEOPLE, MATERIALS AND THE ENVIRONMENT

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Watches and imitates the actions of others.</p>	<ul style="list-style-type: none"> • Child imitates facial expression of adults. • Child smiles when adult smiles at them. • Child imitates giggling when another child giggles. • Child engages adult by playing peek-a-boo. May imitate adult covering eyes or holding up a blanket. 	<ul style="list-style-type: none"> • Smile, talk, and laugh with young children often—even the youngest baby. Even if not talking directly to the child, talk about the task or activity you are engaged in at the moment. This will enhance the child’s language and thinking skills. • Hide your face behind your hands or an object such as a book to play peek-a-boo with the child. A small stuffed animal—such as a bunny—can also play peek-a-boo and might capture the child’s attention. • Talk to the child with a fun hand puppet. Use a “silly” voice for the puppet.
<p>Uses objects in pretend play as they are used in real life and gradually begins to substitute one object for another in pretend play.</p>	<ul style="list-style-type: none"> • Child pretends to cook by stirring a spoon in a pan. • Child rolls a round object across the floor to see if it will roll like a ball. • Child holds the toy telephone receiver up to his/her ear with one hand and pokes at the number buttons with the other hand. 	<ul style="list-style-type: none"> • Give young children real and pretend toys that are part of everyday life such as pots and pans, spoons, bowls, or old phones. (Note: Do NOT allow children to play with old cell phones or hand held phones containing batteries for safety reasons.) • Place unbreakable mirrors low on the wall near the child’s play area. Make silly faces or pretend animal noises together in front of the mirror. • Select toys and materials that could be used in a variety of ways (sometimes referred to as “open-ended” toys) in which the child’s imagination will be engaged. For example: cardboard boxes, drawing/painting materials, and old dress-up clothes. Complex toys (that are often expensive) usually are not as engaging to the child as the box they came in!
<p>Recreates and acts out real-life and fantasy experiences in pretend play.</p>	<ul style="list-style-type: none"> • Child puts a bib on the doll as he/she feeds it from a dish, take the bib off, and then put the doll to bed. • Child acts out a visit to the doctor by giving a “shot” to the stuffed animals and then comforting them after the shot. • Child explores being a mommy or daddy as he/she feeds the doll and puts it to bed. • Child makes play dough “cookies” on a plate and offers them to adults or friends to “eat”. 	<ul style="list-style-type: none"> • Read books with child and act out some of things that happened in the book such as pretending to be an animal or character (e.g., huff and puff like the wolf in <i>The Three Little Pigs</i>). • Have a box of real clothes for the child to “pretend” with. • Play house, cook “pretend” dinner, have a tea party, etc. along with child. Engage the child’s imaginative thinking and have fun together. • Take child (even young children) to events such as community children’s theatre performances, story hour at the library or local coffee shop, high school theatre or musical performances, etc.
<p>Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy.</p>	<ul style="list-style-type: none"> • Child dresses in make-believe clothes and acts out the part dressed for such as mommy/daddy, singer on a stage, firefighter, etc. • Child “plays school” by pretending to read a book to others or does “homework” next to siblings doing real homework. • Child creates and tells made-up and/or silly stories. • Child plans and acts out a tea party with stuffed animals and talks about how the animals cannot really drink the tea because they are not alive. 	<ul style="list-style-type: none"> • Brainstorm ideas, such as “What would happen if…” “What else do you need to know?” • Give space and time for children to explore their interests in depth. If a child has a superior knowledge of outer space, encourage him/her to represent his learning by constructing a space ship out of cardboard boxes with many realistic details involving windows, gears, and dials. • Expose child to lots of new and different places and experiences such as the fire station, hospitals, airports, a Native American Pow Wow, museums, theatrical performances, etc.

B. Creativity and Imagination (continued)

PERFORMANCE STANDARD: B. EL. 2 EXPRESSES SELF CREATIVELY THROUGH MUSIC, MOVEMENT AND ART

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Attends to or responds to movement, music and visual stimuli.</p>	<ul style="list-style-type: none"> • Child shows expression of joy when gazing at familiar picture. • Child is comforted by the slow rhythm of a lullaby or may be excited by music with a lively beat. • Child sways to music along with adult. • Child shakes the rattle harder and harder, delighting in the louder noise. 	<ul style="list-style-type: none"> • Play soothing lullaby music at nap time or bedtime for child to listen to when going to sleep. • Play a variety of music (classical, jazz, rock, etc.) for child to listen to in the everyday environment. Sing and dance together with the child—helping him/her to sway or feel the beat of the music. • Provide pictures at the child's eye level for him/her to see. Pictures can be placed next to the diaper changing area or next to a high chair or on the wall next to the child's play area.
<p>Shows a preference towards certain types of movement, music, and visual stimuli.</p>	<ul style="list-style-type: none"> • Child attempts hand movements to finger plays and simple songs. • Child claps their hands to start a game of patty-cake. • Child prefers books with bright colors of people, animals and familiar objects. • Child becomes calm and listens intently to a favorite tune. • Child recognizes a favorite tune on the radio or stereo and dances along. 	<ul style="list-style-type: none"> • Sing simple songs and finger play with the child helping him/her to follow along by gently moving their hands along with yours. • Provide simple noisemakers or instruments and "make music" together by tapping to a beat. Encourage child to make a louder or softer noise to help him/her discriminate between sounds. Note—rice or macaroni in a plastic bottle that is securely sealed makes a simple noisemaker. • Provide books with bright colors, faces of people, animals and familiar objects in the child's world. Read books together every day. • Give the child old silky scarves to dance with to music. Dance along with the child. • Provide simple drawing materials such as large crayons or markers and encourage experimenting with these materials. (Non-toxic and washable materials are recommended.)
<p>Explores the process of using a variety of artistic materials, music and movement.</p>	<ul style="list-style-type: none"> • Child uses crayons, paintbrushes, markers, chalk, etc to mix colors and draw simple pictures. • Child explores a variety of materials such as glue, colored rice, macaroni, glitter, cotton balls, etc. to create pictures. • Child follows a rhythm and beat in music with a simple musical instrument such as a shaker, drum or triangle. • Child participates in musical games such as the <i>Hokey Pokey</i>. 	<ul style="list-style-type: none"> • Provide a larger variety of drawing materials for child to experiment with. Add things such as colored pencils, chalk, or watercolor paints. Provide a variety of materials to draw or paint on such as large freezer wrap paper, old paper bags, old magazines or catalogs, sidewalks, etc. • Help child learn to use glue and provide lots of various materials for the child to "create". Items found in nature (acorns, feathers, leaves, sand, etc.) are particularly appealing to young children to use for creative projects. • Play and sing simple songs and finger plays together (<i>Itsy Bitsy Spider</i>, Nursery Rhymes, or a favorite song on the radio). This is especially fun and helpful during long car rides. • If child is in a school or childcare setting make a recording of favorite songs to sing and dance to at home.
<p>Expresses self (ideas, feelings and thoughts) through a variety of artistic media, music and movement.</p>	<ul style="list-style-type: none"> • Child tries new ideas with play dough, such as using toothpicks as candles for a birthday cake. • Child expresses through movement and dancing what is felt and heard in various musical tempos and styles. • Child progresses in abilities to create drawings, paintings, models and other art creations that are more detailed, creative, or realistic. • Child participates in musical performances with others that include singing, dancing or the use of simple instruments. 	<ul style="list-style-type: none"> • Have a variety of art materials available all the time for the child to "create" with. Let child experiment with the materials in any way he/she likes to. Encourage creative expression. (Remember to have a smock or old shirt for the child to help with those "messy" projects.) • Talk to the child about his/her creations. Ask questions such as, "Tell me about your pictures," or "Tell me what's happening in this picture". • Take child to musical performances (ballet or musicals as well as children's performances) at so that he/she is exposed to a variety of musical forms. Comment about how the music makes you feel so that the child begins to associate different feelings with different types of music. • Take child to art museums and use the names of famous artists and talk about their style or how they created their work. Having similar materials available for the child to experiment with can extend this. (An example is providing watercolors after studying Georgia O'Keeffe artwork).

C. Diversity in Learning

PERFORMANCE STANDARD: C. EL.1 EXPERIENCES A VARIETY OF ROUTINES, PRACTICES AND LANGUAGES

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Depends on adults to communicate about their routines, cultural preferences and learning styles.</p>	<ul style="list-style-type: none"> • Child may be fussy when a routine they have come to expect does not happen in all settings. • Child may become confused when caretakers have different practices in child rearing and varying expectations for child. • Child imitates and repeats the language most commonly heard in their family. (This may be a specific dialect or a blend of languages.) • Child may begin to learn to use simple sign language for “more”, “stop” and “sleep”. 	<ul style="list-style-type: none"> • Learn about child development so that unrealistic expectations are not placed on the child. • The caregivers of the child need to communicate frequently about routines and understand the importance of consistency for the child. • Take time to understand various perspectives on child rearing and how these practices may influence how a child is raised. • Use simple sign language for child to signal common activities and help children who do not speak the primary language. • Explore a variety of ways to communicate between caregivers.
<p>Starts to notice differences in routines, practices and languages.</p>	<ul style="list-style-type: none"> • Child will become fussy if he/she does not have favorite blanket when it is nap-time. • Child will not play in the sandbox because he/she is afraid to get clothes dirty. • Child may eat certain foods with fingers instead of using a utensil. • Child notices that someone is using a cane and wants to touch it. • Child hears someone using another language and tries to imitate it. 	<ul style="list-style-type: none"> • Acknowledge the importance of routines for the child and honor their need for consistency and comfort. • Take time to understand the reasons for the action of a child and whether it might be the result of their biology or culture. • Be open to various ways of doing things based on biology, culture or family history. • Help child understand differences by commenting “we are all different, some of us need canes to walk, some can’t walk and need wheelchairs and some can walk by themselves”. • Incorporate opportunities for the child to experience other languages through music, stories, and interactions with persons from various cultures.
<p>Asks questions of adults about the differences between various routines, practices and languages in a variety of settings.</p>	<ul style="list-style-type: none"> • Child wants to know why they need to take a nap when a friend does not. • Child asks why his/her hair is not braided like other children. • Child tries a new food and wants to know where and how the food is grown. • Child asks why someone needs to wear a hearing aid. • Child asks what a word means in another language. 	<ul style="list-style-type: none"> • Talk to the child about how we are all different: some people need more sleep than others or some need hearing aids to hear. Engage the child to talk about how he/she is special and unique. • Read books about a variety of cultures, geographical locations and differences. • Honor the language of the child and access resources to enhance learning in his/her primary language as well as other languages.

C. Diversity in Learning (continued)

PERFORMANCE STANDARD: C.EL. 2 LEARNS WITHIN THE CONTEXT OF HIS/HER FAMILY AND CULTURE

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Reflects their family, culture and community when engaged in play and learning.	<ul style="list-style-type: none"> • Child plays with items that are familiar and similar to toys he/she is exposed to in their most common setting. • Child may imitate the mannerisms and behaviors of his/her family members. • Child has certain expectations of adults based upon his/her primary relationships. 	<ul style="list-style-type: none"> • Recognize that a child learns from nurturing interactions with adults with or without materials. • Allow child to display individuality, while teaching him/her about socially appropriate behaviors. • Parents, grandparents, caregivers and all adults in the lives of the child will benefit from learning about child development and appropriate expectations.
Starts to notice that other children and families do things differently.	<ul style="list-style-type: none"> • Child wants to use chopsticks to eat rice when they see a friend doing so. • Child asks questions while listening to a story about hats from different cultures. • Child wants to know why someone is wearing clothes that are different than what he/she wears. 	<ul style="list-style-type: none"> • Encourage child to try new experiences and then ask them how it felt to try something different. • Answer the child's questions in a matter-of-fact way, indicating that the world is full of interesting ways to do things. • Read a variety of books about the child's culture as well as other topics that interest them.
Understands and accepts diversity in other children and families.	<ul style="list-style-type: none"> • Child requests song of a particular style or ethnic culture. • Child requests a food prepared the way another family prepares it. • Child talks positively about diverse experiences. • Child seeks recognition for his/her individuality and uniqueness. 	<ul style="list-style-type: none"> • Keep a variety of music available to respond to child's requests. • Share recipes for favorite foods and try different foods with the child. • Model acceptance and tolerance for diversity in your words and actions. • Reinforce the child for positive comments and experiences when engaged in diverse learning opportunities.

C. Diversity in Learning (continued)

PERFORMANCE STANDARD: C.EL. 3 USES VARIOUS STYLES OF LEARNING SUCH AS VISUAL/SPATIAL, VERBAL/LINGUISTIC, BODILY/KINESTHETIC, INTERPERSONAL AND INTRAPERSONAL.

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Tends to have a preferred learning style.	<ul style="list-style-type: none"> • Child watches how a task is performed before attempting the task himself/herself (visual/spatial). • Child listens for clues to understand how to proceed (verbal/linguistic). • Child learns best when he/she is able to move about (bodily/kinesthetic). • Child prefers to learn new skills when by himself/herself (intrapersonal). • Child learns new skills more quickly when interacting with others (interpersonal). 	<ul style="list-style-type: none"> • Visually demonstrate the appropriate way to use toys and games. • Use language and stories to describe how an activity is done. • Allow child to move around when exploring a new activity. • Permit child to explore new materials independently. • Introduce some activities in small group settings with one or two other children present.
Explores other learning styles when introduced by an adult or peer.	<ul style="list-style-type: none"> • Child follows another child's example of how to dance which is not his/her usual preference. • Child who usually plays alone joins in a small group activity when invited by another child or adult. • Child tries to tie his/her shoe in a different way after watching another child. 	<ul style="list-style-type: none"> • When introducing a new skill or material, use a variety of approaches. • Be aware of your learning style and how that might influence how you interact with a child. • Invite a child who usually learns best independently to join a small group. Start by involving only one other child, then later expand the size of the group when the child is comfortable.
Uses a variety of learning styles to meet their needs or achieve their goals.	<ul style="list-style-type: none"> • Child who does not usually engage in physical activities joins a new game of tag when invited by a friend. • Child who usually prefers verbal directions, uses a picture diagram to complete a task. • Child who is usually not comfortable handling sticky materials, uses "goop" to complete an art project. 	<ul style="list-style-type: none"> • Provide multiple opportunities to learn using different learning styles. • Encourage child to demonstrate what he/she is learning in a variety of ways. • Encourage child to learn from others and support his/her efforts to share ideas and different approaches to learning. When looking at how a task can be accomplished discuss a variety of approaches. • Provide directions in a variety of formats such as verbal, written, diagrams, and modeling.



Wisconsin Model Early Learning Standards
Section Five

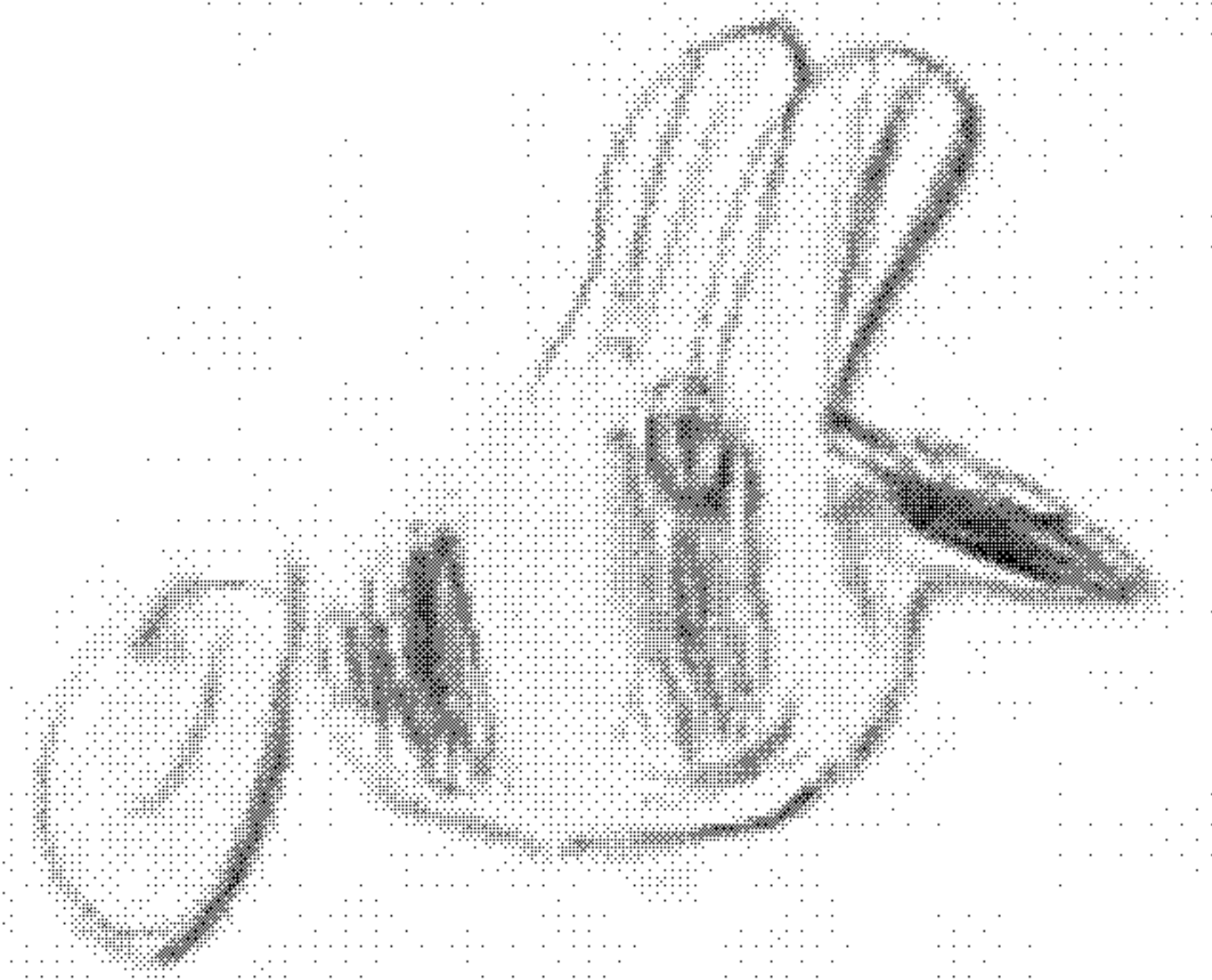
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V. COGNITION AND GENERAL KNOWLEDGE

This domain recognizes children’s search for meaning as the basis for intellectual development. The components focus on children’s curiosity about the world and their developing ability to acquire, organize, and use information in increasingly complex ways to satisfy that curiosity. Children are engaged in and appreciate the arts as an organizing framework for expressing ideas and feelings. Primary components include mathematics and logical thinking, scientific thinking and problem-solving.

Rationale

Children acquire knowledge by linking prior experiences to new learning situations. As a child applies and extends prior knowledge to new experiences, he or she refines concepts or forms new ones. Cognition is a fluid process by which children use thinking skills to conceptually develop a construct of the world, thus enabling active learning. General knowledge is a product of cognition, which expands and grows through learning and self-expression.



A. EXPLORATION, DISCOVERY, AND PROBLEM SOLVING

Developmental Expectation

Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- A. EL. 1 Uses multi-sensory abilities to process information.
- A. EL. 2 Understands new meanings as memory increases.
- A. EL. 3 Applies problem solving skills.

Program Standard

Early care and education programs in Wisconsin will provide a supportive context and increasingly complex opportunities for children to explore, discover and solve problems.

B. MATHEMATICAL THINKING

Developmental Expectation

Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- B. EL. 1 Demonstrates an understanding of numbers and counting.
- B. EL. 2 Understands number operations and relationships.
- B. EL. 3 Explores, recognizes and describes, shapes and spatial relationships.
- B. EL. 4 Uses the attributes of objects for comparison and patterning.
- B. EL. 5 Understands the concept of measurement.
- B. EL. 6 Collects, describes and records information using all senses.

Program Standard

Early care and education programs in Wisconsin will provide a supportive context and increasingly complex opportunities for children to extend their learning through the use of mathematical and logical thinking processes.

V. COGNITION AND GENERAL KNOWLEDGE (continued)

C. SCIENTIFIC THINKING

Developmental Expectation

Children in Wisconsin will understand and use scientific tools and skills to extend their learning.

Performance Standard

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- C. EL. 1 Uses observation to gather information.
- C. EL. 2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation.
- C. EL. 3 Hypothesizes and makes predictions.
- C. EL. 4 Forms explanations based on trial and error, observations, and explorations.

Program Standard

Early care and education programs in Wisconsin will provide the environment, context, and increasingly complex opportunities for children to extend their learning through the use of scientific reasoning.

Important Reminders

The Wisconsin Model Early Learning Standards recognize that children are individuals who develop at individual rates. While they develop in generally similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. The Wisconsin Model Early Learning Standards reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children.

The Wisconsin Model Early Learning Standards developmental continuum and sample behaviors ARE NOT intended to be used as age markers, a prescriptive listing of development with every first item in a continuum starting at birth, nor as a comprehensive or exhaustive set of sample behaviors of children and sample strategies for adults.

A. Exploration, Discovery and Problem Solving

PERFORMANCE STANDARD: A.EL. 1 USES MULTI-SENSORY ABILITIES TO PROCESS INFORMATION

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses senses to explore the environment.</p>	<ul style="list-style-type: none"> • Child responds to too much stimulation (touch, sounds, light, and voices) by looking away, crying, yawning, or sleeping. • Child follows objects and people with eyes. May prefer shiny objects and faces especially eyes and mouth. • Child looks at hands or plays with feet while lying in the crib or on the floor. • Child turns head toward familiar (caregiver or family members) voices. • Child explores objects using hands, mouth and tongue. 	<ul style="list-style-type: none"> • Talk and sing to the child while holding, changing diapers, bathing, and when working or moving any where near the child. • Provide a variety of interesting objects and toys that make noise, e.g., rattle, crinkly material, music box, squeeze toys. • Provide stuffed animals, doll with happy face, and toy with a smiling person face. • Place a safe interesting mobile on the child's crib.
<p>Uses senses to explore and experiment with new materials.</p>	<ul style="list-style-type: none"> • Child laughs while splashing and playing with water and water toys during bath time. • Child experiments with tastes of new foods and decides likes and dislikes • Child engages in poking, dropping, pushing, pulling and squeezing objects to see what will happen. • Child explores and experiments with modeling clay, shaving cream and other materials such as sand, dirt and water. 	<ul style="list-style-type: none"> • Provide the child with water toys during bath time. • Introduce new foods to determine which foods the child likes and dislikes. A doctor or pediatrician will tell the adult when to introduce certain types of foods. • Provide the child with safe toys and objects that he/ she can chew, push, pull, squeeze, and roll. Provide the child with toys that make sounds when the child pushes on or moves certain parts of the toy. • Provide safe ways for the child to try something new, e.g., painting with fingers, hands or wooden sticks. Using plastic gloves to work with shaving cream. Plastic cooking cutters to use when playing with modeling clay.
<p>Uses senses and a variety of strategies to investigate information.</p>	<ul style="list-style-type: none"> • Child uses cups, spoons, hands and other tools to dig in dirt, sand, and rice table to find out "What's in here?" and to hide objects. • Child inspects all moving parts of toys such as the wheels, doors and other small moving parts. • Child smells odor from another room and asks, "Who made popcorn?" 	<ul style="list-style-type: none"> • Fill a large tub with rice and give the child toys, kitchen items and other small safe items to play with in the "rice tub." • Bring toys and objects to play with in the sand at the beach. • Call attention to and talk with the child about smells outside and inside the house. "What do you smell?" • Help the child to compare and contrast by going on "hunts" around the room for something that looks, sounds, feels, or smells the same.
<p>Uses senses to generalize and apply prior learning.</p>	<ul style="list-style-type: none"> • Child uses a variety of ways to use crayons, markers, scissors and paper to create "works of art." • Child uses tools to take things apart and attempts to put them back together the same way or invent new structures using the parts. • Child compares smells saying "That smells good like my mother's perfume." Or "That smells yucky like my grandpa's barnyard." • Child has preferences for sounds and music and asks adult "Will you play guitar music?" "I don't like loud drum music." 	<ul style="list-style-type: none"> • Provide the child a place to "work" with a variety of materials and let him/her create own art work, take apart real objects (safe objects) such as toaster and clock and put them back together. Allow the child to create with natural materials, e.g., sand, grass clippings, rocks, water etc. in a safe place outside of the house. • Provide experiences that require the child to use multiple senses, e.g., cooking to experience seeing changes and smelling and tasting the results. • Have child close his/her eyes. Have several different items such as fruits and ask the child "What does this smell like?" Use two different fruits and say, "Does this one smell like this one?" • Provide child with toys and instruments that make music. Provide variety of musical experiences in which the child can participate by singing, playing, listening, and dancing. Select music from many cultures.

A. Exploration, Discovery and Problem Solving (continued)

PERFORMANCE STANDARD: A.EL. 2 UNDERSTANDS NEW MEANINGS AS MEMORY INCREASES

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Observes and imitates sounds and movements.</p>	<ul style="list-style-type: none"> • Child imitates waving bye-bye and playing peek-a-boo. • Child picks up telephone and places it next to ear and starts to “babble/talk.” • Child pushes chair up to computer and pushes at the keys to “work” with adult. • Child points to some body parts when asked, “Show me your head (nose, eyes, tummy, feet).” 	<ul style="list-style-type: none"> • Wave bye-bye to your child as you say “bye-bye” when you or other people are leaving. • Play simple peek-a-boo game by putting a very small blanket over the child’s head, pulling it off and saying “Peek-a-boo, Timmy” “Where’s Timmy?” Child puts small blanket over his/her own head and waits for adult to say “Peek-a-boo.” • Encourage child’s play and “babble/talk” as they make-believe with objects such as a phone by saying “Hello Jose, this is mom,” etc.
<p>Understands that objects and people continue to exist when they are removed from the child’s immediate environment. (Object Permanence).</p>	<ul style="list-style-type: none"> • Child hides a toy car and later remembers and looks in the same location for the toy car. • When the child sees his/her “blankie” under one bucket and then under another bucket, the child watches and can correctly locate the “blankie” in the second hiding place. • When playing hide and seek with an adult the child can find the adult in the same hiding place used previously by the adult. • When asked, “Where’s your coat?” the child looks for the coat. 	<ul style="list-style-type: none"> • Play a game showing the child an object and then slowly removing it from the child’s view. See if the child will look for the object and then play the same game by hiding the object himself/herself and then find it again. • As the child watches, hide a favorite object or toy under one bucket and then under another bucket. After watching, the child will correctly locate the object or toy in the last hiding place. • Play hide-and-seek with your child. Watch and observe the child finding you in the same place you hid the last time.
<p>Remembers and recalls events.</p>	<ul style="list-style-type: none"> • After reading a book with an adult, child can tell what happened in the story. • After watching adult make cookies, child wants to roll the cookies and pat them in the pan. • After seeing an adult stack boxes, the child plays independently nesting and/or stacking toys as previously seen done. • Child sings parts of a song, rhyme or finger play heard earlier said or sung by an adult. 	<ul style="list-style-type: none"> • Adult tells a story and asks the child “What happened first and then what happened next?” • Child makes cookies with adult. When another adult comes into the room, child is asked “Can you tell _____, how we made cookies?” • Provide lots of opportunities for conversation and for children to hear and use language in its many uses and forms, e.g., poems, nursery rhymes, recordings, games, stories.
<p>Recognizes functional uses of items in the environment.</p>	<ul style="list-style-type: none"> • Child pretends to feed the doll with a dish and spoon and covers the doll with a blanket when putting the doll to bed. • Child uses the small shovel found in the garage to dig in the dirt. The child asks for help to put water in a watering can so that he/she can water the plants outside. • When adult says “It is time to clean the carpet” child goes to the closet to get the vacuum cleaner. 	<ul style="list-style-type: none"> • Using everyday household items, play and pretend with your child. • Name the items you are using and talk to your child about the items. When appropriate and safe, show your child how to use the item. • Both inside and outside of the house, provide the child with “child size” tools so that they can do the same thing the adult is doing with a larger tool.

A. Exploration, Discovery and Problem Solving (continued)

PERFORMANCE STANDARD: A.EL. 2 UNDERSTANDS NEW MEANINGS AS MEMORY INCREASES (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking).	<ul style="list-style-type: none"> • Child takes on pretend roles such as being the “dad, mom or teacher” as he/she plays with two other children. • Child uses objects and other materials to “make believe.” • Child makes and interprets what he/she creates, e.g., uses blocks to build a building and says, “This is the king’s castle. I want to tell you a story about the king.” 	<ul style="list-style-type: none"> • Allow large amounts of time for independent child directed activities. Offer a wide range of learning experiences and materials. • Ask child to tell you about his/her very creative drawing. While the child is telling you the story, ask the child if he/she would like you to write the story on his/her paper. • Participate in “make believe and pretend” play with the child and other children.
Generates a rule, strategy, or idea from a previous learning experience and applies to a new context.	<ul style="list-style-type: none"> • Child explains to family members about fire safety learned at school. The child asks, “How do we get out of the house if we have a fire (at home)?” • In the house area the child says “We all need to be sitting at the table before we can start to eat.” (rule at home) • Child says to little brother at home, “My teacher says we always need to say ‘Thank You’ when someone does something nice for you.” • Child enjoys playing games that have simple rules such as <i>Candy Land</i> and <i>Go Fish</i>. 	<ul style="list-style-type: none"> • When child talks about rules at school, have a conversation with the child about why the rule is important for the child and other children. • Provide predictable routines and simple rules for the child during bath time, bed time, dinner time, play time, e.g., sitting at the table to eat a meal, picking up toys when finished playing with them, reading a book before bedtime, etc. The child will learn that “This is the way we do it at our house.” • Provide board games such as <i>Candy Land</i> and <i>Color Bingo</i>. Provide card games such as <i>Go Fish</i> and <i>Old Maid</i>. Remind child if he/she forgets a part of the game rules.

A. *Exploration, Discovery and Problem Solving (continued)*

PERFORMANCE STANDARD: A.EL. 3 APPLIES PROBLEM SOLVING SKILLS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Demonstrates awareness of a problem.	<ul style="list-style-type: none"> • Child indicates hunger or pain with different cries. • Child kicks foot when it becomes stuck in blanket. • Child grunts when toy rolls out of reach. 	<ul style="list-style-type: none"> • Become aware of and sensitive to the various cries of the child. React and respond to the child's cries for hunger or pain. • When the adult can see that the child is struggling, rearrange the environment or material and/or remove the child from the situation or problem. • If the child is unable to get the toy he/she wants, get it for him/her and give it him/her.
Uses an object or part of an object to obtain another object and moves around large objects.	<ul style="list-style-type: none"> • Child uses a stick to get a ball that rolled under the couch. • Child pulls the cord on the telephone to obtain the telephone. • Child climbs on a stool to get something he/she wants. • Child pushes cart around furniture or obstacles. • Child pushes a chair out of the way to get what he/she needs. • Child will go around a person, chair or table to get to a desired toy or object. 	<ul style="list-style-type: none"> • Play a game by placing a desired object out of reach but visible to the child. Provide the child with a small safe stool, a stick from a drum set or other objects that he/she can use to reach other desired objects. • Provide the child with push toys for both inside and outside. • Play games with the child such as putting your body in front of something the child would like to have access to and watch how the child will try to find a way to get around your body.
Asks questions, seeks information and tests out possibilities.	<ul style="list-style-type: none"> • Child asks the question, "Will the new rabbit cage be big enough for all the new baby bunnies?" • Child says to adult, "Will this little rock grow into a big rock?" Adult says, "How can we find out if the rock will grow?" • Child shows adult a game and asks, "Do I have enough birthday money to buy this game?" Adult says, "How will we find out." 	<ul style="list-style-type: none"> • Encourage child to try new things and solve problems creatively. Respond positively to mistakes or errors. • Introduce everyday household materials and toys that can be used in more than one way. • Encourage the child to ask questions and to wonder. Help him/her refine questions and think of ways he/she might get answers. • When the child asks if the cage will be big enough for all the new rabbits say to the child, "Do you think it will be big enough?" "How can we find out if it is big enough?" "What can we do if the cage is not big enough?" • Use children's books as resources to find the answers to the child's questions, e.g., "Will little rocks grow into big rocks?"
Determines and evaluates solutions.	<ul style="list-style-type: none"> • Given a chair that would fit a doll, child or an adult, the adult asks, "Could I sit in this doll chair," and the child says, "No, you need to sit in this big chair." • The adult asks the child, "Can we use this water to glue these two pieces of paper together?" The child says, "No, water isn't sticky." • When cleaning up blocks the child says "We can't put the blocks in this can, because the blocks are too big." • Talk to your child about situations and ask 	<p>questions that will cause the child to think about the situation, evaluate the situation, try-out some solutions and tell you what worked and why.</p> <ul style="list-style-type: none"> • Ask your child questions, e.g., "What do you think Mary? Should we try using this bag (large) or this bag (small) to put the toys in?" • Ask the child "What can you try?" when the child asks for help, e.g., the paint jar has dry paint in it and the paint will not work for painting a picture.

A. Exploration, Discovery and Problem Solving (continued)

PERFORMANCE STANDARD: A.EL. 3 APPLIES PROBLEM SOLVING SKILLS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Makes statements and appropriately answers questions that require reasoning about objects, situations, or people.</p>	<ul style="list-style-type: none"> • Child says, "She is sad." The adult asks, "How do you know the girl is sad." The Child answers, "She is crying." • Child pushes the train around the track. When the child notices the track is broken, the child says, "Uh-oh, the train is going to fall off the track." • The adult points to the doghouse and asks, "What would happen if I rolled the ball over there?" The child says, "The dog would chase it and chew it up." 	<ul style="list-style-type: none"> • When reading an exiting book to the child stop and ask. "What do you think will happen next?" • Deliberately interfere with the child's activity, e.g., remove a piece of the track from the train set and see what the child will do to solve the problem. • Engage child in determining solutions to questions or problems, "It is raining and we can't go outside. What could we do instead?"
<p>Uses multiple strategies to solve problems.</p>	<ul style="list-style-type: none"> • Child tries to tie shoe by self. After no success asks another child to help. After no success, asks an adult for assistance. • Child attempts to shovel the snow off the sidewalk, when the child can not make the shovel pick-up the snow, child uses a box to put the snow in and then realizes that the box is too heavy for him/her to carry off the sidewalk and then decides to ask his/her caregiver to use the snow blower to get the snow off the sidewalk. 	<ul style="list-style-type: none"> • Provide materials and activities that are open ended, allowing the child opportunities to experiment and problem-solve to carry them out. Take time with the child after activities to talk about the solutions that the child chooses, how the solutions worked and how other solutions might have worked. • When the child has tried several strategies and nothing is working, provide the child with strategies, e.g., "It really helps when you look for the very first letter of your name to find the paper that belongs to you."

B. Mathematical Thinking

PERFORMANCE STANDARD: B.EL. 1 DEMONSTRATES UNDERSTANDING OF NUMBERS AND COUNTING

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Explores numbers and imitates counting.	<ul style="list-style-type: none"> • Child plays with magnetic numbers on the refrigerator. • Child points to number "2" when reading a picture book with adult. • Child holds up 3 fingers when asked, "How old are you?" • Sings counting songs and participates in counting finger plays. • The adult counts 1, 2, 3 and the child repeats 1, 2, 3. 	<ul style="list-style-type: none"> • Read children's books together about numbers, counting, and other concepts. • Find as many ways as possible to make counting and numbers a part of everyday activities. • When playing with the child, count people, blocks in a tower, and buttons on a jacket. • Sing number songs, say rhymes and finger plays with numbers such as "1, 2, Buckle My Shoe."
Arranges sets of objects in one-to-one correspondence.	<ul style="list-style-type: none"> • Child sets table so that everyone gets 1 plate and 1 napkin. • Child gives each friend 1 cookie. 	<ul style="list-style-type: none"> • Working together, do one-to-one matching with small colored cubes or stringing beads for a necklace. • Set the table with the child, adult puts the plates on the table, child places napkins and forks. • Tell the child to "Give one cookie to each friend."
Can rote count and counts concrete objects to 5 and beyond.	<ul style="list-style-type: none"> • Child counts 5 blocks in the block center. • Child fills in with the next number (4) when counting beads, "1, 2, 3..." • Child counts correctly while pointing to each object saying, "1, 2, 3, 4, and 5..." • Child counts 1, 2, 3, 4, 5 while going up the steps. • When the child sees 5 brown coins says, "There are 5 pennies." 	<ul style="list-style-type: none"> • Teach and sing counting songs, rhymes and chants having the child use flannel board pieces or objects to count, e.g., "1-2-3-4-5, I caught a fish a live." • Play games that ask children to clap and count, stomp and count, e.g., "Simon says, "Clap 4 times, stomp 5 times, etc." • Look at counting books together, asking the child, "count how many" balloons there are on this page." If there are 5 balloons on the page on the left and 6 puppies on the page on the right ask, "Which page has more?"
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	<ul style="list-style-type: none"> • Child sees a 5 on a calendar and says, "That's a 5." • Child counts number of animals on the page of a picture book. • Child puts 5 flannel apples on the flannel tree that has the number 5 written under it. • When playing with rubber number puzzles, the child puts the correct piece with the number on it with the number of dots on the other puzzle piece. 	<ul style="list-style-type: none"> • Display numerals in order in the environment in meaningful ways, e.g., on a calendar on a counting line, on sign-in sheets. • Encourage the child to point to the numbers he/she can count. • Ask the child when counting and ordering objects in everyday activities, "Which is first second, third, etc.?"
Names and writes some numerals.	<ul style="list-style-type: none"> • Child writes "4" and says "I am 4"(years old). • Child makes a 1 through 5 (or 10) number book after visiting an apple orchard, e.g., 1 apple (cut from paper), 2 apple prints, 3 apple seeds glued on, etc. The child writes the number on the page with the representation of that numeral. • Child writes numbers on tags and puts them on items for sale in the pretend "store area." 	<ul style="list-style-type: none"> • Provide the child with different writing materials and number stencils for tracing or number stamps to use for printing. • Make individual number books with stickers, pictures, handprints or collage materials. Make sets and allow child to write the number to represent "how many on each page."

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 1 DEMONSTRATES UNDERSTANDING OF NUMBERS AND COUNTING (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next.</p>	<ul style="list-style-type: none"> • Child counts using objects such as cards, number cubes or dominoes that have familiar dot patterns. • When selecting 10 apples from a bag, the child takes out 6 apples and continues counting 7, 8, 9, and 10. • Child can count 3 sets of 5 bundles of sticks up to 15 (5, 10, 15) and then finishes counting the rest of the sticks by ones 16, 17, 18, 19, 20. • Child says, "I am 5, next year I will be 6." "My sister is 9, next year she will be 10." 	<ul style="list-style-type: none"> • Make use of fingers for counting and encourage the child to do so. • The adult points to each object as he/she counts to model that one number corresponds with each object, e.g., counting pennies, crackers, sticks, cups, glasses, plates. • Assist the child to count money. Count money in his/her piggy bank or play money used to play store. Count out change so that the child becomes familiar with the coins and their amounts. • Provide the child with counting sticks and tell the child to put 1 stick on each number on a number line or calendar. When the child has 10 sticks, put a band around the set of 10. Then start counting from 10 by ones until the child has 10 more sticks and again band them together to show a second set of 10 equaling 20.
<p>Names and can write number symbols 1 through 20 and beyond.</p>	<ul style="list-style-type: none"> • Child can name the numbers on a calendar. • Child points out numbers he/she knows in the: grocery store, shopping in other stores, noticing house numbers, street numbers, or fire numbers. • Child enjoys writing numbers while playing "store." He/she writes the cost of each of the food items and puts the tag on the food or pretends to add the amount of the foods at the cash register. 	<ul style="list-style-type: none"> • Provide number charts or calendars for the child so that he/she can look at the number and copy it. • Point to numbers at the grocery store and say, "See, the bananas cost 27 cents per pound." "The apple costs 35 cents."
<p>May rote count to 100 and may count to 100 by 5's and 10's.</p>	<ul style="list-style-type: none"> • Child tells family member, "I can count to 100, do you want to hear me?" • Child can count by 5's using the numbers chart when 5's are in blue, counts to 100 by saying 5, 10, 15, 20, etc. Child can do the same when counting by 10's when the 10's are in blue on the number chart by saying 10, 20, 30, etc. • Child can count to 100 by 5's and 10's without the use of a number chart. 	<ul style="list-style-type: none"> • Play counting games outdoors. Walk together outside and count as each step is taken. Say, "Let's see if we can count 100 steps?" or "Let's see how many cars (trucks, buses) we can count as we travel in the car." • Say to the child, "Count as far as you can go." • Provide number charts containing 1 through 100.

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 2 UNDERSTANDS NUMBER OPERATIONS AND RELATIONSHIPS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Compares concrete quantities to determine which has more, less or the same.</p>	<ul style="list-style-type: none"> • At snack-time, the child uses number words saying, "I have the same number of pretzels you do," or "Everyone at snack has 2 crackers and 1 cup of juice," or "I have less juice in my cup, because I asked for just a little." • Child says, "I have more modeling clay." • Child equally distributes a set of objects into 2 or more smaller sets, e.g., shares 6 crackers with 3 friends equally. 	<ul style="list-style-type: none"> • When you are playing with the child in the bathtub or working at the water/sand table or cooking, use the words "more, less, same." • Ask child questions about which has more, less, or same. "Is there more milk in this glass or this one?" "Do we have the same number of spoons as bowls?" • Ask comparison questions such as, "Do we have enough chairs for everyone?"
<p>Recognizes that a set of objects remains the same amount if physically rearranged.</p>	<ul style="list-style-type: none"> • Child counts 3 blocks in a vertical line and 3 blocks in a horizontal line and recognizes that each row contains 3 blocks. • Child can group and regroup a given set in the context of daily activities and play, e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green blocks. • Child tells "how many" 3 is when looking at 3 objects in a row, or 3 objects diagonally placed or 3 object in a vertical row. • 5 raisins are in the child's hand and 5 raisins are spread on the table. Child knows that there are the same number of raisins in the hand as the raisins spread out on the table. 	<ul style="list-style-type: none"> • When the child understands number order the child will observe that whether counting a row of 3 cookies from left to right or the 3 cookies are in a different order, the child will know that the amount of cookies is still 3. • Place 5 pennies in a bowl, 5 pennies spread out in a row and 5 pennies close together on the table. Ask the child, "Point to which one has more pennies?" If the child says there are more pennies in the row say, "Let's count the pennies to find out."
<p>Identifies "1 more" and "1 less"</p>	<ul style="list-style-type: none"> • Child counts 2 groups of blocks and determines if 1 group has 1 more or less than the other group. • Child says, "I need 1 more mitten." 	<ul style="list-style-type: none"> • Play finger games of "Which is more and which is less?" Hold up 4 fingers on 1 hand and 3 fingers on the other. Which hand has "1 more?" Or, which hand has "1 less." • When playing with toys or games ask "Who needs 1 more car?" or say, "I have 1 less block than you do" or "I need to move 1 more space on the game board."
<p>Joins (combines) and separates groups of objects.</p>	<ul style="list-style-type: none"> • Child combines 2 sets of 3 objects and says, "Now there are 6." • Child discovers that 7 can be made up of 2 green cubes and 5 orange cubes or 3 orange cubes and 4 green cubes. • When shown a picture with 4 cookies and asked, "If your mom said you could share these cookies with a friend, mark how many cookies you could have." The child puts a mark on 2 cookies and says, "I could have only 2." • Solves single digit addition and subtraction problems verbally, e.g., $5+1=6$ or $5-4=1$. 	<ul style="list-style-type: none"> • Assist the child to put groups together and take groups apart so that he/she begins to understand the concept of addition and subtraction using concrete objects. • Encourage the child to make new arrangements by putting materials together and taking them apart so the arrangement looks different. Use materials such as blocks, paper, boxes, beads, etc. • Place 8 blocks in a group, have the child count them. Say, "If I take 2 of your blocks away, how many will you have left?" Then ask "If I give you 3 more blocks, how many will you have all together?"

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 2 UNDERSTANDS NUMBER OPERATIONS AND RELATIONSHIPS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Recognizes that there are parts that make up a whole and recognizes "less than" a whole.</p>	<ul style="list-style-type: none"> • When having a snack the child says, "This is a little piece of the big apple." • Child picks up a puzzle piece and says, "This piece belongs to the cat puzzle." • When asked, "We have 1 small pizza and 2 people to eat it, what can we do?" The child says, "We can cut it in half." • Child says, "I have half a peanut butter cookie and half a sugar cookie," after breaking the 2 whole cookies in half and sharing 2 halves with a friend. 	<ul style="list-style-type: none"> • Give the child 4 crackers and tell him/her to "Share the crackers with a friend so you both have the same amount of crackers." After the child has shared the crackers say, "You divided the crackers and now you each have 2." • The adult says, "Lisa, can you show us how old your brother is?" Lisa holds up 5 fingers on one hand and 1 on the other hand. Adult says, "Can you think of another way to show 6 with your fingers?" • Provide the child with three-dimensional objects such as balls, toy animals and people that come apart in pieces and can be put back together as a whole.
<p>Estimates and uses words such as more than, less/fewer than, about, near, approximately and in between.</p>	<ul style="list-style-type: none"> • Child says, "I don't think there are enough apples for all the kids." • Child says, "I think there are about a hundred ants in this sand pile." • Adult says, "How many children do you think could fit into the wagon?" Child says, "More than 2." Adult says, "Let's find out." 	<ul style="list-style-type: none"> • Ask the child to tell the adult about how many cups of sand it will take to fill the bucket. • Play games of guessing how many red cars you will see as you drive to a friend's house. • Ask the child questions such as, "Do you think we will have enough crackers for snack?" • During snack, sand or water play, and art activities, encourage the child to "test" his/her estimation to see if it is correct.

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 3 EXPLORES, RECOGNIZES, AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Explores shapes and spatial relationships.	<ul style="list-style-type: none"> • Child puts a small ball in a container. • Child fits some shapes into a ball with corresponding cutout shapes. • Child completes simple puzzles (pieces fit separate spaces). • Child plays inside a cardboard box or a small child's playhouse and brings other objects and materials that fit inside the space. 	<ul style="list-style-type: none"> • Provide simple puzzles and manipulatives that include a variety of shapes and sizes. • Provide simple puzzles with 4 to 6 individual pieces that fit into shapes that match the puzzle pieces. • Provide shape forms and colored rubber bands for the child to explore making shapes and experience spatial relationships. • Provide large boxes (refrigerator, stove boxes), small tents, child playhouse, and other places for the child to explore and play inside.
Recognizes basic shapes.	<ul style="list-style-type: none"> • Child can point to a circle, square, and triangle and put correct shape in matching space. • When shapes are overlapping, the child can find individual shapes of circles, triangles, and squares. • Child makes pictures with magnetic shapes. • Child draws or paints shapes on paper and names the shape. Child says, "This is a heart shape." • Child identifies and names shapes that are unseen enclosed in a "touch box." The child describes the shape by touching and feeling it sand then takes it out to sort it. • Child sorts different triangle and square shapes noticing that, "All triangles have 3 sides and corners, some are tall and thin, some are short and fat," and says, "A rectangle has 2 short sides and 2 long sides." 	<ul style="list-style-type: none"> • Include a variety of geometric shapes throughout the environment, e.g., shape labels on tables and cubbies, shapes on bulletin boards, and shape mobiles. • When riding in the car play <i>I spy</i>, e.g., "Let's spy any squares we see. I spy a square house, square windows, or square signs." Do the same with other shapes like triangles and rectangles. • Play games such as <i>Memory</i> and <i>Shape Bingo</i>. • Provide materials for the child to make shape pictures using shape forms, drawing shapes, painting shapes. • For snack, give the child shape crackers and peanut butter to hold them together. • Provide pre-cut Styrofoam shapes and let the child construct 2- and 3-dimensional structures. Use the shapes for dipping in paint and printing on paper.
Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3; 15 at age 4; 25 at age 5).	<ul style="list-style-type: none"> • Child can put simple puzzles together where each shape goes into one slot, e.g., house shape, ball shape, progressing to more difficult puzzles with interlocking pieces. • When given a puzzle, the child can independently put together correctly a 5-10 piece puzzle increasing to 15-25 piece puzzles. • While putting the puzzle together, the child chooses a puzzle piece and after placing it chooses another explaining, "This piece will fit with these two other pieces." 	<ul style="list-style-type: none"> • Provide a variety of interesting children's puzzles for the child. Provide puzzles that have a large open area where the puzzle pieces "interlock" to fit into the entire space. Children enjoy puzzles with animals, people, cars, buses, trees, flowers, and other pictures of things they know. • Play games with the child. The adult puts in a piece of the puzzle and then the child puts in a piece of the puzzle.

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 4 USES THE ATTRIBUTES OF OBJECTS FOR COMPARISON AND PATTERNING

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Categorizes objects based on physical or functional similarity.	<ul style="list-style-type: none"> • Child calls both roses and petunias “flowers.” • Child identifies adults as “big people.” • Child places all “blue blocks” together in one place. • Child puts all the “big buttons” together saying, “they’re all round.” • Child notices a pattern on another child’s shirt saying, “I have checks (squares) on my shirt too.” • Child arranges leaves, sticks, and stones in separate piles. • Child recognizes that all the tables in the room are “rectangles.” • Child refers to a yellow circle as “the sun” when making a drawing or picture. 	<ul style="list-style-type: none"> • Show the child how to count, group, and order household objects, e.g., plastic spoons and forks, raisins in one bowl, and cheerios in another bowl. • Talk to the child as the adult puts away the dishes after washing them, e.g., the plates go here, the glasses go here, the forks go here, etc. • When walking outside with the child, find sticks, stones, leaves, acorns, pinecones and put them into separate piles or boxes. • Name several objects in the house and say, “Look the table top is a rectangle just like the top of your stool.”
Matches objects.	<ul style="list-style-type: none"> • Child matches colors. Matches red bead to a picture of a red bead. • Child decides (when cleaning up) where the wooden block goes on the shelf by matching the shape of the block to the paper shape on the shelf. • Child says “same” when he/she picks up a car that looks like the car in the book the adult is reading to him/her. 	<ul style="list-style-type: none"> • Play games with the child, e.g., <i>Candy Land</i>, <i>Go Fish</i>, <i>Shape or Color Bingo</i>. • Encourage the child to make-up his/her own matching games, e.g., matching a blue car to a picture of a blue car, one chicken to a picture of a chicken. • Provide pictures of objects on the shelves in the child’s room so that he/she can put toys, clothes, and books in the same place as the picture of the object.
Sorts and/or describes objects by one or more attributes or characteristics.	<ul style="list-style-type: none"> • The child can name and discriminate differences in color and shapes by making a necklace with all yellow beads or sorting the squares from the circles. • Child says, “That’s a big blue circle and this is a little yellow square.” • Child places pennies in one cup and dimes in another cup and says, “These (dimes) are shiny silver and these (pennies) are brown.” • Child sorts buttons, beads, or pegs into egg cartons, with each compartment holding a different color or size. • Child sorts six stones into three buckets by color and next sorts them into three buckets according to size. • Sorts sticks by size, e.g., long or short • Child sorts clothes and describes why the clothing is in a certain pile, e.g., “These are all my socks and these are dad’s socks.” 	<ul style="list-style-type: none"> • Play <i>I spy</i> with the child saying, “I spy something red,” (red door) or “I spy a red ladybug,” then let the child choose what color to spy for next. • Play <i>Color or Shape Bingo</i>. • Ask the child to tell what is the same about each group, as the child sorts the bear counters by color (e.g. red, yellow and blue). • Talk to the child about similarities and differences among objects. Talk about the color, shape, and size differences. • Encourage the child to make up his/her own sorting games for the adult to try. • Play people sorting games, e.g., all boys with tie shoes, or children with brown hair, girls with red clothes. Let the child decide the characteristic to be sorted. • Allow child to sort clothes that come out of the dryer or off the line after being washed and dried.

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 4 USES THE ATTRIBUTES OF OBJECTS FOR COMPARISON AND PATTERNING (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses positional and comparative words to demonstrate understanding direction and location, e.g., on-top, below, bottom, over, under, above, on, and next to.</p>	<ul style="list-style-type: none"> • When observing the shell on the science table, the child describes it as “very big” or standing next to a classmate says, “You’re taller than me.” • When playing games and asked to line up first, middle, or last, the child goes to the specified place in line. • Child uses distance words like near/far, in front, behind, beside, e.g., the child walks over to a friend and asks, “Can I sit beside you?” • On a flannel board, the child places flannel pieces in a variety of positions, e.g., the child places a tree behind the sandbox, a flag next to it. 	<ul style="list-style-type: none"> • Use everyday words to indicate space, location, shape, and size of objects, e.g., as the child works and plays, converse back and forth about the locations of objects saying, “You just went <i>under</i> the bridge,” or ask, “Where will you put the cone shape on your tower?” The child replies, “On top.” • Play games like <i>Simon Says</i> using positional and directional words, e.g., put your hands between your knees, touch the bottom of your foot, or take two steps forward.
<p>Recognizes, duplicates, extends simple patterns and creates original patterns.</p>	<ul style="list-style-type: none"> • Using a peg board or beads for stringing, the child completes a row of pegs alternating orange and blue pegs and makes a necklace by stringing small beads of different shapes, e.g., ball bead, square bead, ball bead, square bead. • Child finds sticks and leaves outside and wants to make a pattern like the adult who has made a pattern of one stick and one leaf, one stick and one leaf, etc. • Child cuts strips to make a paper chain and makes a pattern of green, blue, red, purple then green, blue, red, purple, etc. • When given shape crackers at snack, the child makes a circle, square, circle, square pattern on the table. • Child echo claps a pattern modeled for him/her, two claps and a stomp and then the child creates his/her own pattern (clap, stomp, clap, and stomp). 	<ul style="list-style-type: none"> • Play with the child, making patterns of shape, size, color using kitchen utensils, toys, items of clothing etc. • Provide the child with pegboards and pegs or string and beads of different colors, sizes, and shapes. Play games with the child by starting a pattern and asking the child to continue the pattern. Tell the child to start the pattern and then the adult will finish it. • Create pictures of patterns using different shapes, colors, and sizes and ask the child to duplicate the pattern using real objects or matching pictures. Ask the child to create his/her own pattern. • Provide child with a variety of art materials such as crayons, scissors, chalk, and markers to create patterns inside. Outside, provide large pieces of chalk so that the child can create his/her own patterns for the adult to duplicate on the sidewalk or driveway.
<p>Locates which out of 5 objects does not belong in same class or category.</p>	<ul style="list-style-type: none"> • Child knows that one of the objects is not a food. • Child takes the giraffe out of the bin filled with four farm animals. • When shown a picture of four children and one adult and asked, “Which one is not the same?”, the child points to the adult and tells why the adult is not the same as the four children, e.g., the adult is older or the adult is bigger. 	<ul style="list-style-type: none"> • Sing the song, “One of these things is not like the others, one of these things doesn’t belong. Can you tell which thing is not like the other by the time we finish our song?” • Give the child picture cards of different foods and include some toy pictures, asking “Which of these go in the same group? Which ones don’t belong...and why not?”

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 4 USES THE ATTRIBUTES OF OBJECTS FOR COMPARISON AND PATTERNING (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Matches at least 6 items according to class or category.	<ul style="list-style-type: none"> • When given models of a person, a toy car, and an apple, the child can match 9 assorted pictures as he/she puts them into categories and says, "All of these are people, all of these are toys, and these are all foods." • Child can match all of his/her clothes by color. 	<ul style="list-style-type: none"> • Play games with pictures and objects, e.g., place a picture of food, leaf, person, animal, flower, insect on the table. Ask the child to find more pictures that match the categories and place them under the picture at the top. • Provide the child with 6 empty containers and groups (categories) of little people, little animals, rocks, sticks, etc., and say to the child, "Put all of the things that are the same in one container."
Matches groups having equal numbers of objects up to 10.	<ul style="list-style-type: none"> • When provided number puzzles, the child matches the number to the set of dots. • Child can match all the cards in a card deck with numbers of dots on them, e.g., all cards with 4 dots. • Child says, "I have 10 pennies so I can buy 10 pieces of candy (candy costs 1 cent per piece)." • Child says, "There are enough chairs (5) for each of us (5 children) to have a chair." 	<ul style="list-style-type: none"> • Provide matching games and sorting boxes that show a different number of objects above each slot and have the child match his/her number cards by putting each card in the slot that has the same number of objects. • Use objects inside and outside to make groups of objects, e.g., utensils, buttons, bottle caps, sticks, and stones.

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B. EL. 5 UNDERSTANDS THE CONCEPT OF MEASUREMENT

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Recognizes objects can be measured by height, length, and weight.</p>	<ul style="list-style-type: none"> • The child measures the table, a window, and the height of another child, using small connecting cubes. • When making paper chains at the table, the child says, "Mine is longer than yours," as he/she compares with a friend to see if it is longer. • Child says, "Rocks are heavier," when using the balance scale to weigh rocks and blocks, then tries to balance the rocks with more blocks. 	<ul style="list-style-type: none"> • Put an apple on the balance scale and see how many rocks it takes to balance the apple. • Hang a piece of paper on the wall, have the child stand with his/her back on the paper. Draw a line on the paper to show how tall the child is. • Look for opportunities for the child to make comparisons and measurements during daily activities such as building with blocks, cooking, and walking in the park. • Talk with the child about measurements you are making with tape measures, rulers, and scales.
<p>Determines more, less, many, and few.</p>	<ul style="list-style-type: none"> • Child says, "I put many spoons of sand in this cup," while using a measuring spoon to fill cups at the sand table. • Child asks a friend, "Are there more people that live at your house than at my house?" • Child says, "I have a few gold fish." 	<ul style="list-style-type: none"> • Allow the child to experience cooking in the kitchen with an adult. Talk about measuring quantities while using measuring spoons and cups to measure sugar, flour, salt, oatmeal, rice etc. • As a child works and plays with toys, use words to talk about the child's play, e.g., which has more, less, many, and few.
<p>Compares and orders by size.</p>	<ul style="list-style-type: none"> • Child says, "Daddy is taller than me." • Child stacks nesting rings by size. • Child says, "My ball is bigger than yours." • Child measures the strings to see who has the longest string or compares play dough snakes to see which one is longer. • Child puts five crayons on the table from shortest to longest. 	<ul style="list-style-type: none"> • As the child works and plays inside and outside, use words to talk with the child, such as heavier, lighter; longer, shorter; largest, smallest; wider, narrower; and thinner/thicker.
<p>Categorizes and sequences time intervals and uses language associated with time in everyday situations.</p>	<ul style="list-style-type: none"> • Child says, "In the morning we get up. At night it gets dark." • Child says, "After lunch we go outside." • Child says, "I watch Mickey Mouse on Saturday." 	<ul style="list-style-type: none"> • Everyday talk to your child about time, e.g., "Good morning, it is time to get up." Or "Billy, it is time for lunch." Or, after reading the book Good Night Moon, say, "It is night and it is time for bed." • Point to the calendar and say, "Today is Monday. On Saturday it will be your birthday. Let's count the days until your birthday and put your picture on the day of your birthday."
<p>Identifies coins and understands their value.</p>	<ul style="list-style-type: none"> • Child examines both sides of coins using a magnifying glass. • Child matches and sorts coins by size or denomination. • Child identifies penny and nickel. • Child identifies penny and nickel, recognizing that coins have different values by matching five pennies to one nickel. • Child knows that a nickel is worth more than a penny. • Child uses coins to give change when playing in the play store or play post office. • Child pays for an item at the store by counting his/her money and giving correct amount of change. 	<ul style="list-style-type: none"> • When shopping with the child in a store, show the child the coins and dollars you will be using to pay for an item/s. • Name coins that you are counting out to use in the parking meter. Let the child put coins in the parking meter and talk about how much. • Set up a store or post office and provide the child with play coins or real coins to use in the store or post office. Together build a store or post office, using boxes and other easily accessible objects and materials that are available or are very inexpensive. • With the child, count the money in his/her piggy bank.

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 5 UNDERSTANDS THE CONCEPT OF MEASUREMENT (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Uses tools to explore measuring (non-standard units).</p>	<ul style="list-style-type: none"> • Child pretends to measure the length of a road made of blocks with a tape measure. • Child uses cups, bowls, and spoons to measure in the sand table, e.g., tries to see how many cups of sand fit into the bowl. • Child places objects on each side of a balance scale, manipulating objects to alter the balance and using words such as heavy, light, and equal. • Child measures a piece of carpet using blocks and says, "The carpet is 10 blocks long." Or, builds a road with blocks and says, "The road is 7 blocks long." • Child measures using a string or paper strip to compare the length of two objects. • Child uses teddy bears to measure the side of a table and says, "This is 5 teddy bears long." • Child places objects on each side of the balance scale and says, "This side is more." 	<ul style="list-style-type: none"> • Use non-standard measurement tools such as yarn to "measure" around the giant ball. Then introduce and use more standard kinds of measurement tools, e.g., tape measure, yard stick, ruler. • Model using measuring tools as the child works and plays, e.g., "What can we use to tell how tall that is?" Or, "What could we use to tell how much the watermelon weighs?"
<p>Categorizes, sequences time intervals in everyday situations, and demonstrates an awareness of time related to a clock.</p>	<ul style="list-style-type: none"> • Child says, "My birthday is in summer." • Child says, "At nighttime it gets dark." Adult asks, "What time is it then?" And the child responds, "It is midnight." • When looking at the clock, child says, "The big hand is on the 12 and the little hand is on the 5; dad is coming home." • Child says, "When both hands of the clock are on the 12, it will be time for lunch." • Child relates time to his/her daily activities, e.g., the child says, "My mom is picking me up this afternoon." • Child asks, "Is the trip to the apple orchard this week?" Child then looks at the calendar, counts the days to the picture of apple (put on the calendar to show it is the day of the field trip to the apple orchard) saying, "Is it in 4 days?" • Child says, "My birthday is in May, and I will be 6 years old." 	<ul style="list-style-type: none"> • Initially time is viewed as a sequence of events. Through experiences, routines, schedules, clocks, and calendars the child begins to use words like day, night, morning, evening, yesterday, week, and month. • Read books and talk about the things that can be done in the different seasons. Have the child tell the adult something he/she likes to do in each season. • Talk with the child about day and night, naming things that can be done in the daytime and things that can be done at night. • Talk about animals that can be seen in the daytime and ones that move around at night. • When the child asks, "What time is it?" adult says, "What could we use to find that out, e.g., clock, watch?" • Adult tells the child that they will play outside at 10 o'clock and points to the clock, explaining to the child he/she will play outside when the big hand points up at the top and the shorter hand points to 10.
<p>Explores, compares and describes length, weight or volume using standard measures.</p>	<ul style="list-style-type: none"> • Child says, "I need to get the ruler to measure how tall my building is. Oh, it is 10 inches tall." • Child asks adult to measure how tall he/she is on the "Growth Chart" in his/her room. • Child says, "I wonder if this pumpkin weighs as much as dad's bowling ball? Let's get the scale." The bowling ball weighs 12 pounds and the pumpkin weighs 8 pounds. The adult says, "Which is heavier and weighs more?" The child says, "The bowling ball weighs more." • Child uses measuring cups to measure ingredients for the cake that he/she and an adult are making. • Child guesses (estimates) how many cups of water can fit in his/her tall plastic drink container. 	<ul style="list-style-type: none"> • Provide the child with a 12 inch ruler that is marked in 12 inches, bathroom scales or child sized scale that weighs up to 10 or 20 pounds; and measuring cups (1 cup, 1/2 cup and 1/4 cup). • Provide a growth chart for the child and paste a picture of the child on the chart when the adult measures him/her (at least once per year on his/her birthday). Say to the child, "You are 3 feet tall." As the child gets older, hold your hand on the chart to show the height of the child, and let the child tell how tall he or she is. • Cook and bake with the child. Point to the measurements in the cookbook and ask the child to measure one cup (or another measure) of liquid or solids. • Ask the child, "How many cups of water do you think could fit into your water bottle?"

B. Mathematical Thinking (continued)

PERFORMANCE STANDARD: B.EL. 6 COLLECTS, DESCRIBES, AND RECORDS INFORMATION USING ALL SENSES

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Draws and describes pictures of objects and actions from memory.</p>	<ul style="list-style-type: none"> • Child draws a picture of a butterfly and describes the butterfly to an adult or friend. • Child paints a picture of a family vacation or field trip. Child describes the picture he/she has drawn. 	<ul style="list-style-type: none"> • Encourage the child to draw pictures of something the child has done or seen. When the child is telling about what he/she has done or seen, say, "I think you could draw a picture about your trip to the zoo. Would you like some paper and crayons, or would you like to paint a picture?"
<p>Describes and records information through a variety of means, including discussion, drawings, maps, graphs, and charts.</p>	<ul style="list-style-type: none"> • Outside the window is a large thermometer. Each day the child marks on a chart if the temperature rises (went up) or falls (goes down). • By the gerbil's cage, there is a chart with different pictures and words of the foods the gerbil can eat (seeds, apple, and carrot). When the child feeds the gerbil, he/she makes a check next to the food given to the gerbil. • After collecting leaves, the child lays the leaves in rows by their shape or color telling why they were put in different groups. On a graph sheet, the child records by coloring in a square for each leaf in the column that represents its color starting at the bottom of the graph, e.g., the first column has 5 squares colored yellow to represent the 5 yellow leaves collected. • Child says, "I made a map of the road to take from my house to my friend Jimmy's house." 	<ul style="list-style-type: none"> • Pose a question of the day. Show the child how to make tally marks under "Yes" or "No" on the question board, e.g., "Do you like to eat peas?" or "Do you like summer better than winter?" or "Do you live on a farm?" or "Have you ever read a book about dinosaurs?" • Assist the child to make graphs and charts to record information about his/her collections of stickers, leaves, rocks, shells, buttons, cars, dolls, etc. • After the child has grouped sets of objects, ask questions, such as, "How did you make your groups?" After the child tells you, say, "Let's make a graph of how many you have in each group to see which group has the most." Help the child make a picture graph of the child's groups (or use the real objects to make the graph). • Assist the child to make maps of the rooms in the house, his/her room, or the outside of the house and yard. • Use maps to show the child where the adult and child will be going in the car. Use a marker to show where the adult and child are now and where the two of you will be going.
<p>Begins to apply information collected to similar situations by designing own charts or graphs.</p>	<ul style="list-style-type: none"> • Child lays sea shells on blank grid and graphs the shells by shape, putting them in different rows. Later, the child lays some long, single strings of yarn on the floor to make a grid and puts photographs of family in one column, photos of friends in another column, and photos of pets in another, talking about the information on the grid. 	<ul style="list-style-type: none"> • Assist the child when they have collections, such as rocks, flowers, to collect data, and show the information using graphs or charts, discussing why we collect data and other ways to show it so it can be shared.

C. Scientific Thinking

PERFORMANCE STANDARD: C.EL. 1 USES OBSERVATION TO GATHER INFORMATION

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Shows awareness of differences in their environment (smell, touch, sight, sound, and taste).	<ul style="list-style-type: none"> • Child responds to too much stimulation (touch, sounds, light and voices) by looking away, crying, yawning, or sleeping. • Child shows awareness of loud and soft noises. • Child responds differently to sound, light and temperature intensity. • Child responds to familiar voices (care-giver or family members) by turning head toward the sound. • Child responds to being wrapped tightly in a soft, light, receiving blanket and responds to having “no” clothes on during diaper changes. 	<ul style="list-style-type: none"> • Watch and observe how the child responds to sounds, such as a door being shut; to visuals, such as seeing a person walk past him/her; or to touch, such as being touched by an adult. • Watch to see if the child stops what he/she is doing or increases what he/she is doing. The child will let the adult know what he/she likes or dislikes. • Try differences of light intensity in the child’s room at night. Does the child like dark, or low or high levels of light in the room when he/she sleeps? • Wrap the child (infant) tightly in a soft, light receiving blanket while being held or while sleeping. Does the child like to be wrapped tightly? • Does the child like having no clothes on during diaper changing.
Recognizes and responds to differences in the environment.	<ul style="list-style-type: none"> • Child shows preference for familiar person as opposed to a stranger. • Child shows preference of certain toys and materials, e.g., soft, fuzzy, rough, shiny, spongy, or hard. • Child shows preference for being “dry” rather than “wet.” Indicates by a cry or sounds when “wet.” 	<ul style="list-style-type: none"> • Encourage child’s interest in discovery and exploration by providing a variety of different materials and toys for the child to hold and manipulate. • Provide a variety of motion experiences for the child, e.g., swing, child sling, front or back carrier, stroller, car seat for ride in car. • Follow the lead of the child’s responses to differences in the environment so that you know what he/she prefers.
Purposefully seeks information through observation to satisfy curiosity or need for answers.	<ul style="list-style-type: none"> • Child asks many questions as he/she finds frogs in the pond, worms in the garden, and bugs in the woods. • Child uses magnets to see what “sticks” and “what doesn’t stick.” • Child asks, “Why is it cold when it snows and hot when it is time to go to beach at the park?” • Child wants to plant his/her own garden when the adult is planting in the garden. • Child asks many questions as he/she watches and helps the adult cook. 	<ul style="list-style-type: none"> • Encourage children to explore, experiment and share his/her thoughts and ideas about the world. Ask questions that will encourage children to think about what they have seen, heard, and done. • Provide the child with a variety of magnets and materials that “stick” and do not “stick.” Answer the child’s questions about magnets. • Talk about the weather with the child, using words, such as sunny, cloudy, rainy, hot, and cold. Talk about what the weather is like each day. • Encourage cooking and gardening experiences as an adult and child activity. • Model thinking out loud and talk about ideas and observations with children. Use descriptive words when talking about things, people, trees, animals, insects, etc.
Discriminates properties of nature, using a variety of senses (part to whole, living/non-living, weather, etc.).	<ul style="list-style-type: none"> • Child says, “The rose is the only flower in our garden that smells.” • Child draws pictures of all of the animals he/she saw at the zoo and wants an adult to put the name of the animal under each picture. • Child has an insect container/collector and wants to use it to collect different kinds of insects. • Child asks, “Why do trees have pine cones? What are all these picky pieces on the cone?” • Child uses a bottle to collect water from a shallow pond and asks, “Why is the water so dirty?” 	<ul style="list-style-type: none"> • As a child works and plays, talk about with the child about living plants and animals, modeling the use of descriptive words. • If the adult/family has plants and a pet, allow the child to help take care of the plants and pet. • Go on insect hunts and bird-watching walks. Later ask the child to draw pictures or tell what he/she saw so the adult can write it on the drawing made by the child. • Encourage child to experiment with opening acorns, pulling apart pieces of the pine cone, exploring the inside of seeds. Discuss what he/she has observed. • Explore and talk about land, water, rocks, and other non-living things in the neighborhood and community. • Involve child in planning family outings to interesting places, such as zoo, farm, aquarium, orchard, parks, markets, museums, and other family trips.

C. Scientific Thinking (continued)

PERFORMANCE STANDARD: C.EL. 2 USE TOOLS TO GATHER INFORMATION, COMPARE OBSERVED OBJECTS, AND SEEK ANSWERS TO QUESTIONS THROUGH ACTIVE INVESTIGATION

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment.	<ul style="list-style-type: none"> • Child shakes rattle, stops, and then shakes again. • Child drops plate from high chair and looks down to floor where it hits and repeats action again and again. • Child uses an egg beater to whip up bubbles in the bath tub or water table. • Child continues to poke or hit at a toy to keep it in motion or make it repeat actions. • Child turns objects over and over to thoroughly explore (pushing, pulling, dropping, squeezing). • Child looks carefully inspecting, trying, and moving parts of toys, such as wheels, doors, and other moving parts. 	<ul style="list-style-type: none"> • Provide child with a variety of tools that can be used in a variety of ways, e.g., measuring cups, child sized plastic bottles, small plastic plates, and containers. • Provide tools that can be used in the water during bath time, e.g., plastic containers, small plastic eggbeater, and other water toys. • Show the child new ways to use a toy or tool to scoop, push, turn over, and use the side or bottom of toy or tool.
Works toward an objective, may use tools or others in the environment to obtain the object.	<ul style="list-style-type: none"> • Child walks toward favorite toy, and then starts to crawl to get there faster. • Child hands toy or object to adult to have them make it work or open it up. • Child uses motions or sounds, or asks adult for help to reach bottle or cup. 	<ul style="list-style-type: none"> • Provide an environment for the child to move around safely. • Provide toys and objects that are safe for the child to put in mouth and manipulate. • Respond to the child's request for assistance by giving the child the desired object or showing the child how the toy works.
Uses buttons/levers to produce desired responses.	<ul style="list-style-type: none"> • Child investigates the buttons on the telephone or computer to see how they work. • Child presses on multiple buttons and lifts and pushes on multiple levers on toys to make a variety of sounds; recalls which lever or button was pushed, lifted, pulled to make favorite sounds. • Child lifts and opens doors on toys to see what is inside or to put something inside. 	<ul style="list-style-type: none"> • Provide the child with a variety of safe toys that the child can investigate and explore. • When a toy is new, allow the child to explore the toy to see how it works. Clap, smile, say "Yeh" when the child gets a reaction from the new toy (positive reinforcement). Watch the child try it again and continue to explore.
Uses books to look for information.	<ul style="list-style-type: none"> • Child sees a ladybug outside and asks an adult, "Can we find a book about ladybugs?" • Child asks, "Why do some bugs have spots?" while looking at pictures of bugs in a book and observing that some of them have spots and some of them do not. • Child asks an adult, "Do we have books to tell how airplanes fly?" 	<ul style="list-style-type: none"> • Provide a wide range of children's books including books about animals, insects, plants, people, water, air, land, and other environmental books. • Read often to and with the child. Ask the child questions such as, "What do you think is going to happen when the girl plants the little seed?" Or, "How do you think airplanes are able to fly?"
Uses magnifying glass (hand lens), binoculars, and maps for investigation of the environment.	<ul style="list-style-type: none"> • Child is working with "Flaom" (rice crispy, crystal-like, sticky substance) and goes to get a magnifying glass to take a closer look at the "Flaom" to see what it is made of. • Child says, "Look at my roads from my house to grandma's house." • Using the binoculars, child says, "Look at this bird, it is red and white and black and has a long beak." 	<ul style="list-style-type: none"> • Provide tools such as magnifying glass, binoculars, and maps. Encourage children to use the tools to explore objects, plants, seeds, hands. • Encourage child to draw a map of the neighborhood or a map of his/her house or the way to get to the park or the way to get to a friend's house. • Take binoculars along when the child and adult take a walk outside. Play a game of "How many different birds can we see?" Keep a journal of all the different kinds of birds. Remember to bring a reference book of birds along!

C. Scientific Thinking (continued)

PERFORMANCE STANDARD: C.EL. 2 USES TOOLS TO GATHER INFORMATION, COMPARE OBSERVED OBJECTS, AND SEEK ANSWERS TO QUESTION THROUGH ACTIVE INVESTIGATION (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Makes comparisons between objects that have been collected or observed.	<ul style="list-style-type: none">• Child examines a shell collection and responds to requests, such as "Find some more pink ones." or "Show me a shell that isn't smooth."• Child floats and sinks various objects at the water table.• Child observes differences among the birds in the yard or at the feeder.• Child tells whether the sounds made by rhythm instruments are the same or different.	<ul style="list-style-type: none">• Encourage child to share his/her thoughts and ideas about the world around them.• Ask question that will encourage child to think about what he/she has seen, heard, and done.• Model thinking "out loud" and talk about ideas with child.

C. Scientific Thinking (continued)

PERFORMANCE STANDARD: C.EL. 3 HYPOTHESIZES AND MAKES PREDICTIONS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Locates object hidden from view.	<ul style="list-style-type: none"> • Child finds toy that is hidden under blanket after watching someone hide it. • Child retrieves a ball that has rolled behind couch. • Child searches under two boxes to find block. 	<ul style="list-style-type: none"> • Provide time for the child to try to think about “What just happened?” and to think about “What am I going to do?” • Play games of having the child hide and put the object under first one box and then the other. Play the game again and hide it under a different box the next time.
Creates mental images of objects and people not in immediate environments.	<ul style="list-style-type: none"> • Child looks for a favorite toy in the same place it was yesterday. • Child looks around the room in buckets and under the couch for “nuk” when adult says “Where’s your ‘nuk?’” Child finds it in the same place where the child left it. • Child asks for favorite toy when it has been left at home. • Child likes to play <i>Peek-A-Boo</i> and <i>Hide-and-Seek</i>. 	<ul style="list-style-type: none"> • Play games of <i>Hide-and-Seek</i> and <i>Peek-a-Boo</i> with your child. • Ask the child, “Where’s your nuk?” or “Where’s your coat?” • Provide special places for the child’s clothes and toys. Child will learn and remember where to find coat, pajamas, shoes, and special toys. • Show pictures to the child of favorite people like grandma, grandpa, brothers, sisters, caregivers. Make a picture book for the child of favorite people.
Asks questions, seeks information, and tests out possibilities.	<ul style="list-style-type: none"> • Child asks, “Why does the moon look different at night? Sometimes it is big like a ball and sometimes it looks like a dish.” • Child asks adult, “What if we planted a stick in the ground, would it grow to be a tree?” Adult says, “Should we try planting the stick to see if it grows into a tree?” • Child says, “My truck does not float in the bathtub. I tried it out, and it just sits on the bottom of the tub.” 	<ul style="list-style-type: none"> • Encourage the child to ask questions and to wonder. Help them refine questions. • When the child asks questions, encourage him/her to test out possibilities to find answers to questions. Test out possibilities with the child. • Use children’s books as resources to find the answers to the child’s questions, e.g., “What if we planted a stick in the ground, would it grow to be a tree?”
Asks simple scientific questions and draws conclusions based on previous experience.	<ul style="list-style-type: none"> • Child says, “Look at all my leaves (leaves are different kinds, color, shape, size). Did they come from the same tree?” • Child says, “We planted a seed at school and my teacher said it would grow into a sunflower. Can we plant a seed at home and see what happens?” 	<ul style="list-style-type: none"> • Be available to answer the child’s questions and talk more or show the child more about the current interest of the child, e.g., the child wants to know more about the difference in the shapes of leaves. • Help the child find books about different kinds of trees, take a walk to see what the leaves look like from particular kinds of trees, make a book with the child displaying leaves with a real picture of the particular tree. Let the child take the picture of the tree with a camera. • Participate with the child in natural events, e.g., growing seeds, caring for animals, charting the weather. • Conduct some longer-term experiments, such as growing seeds in differing light conditions and keep ongoing records or pictures.
Makes plans for testing hypotheses to prove or disprove predictions.	<ul style="list-style-type: none"> • Child says to a friend, “Should we try to mix the red paint with green paint? Maybe we can make blue.” • Child brings a snowball into the house and asks to put it in the freezer to see if it will still be a snowball tomorrow or if it will melt. • Child wants to plant 3 different sized seeds to see if the biggest seed grows into the biggest plant. • Child plants seeds in two flowerpots and puts one in the closet and the other on the windowsill. Child says, “I think the seed in my closet will grow, but it will be a very small plant. The seed in the window will grow to be a big plant.” 	<ul style="list-style-type: none"> • Provide opportunities for the child to try new activities and experiences. • Create environments that offer an appropriate amount of stimulation for the child to use a wide variety of equipment and materials. • Help child verbalize his/her reasoning and thinking out loud about how to solve a problem or answer a question. • Write down the child’s recommended ways of solving problems as well as his/her solutions to problems. Try them out.

C. Scientific Thinking (continued)

PERFORMANCE STANDARD: C.EL. 4 FORMS EXPLANATIONS BASED ON TRIAL AND ERROR, OBSERVATIONS, AND EXPLORATIONS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Identifies and investigates the physical qualities of living and nonliving things.	<ul style="list-style-type: none"> • Child recognizes a cup when it is turned upside down. • Child says “little dog” when seeing the neighbor walk his dog. • Child describes kitty as “soft” when petting the kitty. 	<ul style="list-style-type: none"> • Provide opportunities for children to experiment with new materials and activities without fear of making mistakes.
Explores and formulates conclusions based on observation and past experiences.	<ul style="list-style-type: none"> • Child points out stripes on a caterpillar. • Child notices it gets darker when the sun goes behind a cloud. • Child points out changes in animals or plants in the room. 	<ul style="list-style-type: none"> • Be available and respond to the child when he/she encounters problems while exploring (without being intrusive). • Respond to the child’s conversation, expand on his/her language, and use descriptive words while playing with the child.
Makes reasonable explanations, using data gathered from observation and experiments.	<ul style="list-style-type: none"> • Child says, “When I mix the color red and blue, it makes purple.” • Child says, “Look, when I shake this jar of water, it makes bubbles.” • After spinning around and stopping, the child says, “Spinning makes the room look like it is moving up and down.” 	<ul style="list-style-type: none"> • Provide tasks and materials in which the goal is trying different strategies or solutions rather than right or wrong answers. • Model exploration and use of a wide variety of familiar and new learning materials and activities. • Help the child make a “special place” for all his/ her experiments and collection boxes.
Offers and seeks explanations of questions and experiments, using references such as books and computers.	<ul style="list-style-type: none"> • Child says, “Look, it’s just like the <i>Hungry Caterpillar</i> book. My mom and I tried to put a caterpillar in a jar with some leaves and a stick and look what happened.” • After trying to take a toaster apart, the child asks adult, “Do you have a book that can help me put this back together?” • Child asks adult to help him/her use the computer to find out how an acorn can grow into a tree. 	<ul style="list-style-type: none"> • Provide a rich array of children’s books that relate to animals, insects, people, plants, air, and water. • Join the child in searching through books or doing a search on the computer for an explanation or an answer to their questions or wondering. • Encourage the child’s demonstration of flexibility and inventiveness in play and problem solving.

Wisconsin Model Early Learning Standards
Interest Areas: Children Learn From Play

CHILDREN LEARN FROM PLAY	Page
SENSORY MATERIALS, ACTIVE PLAY EQUIPMENT, AND CONSTRUCTION MATERIAL	104
MANIPULATIVE TOYS, DOLL AND DRAMATIC PLAY, BOOK AND RECORDINGS, AND ART MATERIALS	105
ACTIVITIES AND SPECIFIC SKILLS LEARNED	106

Interest Areas: Children Learn From Play

Here are some suggestions for each area. Begin at the youngest age and add items for the age of each child in your group. Remember to change materials regularly to keep areas fresh and interesting. Allow children to play with any item as long as it is safe for his/her age.

Sensory Materials (To stimulate the five senses)	Active Play Equipment (In large, open spaces, and outside)	Construction Materials (In a quiet spot for building)
<p>INFANTS (Birth to 12 months)</p> <ul style="list-style-type: none"> Sucking toys Rattles Unbreakable mirrors (acrylic) Patterned crib sheets Mobiles Music 	<p>INFANTS (Birth to 12 months)</p> <ul style="list-style-type: none"> Bounce chairs Mobiles (activated by movement) Things to reach and grab Adults to bounce gently upon (with caution) Bright colored balls 	<p>INFANTS (Birth to 12 months)</p> <ul style="list-style-type: none"> Nesting toys Large, soft blocks
<p>TODDLERS (12 – 24 months) add</p> <ul style="list-style-type: none"> Music boxes Busy boxes Push toys Large bells, drums Non-toxic play dough and finger paint (with close supervision) Water play with cup & spoon Fruit to taste (cut into small pieces) 	<p>TODDLERS (12 – 24 months) add</p> <ul style="list-style-type: none"> Crawling tunnel Riding toys Cardboard boxes 2-3 steps to climb Ramps to walk on Balls Push and pull toys 	<p>TODDLERS (12 – 24 months) add</p> <ul style="list-style-type: none"> Cardboard blocks Cups to stack Toy pounding bench
<p>2 – 3 YEARS add</p> <ul style="list-style-type: none"> Sand-play with household objects Scarves for dancing Listening games Texture boards Tasting activities 	<p>2 – 3 YEARS add</p> <ul style="list-style-type: none"> Low climber Low slide Wagon Homemade obstacle course Sandbox with toys 	<p>2 – 3 YEARS add</p> <ul style="list-style-type: none"> Wood unit blocks Little people figures Animals Cars and trucks Train and tracks Wooden pegs, mallet, and styrofoam
<p>3 YEARS AND UP add</p> <ul style="list-style-type: none"> More tools for working with sand, Water and play dough Rhythm instruments Wide variety of music Cooking activities (with close supervision) 	<p>3 YEARS AND UP add</p> <ul style="list-style-type: none"> Swings Low balancing beam Low basketball hoop Tricycle/big wheels Jump ropes Easy-to-play games such as “Follow the Leader” Parachute 	<p>3 YEARS AND UP add</p> <ul style="list-style-type: none"> More unit block shapes and accessories Props for road, town scenes Woodworking bench and accessories (with careful one-on-one supervision) Construction sets with small pieces (keep away from smaller children)

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Interest Areas: Children Learn From Play

Manipulative Toys (On a low table)	Doll & Dramatic Play	Book & Recordings (In a soft, cozy spot)	Art Materials (Near water & low tables/chairs)
<p>INFANTS (Birth – 12 months)</p> <ul style="list-style-type: none"> Large rings Squeeze toys Textured balls Large measuring spoons 	<p>INFANTS (Birth – 12 months)</p> <ul style="list-style-type: none"> Soft dolls Peek-a-boo games Songs and finger plays 	<p>INFANTS (Birth – 12 months)</p> <ul style="list-style-type: none"> Records of voices, sounds, animal sounds, music Sturdy cloth cardboard books Lap books with large illustrations, picture of faces, large objects, bright shapes Puppets 	<p>INFANTS (Birth – 12 months)</p> <ul style="list-style-type: none"> Bright socks on hands/feet Textured objects Brightly colored toys Edible finger paint (baby food)
<p>TODDLERS (12 – 24 months) add</p> <ul style="list-style-type: none"> Puzzles: 2 – 6 pieces with knobs Nesting toys Large pegboards Snap-together toys with big pieces 	<p>TODDLERS (12 – 24 months) add</p> <ul style="list-style-type: none"> Blankets to wrap dolls Dishes, pans, spoons Broom, sponge Hats, unbreakable Mirror (acrylic) Shopping cart Purses Telephones Pretend food 	<p>TODDLERS (12 – 24 months) add</p> <ul style="list-style-type: none"> Books with simple stories Songs, finger plays Pictures on wall at eye level (laminated) Flannel board and flannel people 	<p>TODDLERS (12 – 24 months) add</p> <ul style="list-style-type: none"> Frequent opportunities to explore messy edible/nontoxic substance (food, water-based finger painting) Non-toxic markers (on boxes) Chalk (on paper, cardboard, sidewalk) Fat crayons (one color at a time) Large paper to draw on (tape down)
<p>2 – 3 YEARS add</p> <ul style="list-style-type: none"> Puzzles: 4 – 6 pieces Big beads to string Stacking toys Scissors and cards to cut up 	<p>2 – 3 YEARS add</p> <ul style="list-style-type: none"> Doll bed, carriages Doll clothes Realistic dolls Tables and chairs Toy stove, etc. Dress-up clothes (simple) Puppets 	<p>2 – 3 YEARS add</p> <ul style="list-style-type: none"> Books with stories about familiar things Short story records, more songs, finger plays Written and picture labels on objects Flannel board accessories 	<p>2 – 3 YEARS add</p> <ul style="list-style-type: none"> Water-based paint with large brushes Scissors and things to cut Play dough 2-3 crayons at a time Large paper, different textures, colors Stickers and paper
<p>3 YEARS AND UP add</p> <ul style="list-style-type: none"> Puzzles, pegboards Stringing and snap together toys with smaller pieces according to ability level 	<p>3 YEARS AND UP add</p> <ul style="list-style-type: none"> Boxes with dress-up clothes and realistic accessories to encourage theme Play “restaurant,” “store,” “gas station,” “office,” “airport.” Let the children be your GUIDE! 	<p>3 YEARS AND UP add</p> <ul style="list-style-type: none"> More and more detailed stories Access to record/tape player with instructions on care and use Written and picture labels on objects such as: name on cup, etc., to help associate written word with objects Child’s own words as dictated on artwork and in homemade books to be read back by child/adults More flannel accessories 	<p>3 YEARS AND UP add</p> <ul style="list-style-type: none"> Water colors Hole punchers Glue/paste and a variety of things to glue onto paper Magazines to cut up Things to lick and stick Crayons and markers of many colors Natural objects (leaves, pine cones, etc.) Collage materials

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Interest Areas: Children Learn From Play

Activity	Specific Skills Learned
Finding toys or learning materials to work with alone or with others.	<p>Cognitive: Makes decisions about interests and abilities.</p> <p>Self-help: Find toys by him/her self or sets up environment for play.</p> <p>Social/Language: Learns to share, barter, manage conflict, and ask for help.</p> <p>Emotional: Learns about acceptance and rejection. Expresses needs.</p>
Block play	<p>Physical: Learns to balance blocks and line them up (small motor coordination). Matches blocks that look alike.</p> <p>Cognitive: May count blocks, sees pattern and design. Learns to build and plan structure.</p> <p>Social: Learns to share and cooperate.</p>
Dramatic play	<p>Social: Plays adult roles. Develops self-image and coordinates with others.</p> <p>Language: Learns to express self in another role.</p> <p>Cognitive: Decides appropriate dress and appearance for role; uses visual perceptions to assess self, others and play environment. Learns and remembers behaviors to imitate. Develops abstract thinking abilities.</p> <p>Self-help: Dresses self. Sets up play environment and finds props.</p>
Setting the table	<p>Cognitive: Counts silverware, glasses, and napkins, or places one object by each setting. Follows pattern of place settings.</p> <p>Social: Cooperates with other children. May teach younger children to help.</p> <p>Physical: Picks up and places objects (small motor coordination).</p>
Sitting down to eat	<p>Physical: Pours milk, passes the dish (small motor coordination).</p> <p>Cognitive: Measures to pour. Understands directions.</p> <p>Social/Language: Learns appropriate table conversation and manners.</p>
Story time or listening to music	<p>Cognitive: Listens and retains information. Follows story line (sequencing) with eyes and/or ears. Recognizes words, picture, instruments, and rhythms.</p>
Finger plays and songs	<p>Cognitive/Language: Learns words, gestures, and melody (sequencing, repetition, speech and listening skills). Follows directions.</p> <p>Physical: Coordination (small and large motor) for gestures and finger plays.</p>
Dance	<p>Cognitive/Language: Listens to music and rhythms. Learns to understand simple movement, directions and their relationship to music.</p> <p>Physical: Coordinates movements (large motor).</p>
Climbing/riding	<p>Cognitive: May count the rungs to the top of a climbing structure; plans the climb. Maps out direction and distance to ride; watches for others in path.</p> <p>Physical: Large motor coordination, balance.</p> <p>Social: Takes turns, interacts.</p>
Sand play	<p>Cognitive: Measures sand and maps out roads (spatial relationships).</p> <p>Physical: Pours, dumps, pushes, gathers, scoops, packs (small and large motor).</p> <p>Social: Shares, interacts, and cooperates.</p>
Putting away toys	<p>Cognitive: Sorts toys, follows directions.</p> <p>Physical: Places objects on the shelf, replaces lids, opens and shuts doors.</p> <p>Social: Takes turns, learns to handle toy carefully.</p>

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Wisconsin Model Early Learning Standards Appendixes

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Appendix A

Standards in the State of Wisconsin

The Wisconsin Model Early Learning Standards are designed to align with the Wisconsin Common Core State Standards and Other Wisconsin Model Academic Standards. Connecting these Wisconsin standards, contributes to a more coherent, unified approach to children's education. Educators, families, and other community members need to see the connections between early learning opportunities and positive long-term outcomes. When adults who teach and care for Wisconsin's youngest children better understand learning expectations for children in the early elementary school years, they more effectively design programs and select curriculum that ensures later success in school and life. In addition, "understanding the continuum of standards, curriculum and assessments, extending from the early years into later schooling, can support better transitions from infant/toddler care through preschool programs to kindergarten and into the primary grades, as teachers work within a consistent framework across educational settings (NAEYC, 2002)."

Wisconsin Model Early Learning Standards Alignment with Wisconsin Common Core State Standards for English Language Arts and Mathematics

Wisconsin's adoption of the Common Core State Standards provides an excellent opportunity for Wisconsin school districts and communities to define expectations from birth through preparation for college and work. By aligning the existing Wisconsin Model Early Learning Standards with the Wisconsin Common Core State Standards, expectations can be set from birth through high school completion.

Since 2003, the Wisconsin Model Early Learning Standards have helped all programs serving children under mandatory school age to identify what children from birth through age 5 should know and be able to do. Schools across the state have worked with child care, Head Start and other community programs to incorporate the Wisconsin Model Early Learning Standards into their early childhood special education, four-year-old kindergarten, and five-year-old kindergarten programs. The adoption of Wisconsin Common Core State Standards will allow significant alignment between the Wisconsin Model Early Learning Standards and the Wisconsin Common Core State Standards in the areas of English language arts and mathematics. The Wisconsin Model Early Learning Standards provide developmental expectations for young children from birth through kindergarten that are foundational to the Wisconsin Common Core State Standards for kindergarten through grade 12.

School districts are encouraged to use both the Wisconsin Model Early Learning Standards and the Wisconsin Common Core State Standards as they move forward with their standards work in early childhood special education, four-

year-old kindergarten, five-year-old kindergarten programs, and the primary school years. The following information is provided to assist in these efforts.

Introduction to Wisconsin Model Early Learning Standards

Based on research and supported by evidence-based practices, the Wisconsin Model Early Learning Standards (WMELS) provide a framework for families, professionals and policy makers to:

- Share a common language and responsibility for the well-being of children from birth to first grade;
- Know and understand developmental expectations of young children;
- Understand the connection of early childhood with K-12 educational experiences and lifelong learning.

The WMELS specify developmental expectations for children birth to first grade and address all the domains of a child's learning and development including: Health and Physical Development; Social and Emotional Development; Language Development and Communication; Approaches to Learning; and Cognition and General Knowledge. The developmental domains are highly inter-related. Knowledge and skills developed in one area of development impact the acquisition of knowledge and skills in other areas of development. Each domain is divided into sub-domains which include developmental expectations, program standards, performance standards, and a developmental continuum, along with samples of children's behavior and adult strategies.

Connection with Curriculum, Instruction and Assessment

The WMELS are intended to:

- Improve the quality of all early learning environments;
- Guide professional development activities and investments;
- Inform educators and caregivers in their decisions regarding approaches to curriculum development across all early learning environments;
- Guide communities as they determine local benchmarks at the district level. The local benchmarks assist to make decisions regarding curriculum and assessment that will determine instruction, interactions and activities.

Connection of WMELS and the Wisconsin Common Core State Standards

The WMELS address expectations for young children between birth to first grade. The Wisconsin Common Core State Standards address what students should know and be able to do from kindergarten through twelfth grade. Since the WMELS and the Wisconsin Common Core State Standards both address the kindergarten level, it is suggested that local school districts use both documents to guide curriculum, instruction and assessment decisions.

For more information about the Wisconsin Model Early Learning Standards:

<http://www.collaboratingpartners.com/wmels-documents.php>

For more information regarding the Wisconsin Common Core State Standards:

<http://dpi.wi.gov/standards/index.html>

**Wisconsin Model Early Learning Standards
Comparison with English Language Arts Strands of Wisconsin Common Core
State Standards
(Kindergarten)**

**Wisconsin Model Early Learning Standards
Developmental Domain: III. Language Development and Communication
Sub-Domain: C. Early Literacy**

Wisconsin Common Core State Standards: English Language Arts Strands				
	Reading: Literature	Reading: Informational Text	Reading: Foundational Skills	Writing
Wisconsin Model Early Learning Standards	<p>Performance Standard C.EL.1 Shows an appreciation of books and understands how print works</p>	<p>Performance Standard C.EL.1 Shows an appreciation of books and understands how print works</p>	<p>Performance Standard C.EL.1 Shows an appreciation of books and understands how print works</p> <p>Performance Standard C.EL.2 Develops alphabetic awareness</p> <p>Performance Standard C.EL.3a Develops phonological awareness</p> <p>Performance Standard C.EL.3b Develops phonemic awareness</p> <p>Performance Standard C.EL.4 Demonstrates the use of strategies to read word</p>	<p>Performance Standard C.EL.5 Uses writing to represent thoughts or ideas</p>

**Wisconsin Model Early Learning Standards
Comparison with English Language Arts Strands of Wisconsin Common Core
State Standards
(Kindergarten)**

Wisconsin Model Early Learning Standards

Developmental Domain: III. Language Development and Communication

Sub-Domain: A. Listening and Understanding

Sub-Domain: B. Speaking and Communicating

Sub-Domain: C. Early Literacy

Wisconsin Common Core State Standards: English Language Arts Strands		
	Speaking and Listening	Language
Wisconsin Model Early Learning Standards	<p>Performance Standard A.EL.1 Derives meaning through listening to communication of others and sounds in the environment</p> <p>Performance Standard A.EL.2 Listens and responds to communications with others</p> <p>Performance Standard B.EL.2a Uses vocalizations and spoken language to communicate (Language Form-Syntax)</p> <p>Performance Standard B.EL.2b Uses vocalizations and spoken language to communicate (Language Content-Semantics)</p> <p>Performance Standard B.EL.2c Uses vocalizations and spoken language to communicate (Language Function-Pragmatics)</p>	<p>Performance Standard B.EL.2a Uses vocalizations and spoken language to communicate (Language Form-Syntax: rule system for combining words, phrases and sentences, includes parts of speech, word order and sentence structure)</p> <p>Performance Standard B.EL.2b Uses vocalizations and spoken language to communicate (Language Form-Semantics: rule system for establishing meaning of words, individually and in combination)</p> <p>Performance Standard C.EL.5 Uses writing to represent thoughts or ideas</p>

**Wisconsin Model Early Learning Standards
Comparison with Mathematics Strands of Wisconsin Common Core State
Standards
(Grade K Overview)**

Wisconsin Model Early Learning Standards
Developmental Domain: V. Cognition and General Knowledge
Sub-Domain: B. Mathematical Thinking

Wisconsin Common Core State Standards: Mathematics Domains					
	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
Wisconsin Model Early Learning Standards	<p>Performance Standard B.EL.1 Demonstrates understanding of numbers and counting</p>	<p>Performance Standard B.EL.2 Understands number operations and relationships</p> <p>Performance Standard B.EL.4 Uses the attributes of objects for comparison and patterning</p>	<p>Performance Standard B.EL.2 Understands number operations and relationships</p> <p>Performance Standard B.EL.4 Uses the attributes of objects for comparison and patterning</p>	<p>Performance Standard B.EL.5 Understands the concept of measurement</p> <p>Performance Standard B.EL.6 Collects, describes and records information using all senses</p>	<p>Performance Standard B.EL.3 Explores, recognizes and describes shapes and spatial relationships</p>

Appendix B

Wisconsin Model Early Learning Standards and IDEA Early Childhood Outcomes

Child outcomes are defined as the benefits experienced as a result of services and supports provided for a child or family. The fact that a service has been provided does not mean that an outcome has been achieved. Likewise, an outcome is not the same as satisfaction with the services received. The impact that those services and supports have on the functioning of children and families constitutes the outcome. The Federal Individuals with Disabilities Education Act of 2004 (IDEA), instilled heightened awareness of accountability, by requiring states to measure educational results and functional outcomes for children with disabilities. In Wisconsin, we have worked to blend the requirements of the Preschool Outcomes for children with Individualized Education Programs (IEPs), ages 3 through 5 years, and Infant and Toddler Outcomes for children with Individual Family Service Plans (IFSPs), from Birth to age 3, into a Birth to 6 Child Outcome system.

The outcomes address three areas of child functioning necessary for each child to be an active and successful participant at home, in the community, and in other places like a child care program or preschool. Thinking functionally moves us from single behaviors in domain-specific areas to thinking about how skills and routines are functional and meaningful.

Positive social-emotional skills refer to how children get along with others, how they relate with adults and with other children. For older children, these skills also include how children follow rules related to groups and interact with others in group situations such as a child care center. The

outcome includes the ways the child expresses emotions and feelings and how he or she interacts with and plays with other children.

The acquisition and use of knowledge and skills refers to children's abilities to think, reason, remember, problem solve, and use symbols and language. The outcome also encompasses children's understanding of the physical and social worlds. It includes understanding of early concepts (e.g., symbols, pictures, numbers, classification, spatial relationships), imitation, object permanence, the acquisition of language and communication skills, and early literacy and numeracy skills. The outcome also addresses the precursors that are needed so that children will experience success later in elementary school when they are taught academic subject areas (e.g., reading, mathematics).

The use of appropriate behavior to meet needs refers to the actions that children employ to take care of their basic needs, including getting from place to place, using tools (e.g., fork, toothbrush, crayon), and in older children, contributing to their own health and safety. The outcome includes how children take care of themselves (e.g., dressing, feeding, hair brushing, toileting), carry out household responsibilities, and act within their environment to get what they want. This outcome addresses children's increasing capacity to become independent in interacting with the world and taking care of their needs.

The following table shows how the five areas of the Wisconsin Model Early Learning Standards align with the three child outcomes.

Outcomes

Positive Social Relationships

Knowledge and Skills

Action to Meet Needs

II A. Emotional Development

- A.EL.1 Expresses a wide range of emotions
- A.EL.2 Understands and responds to others' emotions

II B. Self-Concept

- B.EL.1 Develops positive self esteem
- B.EL.2 Demonstrates self awareness

II C. Social Competence

- C.EL.1 Demonstrates attachment, trust and autonomy
- C.EL.2 Engages in social interaction and play with others
- C.EL.3 Demonstrates understanding of rules and social expectations
- C.EL.4 Engages in social problem solving and learns to resolve conflict

III A. Listening & Understanding

- A.EL.1 Derives meaning through listening to communications of others and sounds in the environment
- A.EL.2 Listens and responds to communications with others
- A.EL.3 Follows directions of increasing complexity

III B. Speaking and Communicating

- B.EL.1 Uses non-verbal gestures and movements to communicate
- B.EL.2 Uses vocalizations and spoken language to communicate

III C. Early Literacy

- C.EL.1 Shows an appreciation of books and understands how print works
- C.EL.2 Develops alphabetic awareness (syntax, semantic pragmatics)
- C.EL.3 Develops phonological and phonemic awareness
- C.EL.4 Demonstrates the use of strategies to derive meaning from text
- C.EL.5 Uses writing to represent thoughts or ideas

IV A. Curiosity, Engagement, and Persistence

- A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities

IV B. Creativity and Imagination

- B.EL.3 Uses complex scenarios in pretend play
- B.EL.4 Explores movement, music, and a variety of artistic media

IV C. Diversity in Learning

- C.EL.1 Experiences a variety of routines, practices, and languages
- C.EL.2 Learns within the context of their family and culture
- C.EL.3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal

V A. Exploration, Discovery and Problem solving

- A.EL.1 Uses multi-sensory abilities to process information
- A.EL.2 Understands new meanings as memory increases
- A.EL.3 Applies problem solving skills

V B. Mathematical Thinking

- B.EL.1 Demonstrates an understanding of numbers and counting
- B.EL.2 Understands number operations and relationships
- B.EL.3 Explores, recognizes, and describes shapes and spatial relationships
- B.EL.4 Uses the attributes of objects for comparison and patterning
- B.EL.5 Understands the concept of measurement
- B.EL.6 Collects, describes, and records information using all senses

V C. Scientific Thinking

- C.EL.1 Uses observation to gather information
- C.EL.2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation
- C.EL.3 Hypothesizes and makes predictions
- C.EL.4 Forms explanations based on trial and error, observations, and explorations

I A. Physical Health and Development

- A.EL. 1a-d Demonstrates behaviors to meet self-help and physical needs including sleep habits, dressing, toileting, and eating
- A.EL.2 Demonstrates behaviors to meet safety needs
- A.EL.3 Demonstrates a healthy lifestyle

I B. Motor Development

- B.EL. 1a Moves with strength, control, balance, coordination, locomotion and endurance (Purpose and Coordination)
- B.EL. 1b Moves with strength, control, balance, coordination, locomotion, and endurance (Balance and Strength)
- B.EL.2 Exhibits eye-hand coordination, strength, control, and object manipulation
- B.EL.3 Uses senses to take in, experience, integrate, and regulate responses to environment

I C. Sensory Organization

- C. EL.1 Uses senses to take in, experience, integrate and regulate responses to the environment

II B. Speaking and Communicating

- B.EL.1 Uses non-verbal gestures and movements to communicate
- B.EL.2 Uses vocalizations and spoken language to communicate

II C. Social Competence

- C.EL.3 Demonstrates understanding of rules and social expectations
- C.EL.4 Engages in social problem solving and learns to resolve conflicts

IV A. Curiosity, Engagement, and Persistence

- A.EL.1 Displays curiosity, risk-taking and willingness to engage in new experiences
- A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities
- A.EL.3 Exhibits persistence and flexibility

IV B. Creativity and Imagination

- B.EL.1 Engages in imaginative play and inventive thinking through interactions with people, materials and the environment
- B.EL.2 Expresses self creatively through music, movement and art

Appendix C

References and Resources

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Information for Teachers and Parents

General Information

Center on the Social and Emotional Foundations for Early Learning www.vanderbilt.edu/csefel
This national resource center promotes positive social emotional outcomes and enhanced school readiness of low-income children birth to age 5.

National Association for the Education of Young Children (NAEYC). This is a membership organization dedicated to improving the quality of educational and developmental services for all children from birth through age eight. Its website provides much useful information on early childhood practice, policy, and research. www.naeyc.org/ecp

National Child Care Information Center (NCCIC) <http://nccic.acf.hhs.gov>
Excellent source of information about child care, including government policies. Provides web links to many national child care organizations and clearinghouses.

National Network for Child Care (NNCC) www.nncc.org
This website, sponsored by the Cooperative Extension System, is an excellent source of practical information about children and child care.

Search Institute www.search-institute.org/developmental-assets-tools
This organization promotes developmental assets, which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.

Strengthening Families http://strengtheningfamilies.net/images/uploads/pdf_uploads/Wisconsin.pdf
Strengthening Families is a proven, cost-effective strategy to prevent child abuse and neglect. The effort encourages and supports child care providers as they strengthen families and help prevent abuse through their daily contact with parents and children.

Supporting Families Together Association (SFTA) <http://supportingfamiestogether.org>
SFTA coordinates Wisconsin's Child Care Resource and Referral Agencies in building systems and supporting quality care, resources, and education to enrich the lives of children.

Wisconsin Child Care Information Center (CCIC) <http://dpi.wi.gov/ccic>
Mail order lending library and information clearinghouse for Wisconsin child care teachers.

Wisconsin Children's Trust Fund
<http://wctf.state.wi.us/home/Default.htm>

Coordinates projects and publishes brochures for child abuse prevention, including the Strengthening Families Initiative and Shaken Baby Syndrome prevention training.

Wisconsin Early Childhood Association (WECA)
www.wecanaeyc.org

Professional association whose members care for and educate Wisconsin's children, aged birth to eight. An affiliate of the National Association for the Education of Young Children (NAEYC).

Wisconsin Early Childhood Collaborating Partners www.collaboratingpartners.com

WECCP represents many public and private agencies, associations, and individuals. It coordinates their collaborations around Wisconsin Model Early Learning Standards, early childhood special education, professional development, early childhood economic development, 4-year-old kindergarten, and community collaborations.

WI Early Childhood Career Guide
www.collaboratingpartners.com/career_g/

Free Online Magazines and Newsletters

CCIC Newsletter http://dpi.wi.gov/ccic/mat_newsletters.html
Wisconsin child care and early education news, descriptions of article reprints and brochures available, and also books, CDs, and videos to borrow from the Child Care Information Center.

Child Care Center Connections / Family Child Care Connections / School-Age Connections http://fcs.tamu.edu/families/child_care/connections_newsletters.php

These three newsletters written by Cooperative Extension agents offer practical suggestions to help child care providers become more effective in their work with children.

Early Childhood Research and Practice (ECRP)
<http://ecrp.uiuc.edu>

Bilingual, peer-reviewed, Internet journal on the development, care, and education of young children.

Earlychildhood NEWS www.earlychildhoodnews.com

Articles, ideas, and crafts for teachers and parents of young children, infants to age eight.

ExchangeEveryDay www.childcareexchange.com/eed

Child Care Information Exchange emails this short, free, electronic newsletter five days a week with a news story, success story, solution, trend report, or other useful item.

Healthy Childcare www.healthychild.net

Bimonthly publication devoted to health and safety issues for child care programs.

NPPS Official Newsletter
www.playgroundsafety.org/newsletters

Articles from the National Program for Playground Safety tell how to make child care, elementary school, and residential playgrounds safe.

Texas Child Care Quarterly www.childcarequarterly.com/backissu.php

This excellent training journal for child care providers and early childhood education teachers gives information on how children develop and how teachers can help children grow and learn. Click on issues beginning with Winter 2001 to find articles you can print online.

Classroom Activity Ideas

Discount School Supply: Teachers' Resources
<http://www.discountschoolsupply.com/Community/MyCommunityResources.aspx>

Gryphon House: Free Activities www.ghbooks.com/activities/index.asp

Project Approach <http://www.projectapproach.org>

Teacher QuickSource www.teacherquicksources.com

Teaching Our Youngest: A Guide for Preschool Teachers and Child Care and Family Providers
www.ed.gov/teachers/how/early/teachingouryoungest/index.html

Teaching Strategies Inc. (Creative Curriculum) www.teachingstrategies.com/page/familychildcare.cfm

Infant and Toddler Care

Children's Trust Fund: Shaken Baby Syndrome Prevention
<http://wctf.state.wi.us/home/SBS%20Prevention%20Resources.htm>

Healthy Child Care America Back to Sleep Campaign (SIDS prevention)
www.healthychildcare.org/section_SIDS.cfm

National Center on Shaken Baby Syndrome
www.dontshake.org

Program for Infant/Toddler Caregivers
www.pitc.org/pub/pitc_docs/resources.html

The PITC Online Library houses an extensive collection of multimedia resources related to infant/toddler care. It includes many interesting PowerPoint presentations to download.

Zero to Three www.zerotothree.org

Supports the healthy development and well-being of infants, toddlers and their families. Its website has information for professionals, parents, and policymakers. Click on Key Topics.

Health and Safety

American Academy of Pediatrics
www.aap.org

Information on child development and health for parents and professionals from an organization of 60,000 pediatricians.

ECELS - Healthy Child Care Pennsylvania
www.ecels-healthychildcarepa.org

Fact sheets and other information for early education and child care providers.

National Program for Playground Safety
www.playgroundsafety.org/safety/index.htm

Safety tips and standards for child care, elementary school, residential, and park playgrounds.

National Resource Center for Health and Safety in Child Care and Early Education
<http://nrckids.org>

The full set of National Health and Safety Performance Standards, individual states' child care licensure regulations, health and safety tips.

U.S. Consumer Product Safety Commission
www.cpsc.gov/search.html

Safety and recall information about consumer products that could cause serious injury or death.

Wisconsin Department of Health and Family Services' Communicable Disease Fact Sheets
<http://dhs.wisconsin.gov/communicable/factsheets/>

Detailed information about communicable diseases compiled by the Wisconsin Division of Public Health, Communicable Disease Epidemiology Section. Many fact sheets are in Spanish and Hmong as well as English.

Children with Special Needs

CESA #7 Special Education Services www.specialed.us
Special Education in Plain Language in English and Spanish, autism information for staff, and many other helpful resources.

Early Childhood Outcomes Center
www.fpg.unc.edu/~ECO

A five-year project to promote the development and implementation of child and family outcome measures for infants, toddlers, and preschoolers with disabilities. These measures can be used in local, state, and national accountability systems.

The Family Village
www.familyvillage.wisc.edu/library.htm

Information about disabilities, both general issues and specific diagnoses. For each diagnosis, the Family Village Library gives links to: who to contact, where to go to chat with others, publications to learn more about it, and related web sites.

National Center on Birth Defects and Developmental Disabilities (NCBDDD)
www.cdc.gov/ncbddd/default.htm

Information on identifying developmental disabilities and acting early to make sure young children get the help they need to reach their full potential.

National Dissemination Center for Children with Disabilities (NICHCY) www.nichcy.org

Central source of bilingual information on disabilities in infants, toddlers, children, and youth; IDEA, which is the law authorizing special education; No Child Left Behind as it relates to children with disabilities; and research-based information on effective educational practices.

Recognition & Response
www.recognitionandresponse.org

Information and resources to help early educators address the needs of 3- to 5 year-olds who show signs that they may not be learning in an expected manner.

Wisconsin Regulations

Supporting Families Together Association (SFTA)
<http://supportingfamilies.together.org>

SFTA coordinates Wisconsin's Child Care Resource and Referral Agencies in building systems and supporting quality care, resources, and education to enrich the lives of children.

Wisconsin Department of Public Instruction
<http://dpi.wi.gov/ec/index.html>

DPI regulates public schools and administers the Child and Adult Care Food Program in Wisconsin. This website covers a variety of early childhood topics.

Information Especially for Parents

*All websites accessed December 2010

. . . about how to choose child care

Child Care Aware

www.childcareaware.org

Information in English and Spanish on choosing child care and other aspects of parenting.

Wisconsin Child Care Resource & Referral Network

www.wisconsin.gov/state/core/child_care.html

Sixteen community-based CCR&R agencies in Wisconsin help parents find child care.

Wisconsin Dept of Children and Families

<http://dcf.wisconsin.gov>

DCF regulates licensed family and group child care programs and day camps; administers the Wisconsin Shares Child Care Subsidy Program, the YoungStar Quality Rating and Improvement System, and child welfare programs; and in cooperation with counties regulates certified family child care homes.

. . . about children with special needs

MUMS National Parent-to-Parent Network

www.netnet.net/mums/

National parent-to-parent organization for parents of children with any disability, disorder, chromosomal abnormality, or health condition. Supports parents through a networking system that matches them with other parents whose children have the same or a similar condition.

Wisconsin FACETS

(Wisconsin Family Assistance Center for Education, Training and Support)

www.wifacets.org

This nonprofit organization was founded in 1995 by parents who believed that parents are the best advocates for their children. Wisconsin FACETS' parent centers around the state offer free education and support services to children and adults with disabilities and their families.

Wisconsin First Step

www.mch-hotlines.org/?id=4575&sid=33

Information and referral hotline for children and adolescents age birth to age 21 with special needs. Serves families and professionals.

. . . about family activities and child rearing

Born Learning www.bornlearning.org

Easy, fun action steps that parents, grandparents, and caregivers can use every day to encourage early learning and help children succeed in school. In English and Spanish.

Child Care Aware: Daily Parent www.childcareaware.org/en/subscriptions/dailyparent

A bi-monthly newsletter available in both English and Spanish.

Family Resource Centers <http://wctf.state.wi.us/home/FRC.htm>

19 family resource centers around Wisconsin offer parent education and support. All focus on family strengths and building self-esteem and confidence within families.

National Network for Child Care www.nncc.org

This website, sponsored by the Cooperative Extension System, is an excellent source of practical information about children and child care.

Parenting Press: Parenting Resources www.parentingpress.com/parentres.html

Weekly parenting tips, downloadable brochures, and a monthly parent newsletter.

Parents' Action for Children www.parentsaction.org

Source of inexpensive, informative, enjoyable videos in Spanish or English in which celebrities tell parents about brain development, health and safety, food and fitness, discipline, much more.

Parents as Teachers (PAT) National Center www.parentsasteachers.org

This parent education and family support program serves families throughout pregnancy until their child enters kindergarten. Local programs provide personal visits, parent group meetings, screenings, and a resource network.

Parents Plus: the Parent Information and Resource Center (PIRC) for Wisconsin. www.parentspluswi.org

Information for parents and professionals to support the development of positive parenting skills and to increase parental involvement in schools for the purpose of improving student achievement.

Prevent Child Abuse Wisconsin: *Creating Character Family Fun Calendar*

www.preventchildabusewi.org

A calendar with a fun activity idea for each day of the year and helpful tips and resources for creating character in ourselves and in our children. In English or Spanish.

Talaris Research Institute www.talaris.org

Excellent website about child development, early learning, and the importance of parenting in a child's first five years. Parents can see easy-to-read, clearly presented general information, or click to see more details, or click on the research behind the advice. Includes very effective 60-second videos in English or Spanish.

Think Big. Start Small. www.thinkbigstartsmall.org/parents

How to seek out quality early learning opportunities for your children and play an active role in all their learning experiences. Includes many downloadable brochures.

U.S. Department of Education

Healthy Start, Grow Smart Series

www.ed.gov/parents/earlychild/ready/healthystart/index.html

Booklets in English or Spanish about each month of a child's first year.

Helping Your Child Become a Reader

www.ed.gov/parents/academic/help/reader/index.html

This 55-page booklet in English or Spanish tells parents how to help their children learn to read and enjoy it.

Helping Your Preschool Child

www.ed.gov/parents/earlychild/ready/preschool/index.html

63-page booklet in English or Spanish with fun learning activities for children from infancy through age 5.

Appendix D

Early Care and Education Resource Listing

All websites accessed December 2010

American Academy of Pediatrics

141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1098
www.aap.org/default.htm

This web page is committed to the attainment of optimal physical, mental and social health and well-being for all infants, children, adolescents, and young adults. Health topic parent information, provider/educator resource information, policy information, research and advocate information is available. A search engine is also available to locate specific health related information.

Wisconsin Department of Health Services

Birth to 3 Early Intervention Program

1 W. Wilson Street, P.O. Box 7851
Madison, WI 53707-7851

Phone: 608-266-8276

Fax: 608-261-6752

<http://dhs.wisconsin.gov/bdds/birthto3/index.htm>

Birth to 3 is Wisconsin's early intervention program for infants and toddlers with developmental delays and disabilities and their families. A federal law, the Individuals with Disabilities Education Act (IDEA), provides a framework for a comprehensive program and coordinates developmental, health and social services within a community. The Department of Health Services oversees the Birth to 3 Program in Wisconsin. The Birth to 3 Program is for children ages birth to 36 months. Eligibility is based on a diagnosed disability or significant delay in one or more areas of development. The team will evaluate the child's ability to: learn (cognitive development); move, see and hear (physical/motor development); communicate and understand others' communication (speech and language development); respond to and relate with others (social and emotional development); and eat, dress and care for daily living needs (adaptive development). A Birth to 3 service coordinator helps the family understand and participate in the evaluation process.

Child and Adult Care Food Program

Wisconsin Department of Public Instruction,
Community Nutrition Programs
P.O. Box 7841
Madison, WI 53707

Phone: 608-267-9129

<http://dpi.wi.gov/fns/cacfp1.html>

The Wisconsin Department of Public Instruction (DPI) administers the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) in Wisconsin. The CACFP helps provide funding for nutritious meals and snacks served to children and adults receiving day care. In addition to day care, the CACFP also provides funding for meals served to children and youths residing in homeless shelters, and for snacks provided to youths participating in eligible after school care programs. The Child and Adult Care Food Program (CACFP) promotes healthy and nutritious meals for children and adults in day care by reimbursing participating day care operators for their meal costs. A fact sheet on the CACFP program is available at: http://dpi.wi.gov/fns/doc/cacfp_fs.doc

Child Care Information Center (CCIC)

2109 S Stoughton Road
Madison, WI 53716

Phone: 608-224-5388 or 1-800-362-7353

Fax: 608-224-6178

Email: ccic@dpi.state.wi.us

<http://dpi.wi.gov/ccic/>

CCIC is a mail-order lending library and information clearinghouse serving anyone in Wisconsin working in the field of child care and early childhood education. CCIC offers educators statewide free written materials, help in planning individualized and group trainings, and loan of books and videos from a specialized collection in the DPI Reference and Loan Library. Staff will search out information as requested and mail it out in customized packets. CCIC has materials on numerous topics including: 1) child care, early childhood, and school-age care; 2) early childhood curriculum and assessment; 3) health and safety; 4) Wisconsin Model Early Learning Standards (books, posters, bookmarks, and training materials); 5) multi-cultural awareness; 6) inclusion of children with disabilities in child care programs; 7) brochures and other information providers need to meet regulatory requirements; and 8) materials in Spanish and Hmong.

Child Care Licensing and Certification

Wisconsin Department of Children and Families

Bureau of Early Care Regulation Room B200
201 E. Washington Avenue, P.O. Box 8916

Madison, WI 53708-8916

Phone: 608-266-9314

Fax: 608-267-7252

<http://dcf.wisconsin.gov/childcare>

Child care programs that provide care for 4 or more children under age 7 who are unrelated to the provider are required to be licensed. There are 5 regional and 3 district offices around the state that issue licenses, monitor programs for compliance with the licensing rules, and investigate complaints. Packets that provide information on how to become licensed are available for \$25 from the Northern Regional Office. The licensing offices maintain a file on each facility that includes copies of the center's complaint and compliance history. Information on a licensed center's complaint and compliance history is available by phone, mail, in-person review, or through Wisconsin's Licensed Child Care Search at: <http://dcf.wisconsin.gov/childcare/licensed/search.htm>

A child care provider who provides care for 3 or fewer children under the age of 7 years who are unrelated to the provider may voluntarily become certified. The county/tribal human services departments are required to certify providers who serve children subsidized by the Wisconsin Shares Child Care Subsidy Program. The counties/tribes may make certification available to all providers, whether or not public funding is involved. DCF promulgates the certification rules in chapter DCF 202. There are 71 counties and 8 tribes throughout Wisconsin that administer certification programs, monitor providers for compliance with the certification rules, and investigate complaints. Certification in Milwaukee County is done by DCF's Milwaukee Early Care Administration.

Certification agencies maintain a file on each provider that includes copies of the provider's complaint and compliance history. Information on a provider's complaint and compliance history is available by phone, mail or in-person review. The listing of certification agencies is posted at: <http://dcf.wisconsin.gov/childcare/certification/pdf/certifiers.pdf>

Child Care Resource & Referral (CCR&R) Agencies

https://supportingfamilies.org/CCR_R.html

Community-based Child Care Resource & Referral (CCR&R) agencies work within 8 regions serving all 72 counties and 11 tribes. As members of the Supporting Families Together Association, they serve the entire state of Wisconsin by:

- Connecting parents with child care services and consumer education to make informed choices about selecting child care.
- Using a strengthening families philosophy to appropriately support families.
- Providing guidance to parents on child development, early learning, child abuse and neglect prevention, health and wellness and early care and education, and school-readiness.
- Developing professionals who care for and educate children.
- Delivering training and professional development, conferences, on-site consultation, and networking opportunities to the Early Care and Education field including but not limited to Model Early Learning Standards, Shaken Baby Syndrome Prevention, Sudden Infant Death Syndrome Prevention, Social Emotional foundations of Early Learning, and Child Abuse and Neglect Prevention.
- Designing, implementing, and evaluating innovative child care quality improvement initiatives.
- Collecting, analyzing, and sharing data about early care and education.

Children and Youth with Special Health Care Needs Program (CYSHCN)

Wisconsin Department of Health Services, Division of Public Health,

Bureau of Family and Community Health

Phone: 608-266-8178

Fax: 608-267-3824

www.dhs.wisconsin.gov/health/children/index.htm

The Wisconsin CYSHCN Program philosophy and principles are that children are best served within their families.

- Children and families are best supported within the context of their community.
- Families will have convenient access to care coordinators.
- Collaboration is the best way to provide comprehensive services.
- Family perspectives and presence must be included in all aspects of the system.

The Wisconsin CYSHCN Program directs projects and programs, provides leadership and technical assistance to support the efforts of agencies, provides education and training opportunities for staff and service providers and coordinates a statewide system of nutrition services. The CYSHCN Program provides grants to promote care for Wisconsin children and youth with special health care needs and their families.

Children's Trust Fund

110 East Main Street, Suite 614

Madison, WI 53703

Phone: 608-266-6871 or 1-866-640-3936

Fax: 608-266-3792

<http://wctf.state.wi.us/home/Default.htm>

The mission of the Children's Trust Fund is to advocate, support, and sustain a statewide culture that encourages family and community life in which children will develop and flourish in a safe environment free from all forms of abuse and neglect. The Children's Trust Fund encourages the development of diverse approaches to meet local needs for parent education and support. The Children's Trust Fund provides family resource centers with best practice information and tools for collecting uniform data and outcome-based evaluation strategies to measure the effectiveness of prevention programs.

Cooperative Educational Service Agency (CESA)

<http://dpi.wi.gov/cesa.html>

CESA agencies provide leadership and coordination of services for school districts, including curriculum development assistance; school district management development; coordination of vocational education; and exceptional education, research, special student classes, human growth and development, data collection processing and dissemination, and in-service programs. CESA agencies work in partnership with school districts to provide leadership and to help facilitate change and continuous improvement in schools so that all children will achieve educational excellence. Twelve agencies across Wisconsin provide statewide service delivery.

Early Childhood Career Guide

www.collaboratingpartners.com/career_g/Index.html

The intent of this Guide is to provide an overview of early childhood career opportunities in Wisconsin, a summary of key programs and resources, definitions of common terms, and a framework for individualized professional development planning. It is designed to assist readers in navigating the maze of possible careers, career requirements, and career paths in early childhood. The current early childhood field in Wisconsin includes a variety of high quality programs and services that appear fragmented by different funding streams, program requirements, and eligibility criteria. Wisconsin envisions a seamless, blended system that encompasses all who touch the lives of young children and their families. The complexity of this Career Guide demonstrates that this vision has not yet been achieved. The development and revision of this Guide is intended, however, to continue to move Wisconsin closer to our ideal of a unified early childhood community.

Early Childhood Comprehensive Systems Project (ECCS)

Wisconsin Department of Health Services, Maternal and Child Health Program

1 West Wilson

Madison, WI 53702

Phone: 608-267-0329

www.collaboratingpartners.com/eccs_what.htm

The Early Childhood Comprehensive Systems (ECCS) Project is a major statewide planning initiative, working toward better coordination of all services and programs that touch the lives of young children, birth through age five. ECCS is based on building relationships among adults who care about the crucial significance of the early years in young children's lives. State partners involved in the ECCS Project come from the areas of health, mental health, family support, parenting education, child care, and preschool education.

Early Childhood Special Education

Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, WI 53707
<http://dpi.wi.gov/ec/ecspedhm.html>

Each of Wisconsin's 426 school districts provide special education services to children with identified disabilities, ages three to 21. Programs serving children from three to five years of age are called Early Childhood Special Education (ECSE) programs. Services are provided in the least restrictive environment within a range of settings including the home, child care, Head Start, kindergarten, and early childhood special education classrooms. When children are served in general education, consultation and support services are available to teachers and other staff. Each school district is responsible to provide a continuum of Special Education and Related Services to Children with Disabilities and who need special education. Children are evaluated to determine if they meet state eligibility criteria.

Parents Plus – Wisconsin Parent Information and Resource Center (PIRC)

Neenah Office: P.O. Box 452, Menasha, WI 54952
Milwaukee Office: 660 E. Mason Street, Suite 100, Milwaukee, WI 53202
Plymouth Office: 1215 Eastern Avenue, Plymouth, WI 53073
Phone: 877-384-1769
www.parentspluswi.org/

The mission of Parents Plus, Inc. is to educate, train, and support parents, educators, service providers, and community members throughout Wisconsin to strengthen families, promote student success, and achieve optimal childhood outcomes. Parents as Teachers (PAT) is an international early childhood parent education and family support program that begins prenatally and extends through age 5. The program is designed to enhance child development and school achievement through parent education that is free and accessible to all families in the state of Wisconsin. Families can receive personal visits, group meetings, screenings and resource and referral for services.

Early Childhood Kindergarten

Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, WI 53707
<http://dpi.wi.gov/ec/eckindhm.html>

All Public elementary schools include 5-year-old kindergarten and may include 4-year-old-kindergarten programs. Recently, 4-year-old kindergarten programs have seen a dramatic increase. Typically, these programs have been in public school buildings. An increased number of school districts have initiated community based approaches through partnerships that bring 4 and 5-year-old kindergarten programs into child care, preschools, or Head Start center settings. In these locations, licensed teachers may still have separate kindergarten classrooms, may team-teach in a blended program, or teach through other arrangements. Currently over 1/3 of Wisconsin school districts offer 4-year-old kindergarten to all children in their district and another 1/3 of the districts are looking into 4K.

****Quality Care for Quality Kids (QCQK) Materials**

Wisconsin Department of Workforce Development,
Child Care Section
201 E. Washington Avenue, P.O. Box 7972

Madison, WI 53707-7972
Phone: 608-266-7001
Fax: 608-261-6968
<http://dwd.wisconsin.gov/kidsfirst>

****The Governor's "Quality Counts for Kids" proposal did not pass legislation during the Spring of 2005, however, DWD is still committed to working on a system that will help parents make informed decisions about the care of their children. DWD is continuing to work with our partners to determine if there are key elements of the Quality Care for Quality Kids platform we can implement.**

This initiative was proposed to rate the quality of child care providers; tie subsidy reimbursement rates to quality levels; and use quality ratings to offer parents more information to make the best possible child care choice. This web address provides information on how the Task Force Recommendation was made and what resources, research and materials were reviewed and discussed when developing the recommendation. Additionally, materials are available at this web address that provide answers to frequently asked questions, and include training materials to help the child care workforce clearly understand the components within the rating system.

The Registry

2517 Seiferth Road
Madison, WI 53716
Phone: 608-222-1123
Email: registry@the-registry.org
www.the-registry.org

The Registry is a career level system which awards a certificate verifying that an individual has completed all State of Wisconsin, Department of Health Services, entry-level training and is qualified for the position that s/he holds. Additional credit based training is categorized by core knowledge areas as defined by the National Association for the Education of Young Children. The Registry encourages professional development by defining set goals and recognizes the attainment of those goals by individuals. The Registry has developed highly specialized professional credentials and awards completion of the credential to those individuals who have met all prescribed goals.

R.E.W.A.R.D - Rewarding Education with Wages And Respect for Dedication

Wisconsin Early Childhood Association (WECA)
744 Williamson Street, Suite 200
Madison, WI 53703
Phone: 608-240-9880 or 1-800-783-9322
Fax: 608-240-9890
www.wecanaeyc.org/reward/

The R.E.W.A.R.D.™ WISCONSIN Stipend Program is a compensation and retention initiative for members of the early care and education workforce. Incremental yearly salary supplements are awarded to individuals based on their educational attainments and longevity in the field. This program hopes to encourage increased education and retention through increased compensation.

Strengthening Families

Center for the Study of Social Policy (CSSP)
www.strengtheningfamilies.net/images/uploads/pdf_uploads/Wisconsin.pdf
Strengthening Families is a new, proven, cost-effective strategy to prevent child abuse and neglect. The strategy involves early childhood centers working with families to build protective factors

around children. The effort is focused on supporting child care providers to strengthen families and help prevent abuse and neglect through their daily contact with parents and children.

T.E.A.C.H. – Teacher Education And Compensation Helps Wisconsin Early Childhood Association (WECA)

744 Williamson Street, Suite 200

Madison, WI 53703

Phone: 608-240-9880 or 1-800-783-9322

Fax: 608-240-9890

www.wecanaeyc.org/teach/

T.E.A.C.H. Early Childhood@ WISCONSIN is a statewide scholarship program designed to help child care center teaching staff, Head Start teachers, family child care providers, center directors and administrators meet their professional development goals while continuing their current employment in regulated early childhood and school age care settings. T.E.A.C.H. links education, compensation and commitment to improving the quality of early education. Currently there are six scholarship models available to support credit-based education. T.E.A.C.H. Early Childhood@ WISCONSIN is the scholarship program that pays for expenses related to the completion of an educational path. T.E.A.C.H. also provides career, academic and/or personal counseling services to recipients as needed.

Think Big. Start Small.

c/o Child Care Resource & Referral Network, Inc. (CCR&R)

Phone: 1-888-713-KIDS to reach your local CCR&R agency

<http://www.4c-milwaukee.org/thinkbig/brochures/>

www.thinkbigstartsmall.org

Think Big. Start Small. is a highly successful public outreach campaign created to increase awareness of the importance of high quality early care and education for all children. The messages of *Think Big. Start Small.* speak to parents, early childhood teachers, caregivers, and community members by focusing on:

- The importance of high quality early childhood education and care for all children.
- Recognition of the importance of early learning, which occurs and must be supported in any early childhood setting.
- The important role that the community has in making sure every child has access to high quality early learning and care experiences.
- The importance of school readiness.
- Information for parents with children with special needs.

T-Net, the Wisconsin Training Network and Event Calendar

The Registry

Phone: 608-222-1123

Email: admin@t-net.org

www.t-net.org

T-Net is the statewide, profession-wide, free, web-based interactive training calendar for anyone in the field of child care and education in Wisconsin. From the T-Net web site, events and trainings may be sorted according to area of the state, date, topic, sponsor, or presenter. Those looking for trainings to attend can create a personalized calendar or training “shopping cart” by selecting only those events in which they are interested. Agencies offering training are encouraged to register as sponsors and post their event information directly on the interactive T-Net web site. Trainers can print barcode verification labels from the T-Net site.

UMOS Migrant Day Care

3475 Omro Road, Suite 200

Oshkosh, WI 54904

Phone: 920-232-9611

Fax: 920-232-8129

www.umos.org/childhood/day_care.aspx

UMOS services enhance the overall development of children from migrant farm-worker parents through the consolidation and allocation of administration and social service migrant daycare funds. The overall goal of the UMOS Migrant Daycare Program is to collaboratively provide quality educational and supportive services to eligible migratory children, addressing their special needs and empowering them to achieve to high standards. UMOS currently provides services to migrant children in the following Wisconsin counties: Adams, Barron, Brown, Buffalo, Columbia, Dodge, Door, Fond du Lac, Green Lake, Jackson, Jefferson, Manitowoc, Marquette, Oconto, Outagamie, Ozaukee, Polk, Portage, Richland, Sauk, Sheboygan, St. Croix, Trempealeau, Waukesha, Waupaca, Waushara, Winnebago, and Wood.

Waisman Center

1500 Highland Avenue

Madison, WI 53705-2280

Phone: 608-263-5776

Fax: 608-263-0529

www.waisman.wisc.edu/cedd/ecfr.html

One of 14 national centers dedicated to the advancement of knowledge about human development and developmental disabilities through research and practice. The Waisman Center shares its resources in many ways—through public lectures and seminars; through consultation to physicians, educators, and other professionals; through an internet web site and resource center specializing in topics related to developmental disabilities; and through articles in professional journals, books, and other publications.

Birth to Three training and technical assistance is available at:

www.waisman.wisc.edu/cedd/indexfr.html

Wisconsin After School Association

Rae Williams-DiMilo, President

PO Box 413

Milwaukee, WI 53201-0413

Phone: 414-229-5384, Fax: 414-229-3623

E-mail: rwdimilo@uwm.edu

www.naaweb.org/

The National After School Association's mission is to be the leading voice of the after-school profession dedicated to the development, education, and care of children and youth during their out-of-school hours. Wisconsin After School Association is the state affiliate of the national organization. The Wisconsin After School Association hosts a statewide conference, administers the Wisconsin School-Age Credential, publishes a quarterly newsletter, and supports public policy development at state and national levels.

Wisconsin Alliance for Infant Mental Health (WI-AIMH)

133 South Butler Street, Suite 10 LL

Madison, WI 53703

Phone: 608-442-0360

www.wiimh.org/index.htm

The WIIMH is focused on promoting healthy social and emotional development of all Wisconsin children birth through age five. Recent efforts have focused on the development of a blueprint for a comprehensive system of care that includes prevention, early

intervention, and treatment. The goal of the initiative is to weave infant and early childhood principles into the fabric of all systems that touch the life of children under age five. The developing infant and early childhood system of care in Wisconsin includes the critical components of public awareness, training, service delivery, and policy.

Wisconsin Child Care Administrators Association

www.wccaa.org/

Board President- Joan Beck 2010

Phone: 414-643-5070

The Wisconsin Child Care Administrators Association was founded in 1976 to help child care administrators in Wisconsin network with each other, spread the news about issues affecting them, take joint action on advocacy issues, and help administrators find out about classes and training specifically designed to meet their needs. WCCAA plays a critical role in directing the future of professionalism in child care in Wisconsin by working with our local, state, and federal government officials to educate them about our organization, our members, and our commitment to professionalism and excellence in child care.

Wisconsin Child Care Improvement Project (WCCIP)

2109 S. Stoughton Road

Madison, WI 53716

Phone: 608-224-5382

Fax: 608-224-6178

jane.ilgen@dpi.state.wi.us

www.wccip.org

WCCIP provides a system of specialized support services to establish child care programs and to improve program quality and business practices. WCCIP consultants lead individuals or groups through defined processes including child care state licensing preparation and national child care program accreditation.

WCCIP offers individualized consultations, group trainings and resources for child care providers.

Wisconsin Child Care Research Partnership (WCCRP)

University of Wisconsin-Extension

Room 301, 432 N. Lake Street

Madison, WI 53706

Phone: 608-265-3969 or 1-877-637-6188

Fax: 608-263-7969

www.uwex.edu/ces/flp/wccrp/

The Wisconsin Child Care Research Partnership was developed as a partnership with UW-Extension, the Department of Workforce Development, and the Wisconsin CCR&R Network. The Partnership conducted statewide research on all aspects of the early care and education system in the state between 2000 and 2006, as one of 9 federally-funded research partnerships. The research findings, particularly related to the quality of care for low-income children, led to the publication of research briefs and policy options papers, as well as testimony, papers, and reports for many policy level groups. The Research Partnership provided many of the research analyses and simulations for the proposed Quality Care for Quality Kids Initiative during 2004-2005. The Research Partnership participated in a federal Data Research Capacity grant, working with partners to develop the statewide "provider file," containing data from several state agencies and groups. The Partnership formally ended in 2006, but materials are still available at the above web address.

Wisconsin Council on Children and Families (Also Early Education Matters)

Wisconsin Council on Children and Families

555 W. Washington Avenue, Suite 200

Madison, WI 53703

Phone: 608-284-0580

Fax: 608-284-0583

www.wccf.org

The Wisconsin Council on Children and Families, Inc. is a nonprofit, multi-issue child and family advocacy agency. Headquartered in Madison, the Council's mission is to promote the well-being of children and families in Wisconsin by advocating for effective and efficient health, education, and human service delivery systems. WCCF accomplishes this through educational conferences; ongoing projects like W-2 Watch (Wisconsin's Welfare Reform), Wisconsin Budget Project, and Great Beginnings (our early childhood brain development initiative); and publications like the *WisKids Count Data Books and Juvenile Justice Pipeline*. One major project is Early Education Matters. The intent of the Early Education Matters (EEM) Project is to expand the quality and quantity of early education experiences available to Wisconsin's four-year-olds. Although it is recognized that there are many needed early childhood system improvements, this project is funded to focus on community approaches to four-year-old kindergarten. This is accomplished by means of collaborations that involve a broad range of early childhood stakeholders including school districts, child care providers, Head Start and others with the intent to achieve a common goal—quality early learning options that include a 4K component and are readily available to parents.

Wisconsin Department of Children and Families –Bureau of Quality Improvement

201 E. Washington Avenue, P.O. Box 7935

Madison, WI 53707-7935

Quality Initiatives: <http://dcf.wisconsin.gov/childcare/quality/default.htm>

The Department of Children and Families, Bureau of Quality Improvement is established to have lead planning responsibility for quality improvement efforts and delivery of resources and support to child care programming. The Bureau, in cooperation with the early childhood community, provides knowledgeable leadership, guidance, and joint planning to achieve this vision. Additionally, the Bureau administers the YoungStar Child Care Quality Rating and Improvement System, the Scholarship and Bonus Initiative administered through the Wisconsin Early Childhood Association, the Child Care Resource and Referral Contract administered through the Supporting Families Together Association, and the quality contracts for training and technical assistance delivery for quality programming and planned supply of child care and early education services.

Wisconsin Department of Children and Families – Wisconsin Shares Child Care Subsidy Program Bureau of Child Care Administration

201 E. Washington Avenue, P.O. Box 7935

Madison, WI 53707-7935

Phone: 608-261-6317, Option 2

Fax: 608-266-8302

<http://dcf.wisconsin.gov/childcare/wishares/default.htm>

The Department of Children and Families, Bureau of Child Care Administration has lead policy development and planning responsibilities for state government child care assistance programs. Our

vision is to support low income families by providing access to affordable, high quality child care and early education experiences, to enhance children's development and to support their families in work and parenting roles.

Wisconsin Division for Early Childhood (WDEC)

923 East Garland Street
West Salem, WI 54669
Phone: 608-786-4844
Fax: 608-786-4801

www.wdec.org

WDEC is a state chapter of the Division for Early Childhood (DEC), one of 17 divisions of the Council for Exceptional Children (CEC) - the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. DEC is especially for individuals who work with or on behalf of children with special needs, birth through age eight, and their families. Founded in 1973, the Division is dedicated to promoting policies and practices that support families and enhance the optimal development of children. DEC is an international community of 5,000 professionals and family members - in 50 U.S. states, 9 Canadian provinces, and 22 other countries - all working together to support the development of young children with special needs and to create a system of support for all young children and their families.

WDEC established the Jenny Lange Scholarship Fund through UW-Whitewater and is a co-sponsor of the annual WI Early Childhood Education and Care Conference and the biennial JoLyn Beeman Memorial Lecture Series. Membership in WDEC provides reduced fees at these conferences; a state newsletter; and monthly publications, including the *Young Exceptional Children* journal.

Wisconsin Early Childhood Association (WECA)

744 Williamson Street, Suite 200
Madison, WI 53703
Phone: 608-240-9880 or 1-800-783-9322
Fax: 608-240-9890

www.wecanaeyc.org

WECA is a statewide, nonprofit organization serving as a professional association whose members care for and educate Wisconsin's children, ages birth to eight. WECA is an affiliate of the National Association for the Education of Young Children (NAEYC). WECA advocates for the child care profession, offers training and professional development, sponsors a Child Care Food Program, and administers the T.E.A.C.H. Early Childhood @ WISCONSIN Scholarship Program which offers scholarship opportunities to teachers, family child care providers, center directors and administrators for credit-based training. WECA also administers the R.E.W.A.R.D.™ WISCONSIN Stipend Program that provides a statewide compensation initiative that awards stipends directly to family child care providers, center teachers, and program directors based on attained levels of education.

In addition to co-sponsoring a statewide conference annually, WECA provides workshops and presentations on a variety of early care and education topics. The WECA web pages identify training and workshop opportunities that are offered.

Wisconsin Early Childhood Collaborating Partners

Department of Public Instruction
P.O. Box 7841, Madison, WI 53707-7841
Fax: 608-266-2529

www.collaboratingpartners.com

"Working to Transform Early Childhood Care and Education"
WECCP represents many public and private agencies, associations, and individuals that care about our state's young children and their families. The Collaborating Partners have come together to promote the blending of our state's current separate early childhood education and care systems. Their goal is to develop a quality, comprehensive early childhood system which shares responsibility among families, providers, the public sector, and the private sector. Links to the following activities and resources can be found: Early Childhood Special Education, Professional Development, Early Childhood Economic Development, 4-Year-Old Kindergarten and Community Collaborations. <http://dpi.wi.gov/ec/eclistsv.html>

The WECCP listserv is designed to facilitate interactive, electronic communication between agencies, associations, and individuals providing services to Wisconsin's young children (birth to age 8) and their families. The focus of this listserv is on state, community and interagency efforts to improve service delivery approaches for young children and their families.

WECCP information on community approaches to serving children are available at: www.collaboratingpartners.com/4k-community-approaches-about.php

Wisconsin Family Assistance Center for Education, Training, and Support (FACETS)

2714 N. Dr. Martin Luther King Drive
Milwaukee, WI 53212
Phone: 877-374-4677
www.wifacets.org/

WI FACETS is a non-profit organization providing opportunities to enhance the quality of life for children and adults with disabilities and their families. FACETS offers programs at the Parent Training Information Center and the Win-Mill Project statewide, and a City of Milwaukee Community Parent Resource Center.

Wisconsin Family Child Care Association (WFCCA)

1112 N. Lake Street
Neenah, WI 54956
Phone: 920.722.6448
www.wisconsinfamilychildcare.org/

The Wisconsin Family Child Care Association, WFCCA, is a statewide organization of Family Child Care providers and their supporters, formed to provide support, involvement, and communication with others in the profession.

The goal of the Association is to help maintain the high quality of care that promotes the physical, intellectual, emotional, and social development of children by:

- Promoting awareness of family child care as a viable choice in child care.
- Promoting awareness of the professionalism of family child care.
- Providing an opportunity for input into laws concerning children.
- Providing a statewide information/assistance network.
- Providing an opportunity for involvement, support, and communication with others.

Wisconsin First Step

Phone: 1.800.642.7837 (STEP)

www.mch-hotlines.org/

Wisconsin First Step is a statewide Information and Referral hotline that serves families with children who have special health care needs. The line is operational 24 hours per day, 7 days a week. Parent Specialists with specialized disability expertise and having a child with a special need answer the line Monday through Friday 8 a.m. to 4 p.m. Wisconsin First Step has two components. It serves as the Central Directory for Wisconsin's Birth to Three Program. This statewide program provides supports and services to infants and toddlers with developmental disabilities and their families. Another component to First Step is to serve as the Information and Referral hotline for the Children and Youth With Special Health Care Needs (CYSHCN) Regional Centers. In addition to providing referrals to disability-related resources, Parent Specialists provide direct linkages to the closest CYSHCN Regional Center. The Regional Centers provide Information and Referral, Service Coordination, and Parent Networking for families of children ages 0-21 with special health care needs.

Wisconsin Head Start Association (WHSA)

122 East Olin Avenue, Suite 110

Madison, WI 53703

Phone: 608/442-7308, Fax: 608/442-7672

www.whsaonline.org/

The Wisconsin Head Start Association (WHSA) is a private not for profit membership organization representing more than 16,000 children, about 3,000 staff and 54 Head Start programs in Wisconsin. WHSA is an association of leaders dedicated to assuring the availability of comprehensive, top quality services for children and families in our state. This is accomplished through advocacy, the delivery of professional development services, and the creation of unique resources for people and organizations committed to families.

Wisconsin Housing and Economic Development Authority (WHEDA)

201 West Washington Avenue, Suite 700

P.O. Box 1728

Madison, WI 53701-1728

Phone: 608-266-7884 or 1-800-334-6873

Fax: 608-267-1099

101 West Pleasant Street, Suite 100

Milwaukee, WI 53212-3962

Phone: 414-227-4039 or 1-800-628-4833

Fax: 414-227-4704

www.wheda.com

WHEDA operates two programs that benefit child care providers who are looking for additional funding:

- 1.) The Linked Deposit Loan (LIDL) Subsidy which assists women and/or minority-owned and controlled businesses in the start-up or expansion of their business by reducing the interest rate on their bank loans.
- 2.) Small Business Guarantee which can assist in the expansion or acquisition of a small business, or assist in the start-up of a child care business which may be owned by an individual, a partnership, a corporation, a non-profit organization, or a cooperative.

For additional information about eligibility requirements, eligible uses of loan proceeds, terms and conditions, and the application process and fees, contact WHEDA.

Wisconsin Model Early Learning Standards (WMELS)

Wisconsin Department of Workforce Development,

Child Care Section

201 E. Washington Avenue, P.O. Box 7972

Madison, WI 53707-7972

Phone: 608-266-7001, Fax: 608-261-6968

www.collaboratingpartners.com/wmels-about.php

The WMELS are derived from research in all the domains of the child's early learning and development and apply to all settings in which children receive care and education. They were developed by the WMELS Steering Committee, composed of representatives from the state departments of Public Instruction, Health and Family Services, and Workforce Development; the Head Start State Collaboration Office; and Wisconsin Early Childhood Collaborating Partners. The WMELS are a listing of developmental expectations for children upon kindergarten completion supported by practice-based evidence and scientific research. The WMELS provide a shared framework for understanding and communicating expectations for young children's development. The WMELS are a guide for parents, early care and education professionals, and policymakers, all of whom share responsibility for the well being of young children. A copy of the WMELS can be downloaded at the link listed above. The Frequently Asked Questions list answers questions regarding the development and intended use of the standards.

Training for Wisconsin Model Early Learning Standards is taking place throughout Wisconsin for educators, child care providers and families who want to continue to improve the quality of early education and care for children ages three through the completion of kindergarten.

Wisconsin Women's Business Initiative Corporation (WWBIC)

2745 N. Dr. Martin Luther King Jr. Drive

Milwaukee, WI 53212

Phone: 414-263-5450, Fax: 414-263-5456

2300 S. Park Street

Madison, WI 53713

Phone: 608-257-5450, Fax: 608-257-5454

www.wwbic.com/

The WWBIC is an economic development corporation providing quality business education and access to capital for entrepreneurs. WWBIC consults, educates and mentors owners of small and micro businesses throughout Wisconsin. WWBIC can provide a free business assessment and individuals can gain a thorough understanding of financing options available for business start-up or expansion. WWBIC can also help individuals start out by developing a business plan outline. WWBIC provides training, marketing tips and a business resource directory.

National Resources

Center for the Child Care Workforce (CCW)

Email: ccw@aft.org

www.ccw.org/about_active.html

The mission of CCW is to improve the quality of early care and education for all children by promoting policy, research and organizing that ensures the early care and education workforce is well-educated, receives better compensation and a voice in their workplace.

Center on the Social and Emotional Foundations for Early Learning

Vanderbilt University
304 MRL, Peabody College
Nashville, TN 37203
Phone: 615.322.3978 or 866.433.1966
www.vanderbilt.edu/csefel

The Center on the Social and Emotional Foundations for Early Learning is a national center focused on strengthening the capacity of child care and Head Start programs to improve the social and emotional outcomes of young children. The center will develop and disseminate evidence-based, user-friendly information to help early childhood educators meet the needs of the growing number of children with challenging behaviors and mental health challenges in child care and Head Start programs. The Center has also developed What Works Briefs that provide summaries of effective practices for supporting children's social-emotional development and preventing challenging behaviors. The Briefs describe practical strategies, provide references to more information about the practice, and include a one-page handout that highlights the major points of the Brief. This information is summarized at:
<http://www.vanderbilt.edu/csefel/whatworks.html>

National Association for the Education of Young Children (NAEYC)

1313 L Street NW, Suite 500
Washington, D.C. 20005
Phone: 800-424-2460.
www.naeyc.org

The nation's largest professional association for early childhood educators, NAEYC offers its members the opportunity to sign up for the free monthly e-mail newsletter and offers an Action Center for advocates. Members of WECA are members of NAEYC. NAEYC has worked to raise the quality of programs for all children from birth through age eight. A major part of NAEYC's efforts to improve early childhood education is through different systems of accreditation for programs that are committed to meeting national standards of quality.

National Association for Family Child Care (NAFCC)

5202 Pinemont Drive
Salt Lake City, Utah 84123
Toll-free 1-800-359-3817 Fax: 801-268-9507
www.nafcc.org

The mission of NAFCC is to support the profession of family child care and to encourage high-quality care for children. NAFCC has promoted high-quality family child care through accreditation, leadership training, technical assistance, public education, and policy initiatives. NAFCC holds an annual national conference and publishes a quarterly newsletter.

National Child Care Information Center (NCCIC)

10530 Rosehaven St., Suite 400
Fairfax VA 22030
Phone: 1-800-616-2242, Fax: 1-800-716-2242
TTY: 1-800-516-2242

Email: info@nccic.org URL: <http://nccic.acf.hhs.gov>
Excellent source of information about child care and includes links to national child care organizations and clearinghouses.

National Institute for Early Education Research (NIEER)

120 Albany Street, Suite 500
New Brunswick, NJ 08901
Phone: 732-932-4350, Fax: 732-932-4360
www.nieer.org

The National Institute for Early Education Research supports early childhood education initiatives by providing objective, nonpartisan information based on research. NIEER is one component of a larger early education initiative designed, funded and managed by The Pew Charitable Trusts. *Preschool Matters* is a publication of NIEER.

National Network for Child Care (NNCC)

Iowa State University Extension, Ames, IA 50011
Email: nncc@iastate.edu URL: www.nncc.org
This website, sponsored by the Cooperative Extension System, is an excellent source of practical information about children and child care.

Pre-K Now

Libby Doggett, Ph.D., Executive Director
1150 18th St. NW, Suite 975, Washington, D.C. 20036
Phone: 202-862-9865, Fax: 202-862-9870
www.preknow.org

Pre-K Now has a vision that every child in our nation enters kindergarten prepared to succeed. Pre-K Now is an advocacy and public education organization supported by The Pew Charitable Trusts and other funders. Pre-K Now collaborates with state advocates and policymakers to lead a movement for high quality, voluntary pre-kindergarten for all three and four year olds.

Zero to Three

National Center for Infants, Toddlers and Families
2000 M Street, NW, Suite 200, Washington, DC 20036
Phone: 202-638-1144
www.zerotothree.org

Zero to Three's mission is to support the healthy development and well-being of infants, toddlers and their families. Zero to Three is a nonprofit, multidisciplinary organization that advances the mission to inform, educate and support adults who influence the lives of infants and toddlers.

Guiding Principles

- All children are capable and competent.
- Early relationships matter.
- A child's early learning and development is multidimensional.
- Expectations for children must be guided by knowledge of child growth and development.
- Children are individuals who develop at various rates.
- Children are members of cultural groups that share developmental patterns.
- Children exhibit a range of skills and competencies within any domain of development.
- Children learn through play and the active exploration of their environment.
- Parents are children's primary and most important caregivers and educators.

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Appendix 7

Wisconsin Cross-Sector Early Childhood Professional Development Chronology of Significant Events

Updated October 2011

- Early 1990's
- The Registry was formed as a collaboration of Wisconsin Child Care Administrator's Association, Wisconsin Early Childhood Association, and the Wisconsin Family Child Care Association. Later UW-Waisman Center, the School Age Care Alliance, R&R Network, Department of Public Instruction (DPI), state licensors, and members at large joined the collaboration.
- A team from Wisconsin attended the 1992 Wheelock invitation to Los Angeles. Representatives from DHSS, The Registry, DPI, 2 and 4 year colleges, R&R, WI Child Care Improvement Project, and WFCCA attended.
- The Registry received a grant from the Center for Career Development, Wheelock College, and Wisconsin became a Partners In Change state. Gwen Morgan was the Team Leader
- The Professional Development Initiative (PDI) was formed, facilitated by The Registry, and focusing on child care and birth-to three early intervention services.
- Twenty six focus groups were held statewide to define the term "professional development" and the needs of the profession.
- A strategic planning meeting was held at Wingspread, and an action plan developed.
- The Wisconsin Early Childhood Collaborating Partners (WECCP) umbrella group was formed, facilitated by DPI.
- The Wisconsin Department of Health and Social Services (DHSS) funded the Wisconsin Birth to 3 Personnel Development Project (WPDP) to meet the professional development requirement of the Part H of the Individuals with Disabilities Education Act. WPDP is housed at the Waisman Center, UW-Madison.
- Mid 1990's
- The Registry received a grant from the Center for Career Development, and Wisconsin became part of "Taking the Lead". The Wisconsin Professional Credential for Child Care Administrators was developed (written by Gwen Morgan with input from a WI team of practitioners and higher education professionals).
- 1997
- The first annual "Intersecting Interests" Higher Education Forum was held.
- 1998
- Collaborative leadership of PDI began – the Registry, Child Care Office at DWD, and the Wisconsin Head Start State Collaboration Project/QNet.
- A PDI Planning Retreat was held, resulting in three strategic directions: education and training, public awareness, and compensation
- A connection was made between PDI leadership and the JACAP Committee on Transfer Issues (Joint Administrative Council on Academic Planning, comprised of faculty and administrators from the UW System and Wisconsin Technical College System). The charge for this Committee was to increase articulation and transferability of credits between the two systems.
- 1999
- An application was submitted for Supplemental Head Start Collaboration funds to support the development of statewide core curriculum for the AA Degree in Child Care and Development within the WTCS. This proposal was funded and implemented.
- PDI leadership met with administrators from the UW System to discuss early childhood higher education articulation needs in Wisconsin, and an articulation task force was formed. The final report of the JACAP Transfer Issues Committee included a recommendation to target the areas of Nursing and Early childhood for system-level articulation efforts.

The Wisconsin Infant/Toddler Credential and T.E.A.C.H. Early Childhood Wisconsin scholarships were initiated.

The UW/WTCS Systems Articulation Work Group, consisting of ten faculty and administrators from each system, met for the first time.

The annual Intersecting Interests Higher Education Forum focused on cross- system articulation.

2000 The Wisconsin Child Development DACUM Panel was convened to identify the duties and tasks performed by early childhood staff across a variety of settings.

The DACUM Chart was widely disseminated, reviewed and critiqued through written comments and a series of four regional meetings. Input was then compiled and integrated into a revised chart.

The Board of Regents of the UW System, and the Wisconsin Technical College System Board met together for the first time, and agreed to a statement of guiding principles on student transfer between the two systems. Early Childhood and Nursing were targeted as pilot areas for system-level articulation efforts.

The WTCS Child Development Core Curriculum Steering Committee met for the first time. This committee included a representative from each of the sixteen technical colleges, as well as four faculty members from the UW system and representatives from PDI.

The Wisconsin Child Care Apprenticeship Steering Committee began meeting to create guidelines for a child care apprenticeship in Wisconsin, and to develop competencies based on the DACUM process.

A continuation application for Supplemental Head Start Collaboration Funds was written and funded to support system-level articulation efforts (focusing on the UW System).

The annual *Intersecting Interests Higher Education Forum* was expanded to two days in order to frame regional articulation efforts over the coming year.

The Wisconsin Infant Toddler Professional Credential was developed by Janet Gonzalez-Mena with a team of WI professionals

2001 The first Wisconsin Early Care and Education Career Guide was completed and disseminated.

A statewide meeting was held to mark the completion of the state-wide WTCS curriculum in Early Childhood Education (please note the change in the name of the degree), and to publicize the signing of the first UW campus-to-Wisconsin Technical College System articulation agreements.

The CESA- based Early Childhood Special Education Program Support Teachers began meeting as a network supported by the Department of Public Instruction to address professional development needs for educators and community partners, establishing regional focus on collaboration for children with disabilities.

2002 The decision was made to combine PDI and the Professional Development Action Team of the Wisconsin Early Childhood Collaborating Partners.

The Wisconsin Children's Agenda for Early Care and Education was disseminated in a state-wide teleconference. Included in the Agenda was a professional development goal and five recommendations addressing articulation, competency-based professional development, mentoring, and issues related to diversity.

2003 The Wisconsin Registry hosted the first National Practitioner Registry Alliance Conference in Madison. Twenty states were represented and the event marked the beginning of what would become the National Registry Alliance.

T-Net (www.t-net.org), a web based early childhood training network, was launched. Training sponsors could now enter their training onto a searchable database.

The Wisconsin DPI was awarded a State Improvement Grant from the US Department of Education Office of Special Education Programs that included an Early Childhood Hub housed at the Waisman Center, UW-Madison. The focus of this Hub was on cross-sector professional development, the inclusion of young children with disabilities and implementation of the Wisconsin Personnel Development Model, an evidence-based approach to professional development that results in improved outcomes for children and families.

2004 Sarah LeMoine facilitated a statewide cross-sector strategic planning meeting for Early Childhood, sponsored by the PDI and NCCIC.. Participants included Head Start, The Registry, Wisconsin Early Childhood Association, Department of Public Instruction, Wisconsin Technical College System, UW Milwaukee, CESAs, Wisconsin Child Care Improvement Project, Group and Family Child Care Licensing, DWD Child Care Section, Child Care Information Center, WCCAA, and WFCCA.

The Wisconsin PreK-16 Leadership Council was created. Early childhood was identified by the Council as one of their two priority areas.

The Wisconsin Early Childhood Comprehensive Systems planning grant was awarded to the Department of Health and Family Services.

Implementation of DPI's PI34 Teacher Licensure Re-design began.

2005 Wisconsin was one of three states whose early childhood cross-sector professional development efforts were highlighted during the NAEYC Professional Development Institute .

The online version of the Wisconsin Early Childhood Career Guide was updated.

The first statewide train-the-trainers session to support implementation the Wisconsin Model Early Learning Standards was offered.

Revision of the Wisconsin Technical College System Early Childhood Education AA Degree curriculum was completed, resulting in common courses.

2006 A report highlighting the role of the Wisconsin Head Start State Collaboration Office in cross-sector professional development system development was written by the Office of Head Start.

Implementation of the Wisconsin Preschool Credential began.

The Early Childhood Higher Education Leadership team disseminated mini-grants to higher ed faculty to promote innovative practices and partnerships around the state. Some of the mini-grants focused on articulation across higher education programs and braided funding.

2007 PDI was re-designed to incorporate the five Early Childhood Comprehensive System domains.

The Registry introduced the PDAS training and trainer approval system.

PDI developed *Core Competencies for Professionals Working with Young Children & Their Families*, aligned across six early childhood sectors.

The Early Childhood Hub of the Waisman Center, UW-Madison was continued through funding from the State Personnel Development Grant, awarded to WI DPI. Focus areas have included support for a statewide T & TA network and strengthening the use of educational and communication technology.

2008 The Governor's Early Childhood Advisory Council was created through Executive Order.

A Wisconsin Early Childhood Collaborating Partners videoconference was offered on the topic of cross-sector professional development.

Implementation of the Wisconsin Inclusion Credential began.

The Wisconsin Early Childhood Online Mapping Project was initiated through the UW- Extension.

A number of medical home initiatives were launched to provide outreach to physicians regarding periodic, universal screening and surveillance.

Concurrently, the Healthy Children Committee of WECCP developed training content and materials on developmental screening and referrals focused on child care.

2009 The first statewide Training/Technical Assistance networking meeting was held.

The Wisconsin Personnel Development Model was adopted.-

PDI was identified as a committee of the Governor's Early Childhood Advisory Council.

2010 NAEYC endorsement of the Wisconsin Infant/Toddler, Preschool, and Inclusion credentials as equivalent to the CDA was received.

Statewide Pyramid Model for Social-Emotional Well-Being Trainings were held for Infant Toddler, Preschool, Trainers, and Consultants

The Wisconsin Leadership Credential was introduced by the Registry.

Early childhood consultants and trainers were identified to provide technical assistance in preparation for implementation of the YoungStar Quality Rating and Improvement System.

The UW Infant, Early Childhood and Family Mental Health Certificate Program was launched with collaborative scholarship funding across multiple systems (e.g., Celebrate Children, Birth to 3 ARRA, Home Visiting, HSCO, Project Launch) to meet needs at the foundations and advanced clinical pathways levels.

2011 A Professional Development Policy Scan was conducted by the PDI for the Early Childhood Advisory Council

The Training and Technical Assistance Network met to showcase a number of innovative technology-based educational modules and resources.

The Wisconsin Alliance for Infant Mental Health established the IMH endorsement process for Wisconsin, adopting the Michigan model.

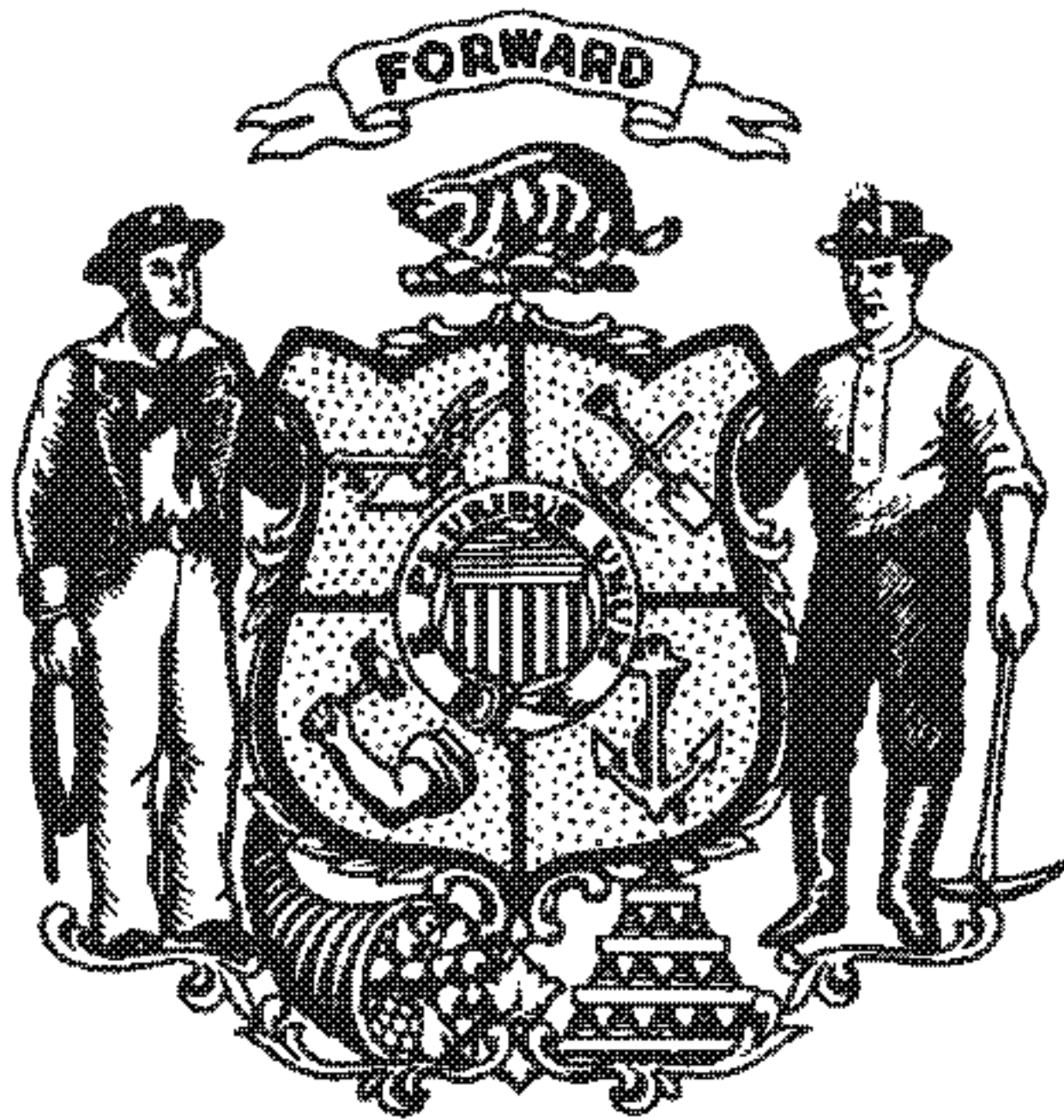
The first EDLLI learning module has been posted at DPI at <http://dpi.wi.gov/sped/av/ec-dll-series-module-1/player.html> . The module offers important information for practitioners, programs, and clinicians who serve young Dual Language Learners and their families.

Planning for a higher education professional development scan was initiated.

The Cross-Sector PDI was elevated to the level of a Project Team of the ECAC.

Plans were initiated to establish a state early childhood professional development center at DPI.

State of Wisconsin



2009 Senate Bill 371

Date of enactment: **November 9, 2009**
Date of publication*: **November 23, 2009**

2009 WISCONSIN ACT 59

AN ACT to create 36.11 (31), 38.04 (19) and 115.297 of the statutes; **relating to:** authorizing the Department of Public Instruction, the University of Wisconsin System, the Technical College System, and the Wisconsin Association of Independent Colleges and Universities to study each other's education programs, requiring a written agreement concerning such studies, and requiring the establishment of a longitudinal data system of student data.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 36.11 (31) of the statutes is created to read:

36.11 (31) COOPERATIVE RESEARCH ON EDUCATION PROGRAMS. The board shall enter into a written agreement with the department of public instruction, the technical college system board, and the Wisconsin Association of Independent Colleges and Universities to cooperatively conduct research on preschool through postsecondary education programs under s. 115.297, except as provided in s. 115.297 (5) (b).

SECTION 2. 38.04 (19) of the statutes is created to read:

38.04 (19) COOPERATIVE RESEARCH ON EDUCATION PROGRAMS. The board shall enter into a written agreement with the department of public instruction, the board of regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities to cooperatively conduct research on preschool through postsecondary education programs under s. 115.297, except as provided in s. 115.297 (5) (b).

SECTION 3. 115.297 of the statutes is created to read:

115.297 Cooperative research on education programs; statewide student data system. (1) DEFINITIONS. In this section:

(a) "Agencies" means the department, the board of regents of the University of Wisconsin System, the technical college system board, and the Wisconsin Association of Independent Colleges and Universities.

(b) "Personally identifiable" means personally identifiable information, as defined in 34 CFR 99.3.

(c) "Postsecondary education" means education at an institution of higher education occurring after the completion of high school, including undergraduate, graduate and professional education.

(d) "Student data" means information contained in education records, as defined in 34 CFR 99.3, and pupil records, as defined in s. 118.125 (1) (d).

(2) EVALUATIONS AND STUDIES OF EDUCATION PROGRAMS. Any of the agencies on their own or jointly with one or more of the other agencies may evaluate and study education programs operated or supervised by one or more of the other agencies, pursuant to the written agreement entered into under sub. (3), for the purpose of improving student academic achievement beginning

* Section 991.11, WISCONSIN STATUTES 2007-08 : Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

with preschool programs and continuing through postsecondary education.

(3) WRITTEN AGREEMENT. By the first day of the 3rd month beginning after the effective date of this subsection ... [LRB inserts date], the agencies shall enter into a written agreement that does all of the following:

(a) Requires that the agencies establish and maintain a longitudinal data system of student data that links such data from preschool programs to postsecondary education programs, and describes the process by which the data system will be established and maintained. The data system may consist of separate record systems integrated through agreement and data transfer mechanisms.

(b) Describes the process by which any of the agencies on their own or jointly with one or more of the other agencies may evaluate and study education programs operated or supervised by one or more of the other agencies for the purpose of improving student academic achievement beginning with preschool programs and continuing through postsecondary education.

(c) Prohibits any of the agencies from evaluating or studying another agency's education programs without the approval of the latter agency and a written agreement specifying the level of supervision and involvement that each of the agencies will have in the work performed.

(d) Requires the agencies to exchange student data to the extent necessary to perform the evaluation or study approved under par. (c).

(e) Establishes a system for the agencies to enter into data-sharing agreements with each other and with public and private research organizations under sub. (4).

(f) Establishes a process by which one or more of the agencies may collaborate with other persons, including state agencies, to import workforce or other data into the longitudinal data system under par. (a) to assist with an evaluation or study approved under par. (c).

(g) Commits the agencies to protect student privacy and comply with laws pertaining to the privacy of student data.

(4) DATA SHARING. (a) Except as provided in par. (b), any of the agencies may submit student data to the longitudinal data system under sub. (3) (a), to another agency,

or to a public or private research organization, to support an evaluation or study under this section.

(b) Any of the agencies may disclose personally identifiable student data to the longitudinal data system under sub. (3) (a), to another agency, or to a public or private research organization, to support an evaluation or study under this section if the disclosure is in connection with a data-sharing agreement that does all of the following:

1. Specifies the purpose, scope, and duration of the data-sharing agreement.

2. Requires the recipient to use personally identifiable student data only for the purpose specified in subd. 1.

3. Describes the specific data access, use, and security restrictions with which the recipient will comply.

4. Requires that the personally identifiable student data be destroyed or returned when no longer needed for the purpose specified in subd. 1. or upon expiration of the data-sharing agreement, whichever occurs first.

5. If the disclosure is to a public or private research organization, prohibits the personal identification of any person by individuals other than authorized representatives of the recipient who have legitimate interests in the information.

(5) EXISTING AUTHORITY; EXCEPTIONS. (a) Nothing in this section, and nothing in the written agreement under sub. (3) or in a data-sharing agreement entered into under sub. (4), may be construed to infringe upon or diminish the legal authority of any of the agencies.

(b) Failure of any of the agencies to enter into a written agreement under sub. (3) does not affect the powers and duties conferred upon the other agencies under this section or under s. 36.11 (31) or 38.04 (19).

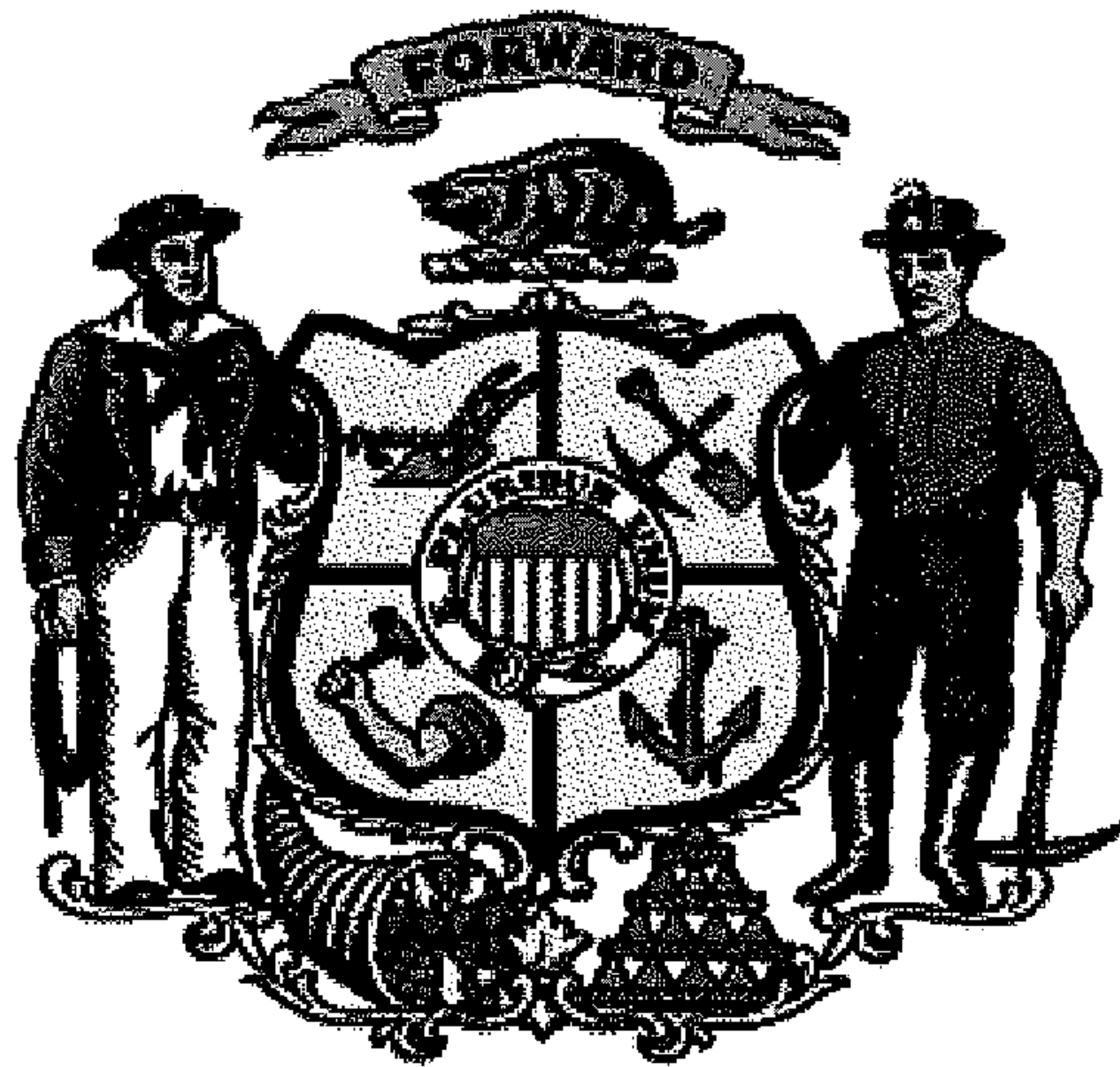
(c) Notwithstanding sub. (3), the Wisconsin Association of Independent Colleges and Universities is not required to enter into the written agreement under that subsection. Notwithstanding sub. (2), if the Wisconsin Association of Independent Colleges and Universities does not enter into the written agreement, none of the other agencies may evaluate or study the association's education programs without the approval of the association.

Project Charter

The Wisconsin Early Childhood Longitudinal Data System Project

09/20/2011

**Wisconsin Department of Public Instruction
Wisconsin Department of Children and Families
Wisconsin Department of Health Services**



I. Project Title: The Wisconsin Early Childhood Longitudinal Data System Project (WI ECLDS)

II. Project Overview:

This project is funded by a State Longitudinal Data System (SLDS) grant funded by the U.S. Department of Education, National Center for Education Statistics with supplemental funding made available through the American Recovery and Reinvestment Act (ARRA) that is also supporting the creation, work and goals of the Wisconsin Governor's Early Childhood Advisory Council (ECAC). The third stage of the Wisconsin SLDS project involves expansion of the LDS to include information about children ages birth to five. Wisconsin has been interested in the early childhood component of data analysis for several years, as evidenced by statute in the 2009 Wisconsin Act 59 authorizing the Wisconsin Department of Public Instruction (WI DPI) to establish a P20 Longitudinal Data System (LDS). Outcomes identified in the grant for early childhood first address the need to identify the multitude of programs and services within the State that serve these children. After programs and services are identified, analysis will be completed to determine what data is currently collected, available, and transportable. This analysis will help determine the feasibility of linking data from the different programs and services together, and to the existing LDS, and identify existing data gaps.

The development of this type of comprehensive Early Childhood Longitudinal Data System (EC LDS) is supported by the ECAC. The Council's charge is to assist in developing a more comprehensive and coordinated early childhood system that supports high quality early learning and developmental experiences. The ECAC commissioned a 2010 Early Childhood System Assessment conducted by the University of Wisconsin-Madison, which found that although the state collects many types of data related to early childhood, there is no capacity to connect it, track children's progress, or use it to assess the system (http://dcf.wisconsin.gov/ecac/pdf/assessment_report.pdf). The ECAC has thus identified the creation of a comprehensive EC LDS for planning, evaluation, and decision-making purposes as one of its top priorities, and will also provide financial support for this project.

The initial focus will be on linking information from early childhood programs and services with data housed in the WI DPI, the Wisconsin Department of Children and Families (WI DCF), and the Wisconsin Department of Health Services (DHS), and other state agencies. In addition, the Project eventually foresees making links to programs and services with adult outcomes data, such as those found in the Wisconsin Department of Workforce Development (WI DWD) and the Wisconsin Department of Corrections (WI DOC). A more detailed work plan with goals, objectives, and defined strategies is currently under development with the EC LDS Data Project Team.

III. Project Purpose:

As a recipient of funds from the State Fiscal Stabilization Funds (SFSF) in the summer of 2009, Wisconsin committed to advance essential education reform including the creation of a statewide LDS that meets all 12 elements spelled out in the America Competes Act (see Attachment B – Statewide Longitudinal Data System Requirements and 12 Elements of the

America Competes Act). The current project charter outlines activities designed to develop a work plan to extend the previous LDS work, to include early childhood data.

As noted in the 2010 ECAC Early Childhood System Assessment, despite the multitude of data collected by individual early childhood programs and services, the State remains unable to answer basic questions about child well-being and program effectiveness. An important first step in the development of the EC LDS will be identifying the key policy questions that will guide the State's system building efforts. For example, The Early Childhood Data Collaborative (ECDC), a consortium of national organizations¹ working to help states build, link, and use early childhood data systems, has identified a number of key policy questions that a well-crafted EC LDS can help answer.

1. Are children, birth through age five, on track to succeed when they enter school and beyond?
2. Which children have access to high-quality early care and education programs?
3. Is the quality of programs improving?
4. What are the characteristics of effective programs?
5. How prepared is the early care and education workforce to provide effective education and care for all children?
6. What policies and investments lead to a skilled and stable early care and education workforce?

The Project team recommended a broader set of initial policy questions which were confirmed by public feedback garnered during the Early Childhood Collaborating Partners video conference on August 11, 2011. These are the initial questions for consideration:

- ▶ Are children, birth to age 5, on track to succeed when they enter school and beyond?
- ▶ Which children and families are and are not being served by which programs/services?
- ▶ Which children have access to high-quality early childhood programs and services?
- ▶ What characteristics of programs are associated with positive child outcomes for which children?
- ▶ What are the education and economic returns on early childhood investments?

Guidance from the ECDC, which has identified potential fundamental elements of a Coordinated State ECE Data System, will also be considered in developing the comprehensive work plan. The ten fundamental elements include:

1. Unique statewide child identifier.
2. Child-level demographic and program participation information.
3. Child-level data on child development.

¹ Partner organizations in the Early Childhood Data Collaborative include the Council of Chief State School Officers, Center for the Study of Child Care Employment at UC Berkeley, Data Quality Campaign, National Center for Children in Poverty at Columbia University's Mailman School of Public Health, National Conference of State Legislatures, National Governors Association for Best Practices, and Pre-K Now at the Pew Center on the States.

4. Ability to link child-level data with K–12 and other key data systems.
5. Unique program site identifier with the ability to link with children and the ECE workforce.
6. Program site data on structure, quality and work environment.
7. Unique ECE workforce identifier with ability to link with program sites and children.
8. Individual ECE workforce demographics, including education, and professional development information.
9. State governance body to manage data collection and use.
10. Transparent privacy protection and security practices and policies.

The federal government continues to make substantial investments in LDS development in several states, and the ECDC and other national level organizations and partnerships continue to provide leadership and guidance. At the same time, local efforts to build an EC LDS; e.g., in Milwaukee and Racine, continue to develop. As we design our work plan, we will continue to monitor, consult, and collaborate with these ongoing efforts, in order to maximize effectiveness and avoid duplication of system building efforts (see Attachment A: Additional References).

IV. Project Objectives

1. Analyze the current early childhood data environment.
 - Create an inventory of early childhood programs and services and data collection practices, including: data elements, method of collection, availability of data, data standards, and capacity for data sharing.
 - Identify alternative strategies for assigning a unique identifier to children in Wisconsin consistent with ECDC guidance.
 - Identify alternative strategies for assigning a unique identifier to program sites within Wisconsin consistent with ECDC guidance.
 - Identify alternative strategies for assigning a unique identifier to the early childhood workforce within Wisconsin consistent with ECDC guidance.
2. Establish data sharing methodologies.
 - Build consensus around common data elements and data standards.
 - Determine potential system architecture.
3. Create a work plan to begin the data sharing and analysis process.
 - Identify opportunities to exchange data to meet the long term objectives of the ECDC and work to establish a sequence of activities that best meet the priority needs of Wisconsin.
 - Determine how and when identified data elements can be added to the EC LDS.
4. Develop strategies for data governance, long term system usage and sustainability.

V. State Agency Lead Partners

1. The Wisconsin Department of Public Instruction (WI DPI)
2. The Wisconsin Department of Children and Families (WI DCF)
3. The Wisconsin Department of Health Services (WI DHS)

VI. Scope of Work – High-Level Deliverables

The work necessary to accomplish the Project Objectives is captured in the Scope of Work. Early in a project, these deliverables tend to be high level since the detail has yet to be determined. As the project progresses, the work plan will provide greater detail.

1. The Project Coordinator will guide and manage production of an inventory of early childhood programs and services, and the data currently collected by them (including individual-, provider-, and program-level data). Particular emphasis should be placed on those programs that collect data at the individual child or workforce level. This document should also include information about the accessibility, quality, and transferability of collected data, as well as identify existing data gaps.
2. Working with the Project Team and Data Analyst, the Project Coordinator will guide and manage development of a work plan to begin building and sustain the EC LDS, including:
 - Key policy questions to be answered by the EC LDS.
 - Options for assigning a unique ID to children, providers and programs.
 - Identification of essential common data elements and strategies for developing common data strategies.
 - Identification of short-term (low-cost, high return) opportunities for data linkages.
 - Identification of long-term data sharing architecture and strategies.
 - Strategies for addressing existing data gaps.
 - Strategies for data governance and usage.
 - Strategies for data quality assurance.
 - Strategies for privacy protection and security practices and policies.
 - Strategies for engaging state and local stakeholders, including the ECAC, policymakers, researchers, service providers, and parents, in system building and sustainability efforts.
 - Identification of additional funding sources for building and maintaining the system.

VII. Constraints and Assumptions:

1. The EC LDS Project Charter will be completed for presentation to the ECAC during the October 2011 meeting.
2. The initial work plan will be completed by December 31, 2011.
3. Budget dollars as defined by the original SLDS and ARRA grants will be used to fund this project, collaboratively managed by WI DPI and WI DCF.
4. Where appropriate, the Project Team will explore the opportunity to share technology and/or standardize technology and share the long-term costs for supporting resulting systems among participating partners.
5. Where appropriate, the Project Team will align with national standards and initiatives.
6. Project activities will be consistent with the ECAC goals and objectives.

VIII. Roles and Responsibilities:

1. Carol Noddings Eichinger, WI ECLDS Project Coordinator

- Guide and manage production of high-level deliverables described above, including:
 - Inventory and analysis of current early childhood data environment and
 - Work plan to begin data sharing activities and sustainability plan.
- Serve as liaison to internal project partners, including Project Team, state agencies, ECAC Steering Committee, contractors.
- Monitor and collaborate with local LDS building efforts.
- Identify and communicate best practices in LDS building, via ECDC webinars, literature scans, networking with other states, etc.
- Communicate Project Objectives, status, and plans to external stakeholders.
- Represent and advocate for project, as requested.
- Report as necessary to federal government on project progress (relevant to SLDS and ARRA grant requirements).
- Monitor project scope to ensure project success.

2. Data Analyst

- Perform detailed analysis of diverse computer systems and work to determine the value of system data to the goals of this project.
- Serve as liaison between the EC content area experts and department technical teams.
- Work to convert business requirements into actionable tasks for technical resources (create design specifications).
- Perform project management and planning activities as assigned by the Project Coordinator.
- Test any technical systems designed and built as a result of this project.
- Define necessary data sets and database table structures required to support the objectives of this project.
- Collect EC project artifacts and store in a manner that enables all participating parties to have access and contribute.

3. Leadership Team (Jill Haglund, Rod Packard, Jane Penner Hoppe)

- LDS report as necessary to U.S. Department of Education (USED) on project progress.
- ECAC report as necessary to U.S. Department of Health and Human Service.
- Monitor project scope to ensure project success.
- Serve as “go to” person within his/her organization, communicate project objectives, status and, advocate for project.
- Manage day-to-day activities of project coordinator and data analyst.

4. WI ECLDS Project Team: Coordinator - Carol Noddings-Eichinger, Members - Rod Packard (WI DPI), Jill Haglund (WI DPI), Jane Penner-Hoppe (WI DCF), Hilary Shager (WI DCF), Coral Manning (WI DCF), Linda Leonhart (WI DCF, WHSSCO, ECAC), Linda McCart (WI DHS), Angela Rohan (WI DHS), Dave Edie (ECAC, WCCF), Dennis Winters (ECAC, WI DWD)

- Identify key policy questions.
 - Provide guidance to WI ECLDS Coordinator regarding project activities and deliverable development.
 - Serve as liaisons between respective departments/organizations and WI ECLDS Coordinator regarding project status and plans.
 - Serve as “go to” people within respective departments and organizations. Communicate Project Objectives, status and plans within departments; advocate for project.
 - Identify and engage potential partners for work plan implementation (both internal and external).
 - Ensure funds are expended according to the plan and consistent with the objectives of the grants.
 - Work to resolve project issues; provide guidance as needed for project.
 - Assist in monitoring project activities.
5. ECAC Steering Committee: Jane Penner-Hoppe, Jill Haglund, Linda Leonhart, David Edie, Dennis Winters, Jim Leonhart, Nancy Armbrust, MaryAnne Snyder, and Linda McCart
- Communicate Project Objectives, status and plans to ECAC and individual departments.
 - Leverage ECAC support for project.
 - Ensure funds are expended according to the plan and consistent with ECAC objectives.
 - Develop specific goal statements and potential next steps for recommendations in 2011 ECAC report.
 - Assist in monitoring project activities.

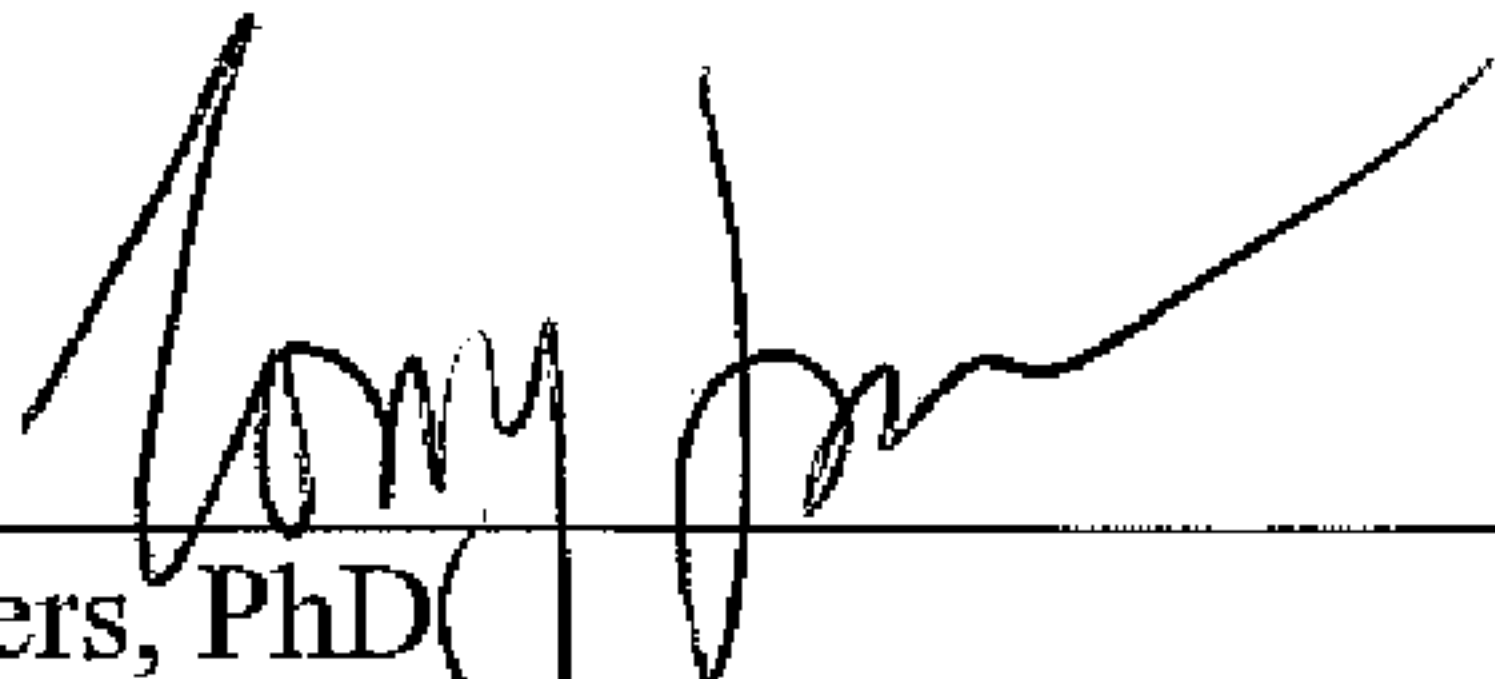
IX. Out of Scope

Ideas, activities, or issues listed in this section are specifically outside the scope of this project.

1. No research is intended within the scope of this project.
2. No actual data linking is intended within the scope of this project.

X. Signatures:

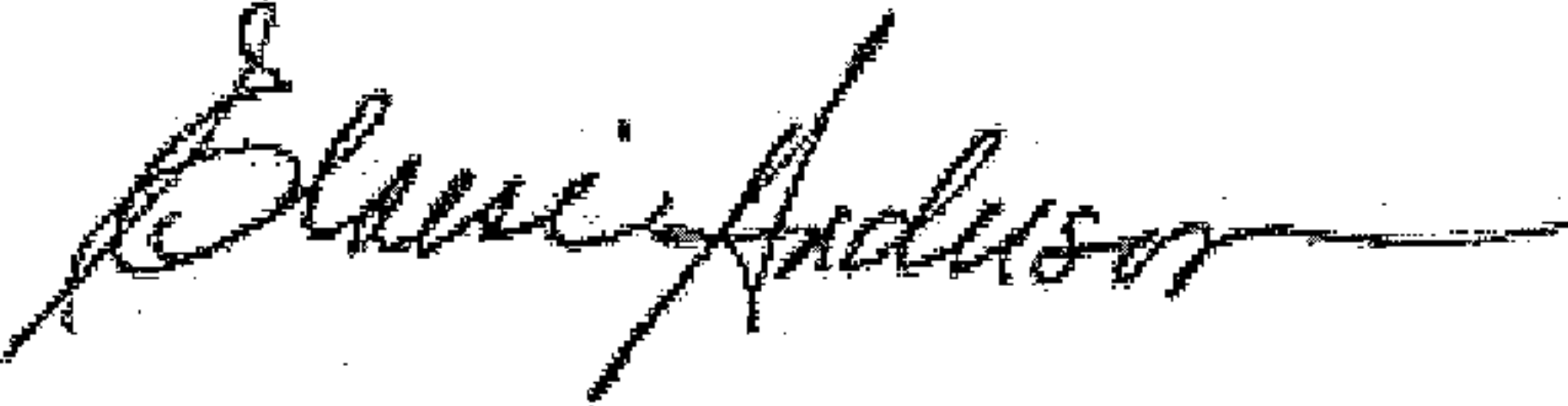
Approval:



Tony Evers, PhD
State Superintendent, Wisconsin Department of Public Instruction

9/20/2011

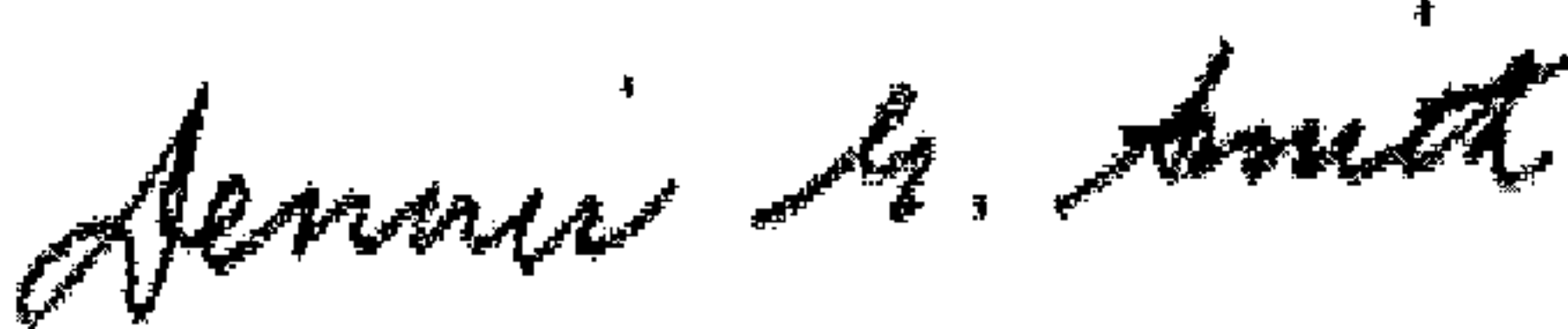
Date



Eloise Anderson
Secretary, Wisconsin Department of Children and Families

9/20/2011

Date



Dennis G. Smith
Secretary, Wisconsin Department of Health Services

9/20/2011

Date

Attachment A: Additional References

National Initiatives and Organizations:

Council of Chief State School Officers

Tom Schultz, thomass@ccsso.org

Data Quality Campaign

Elizabeth Laird, Elizabeth@DataQualityCampaign.org;

Allison Camara, Allison@DataQualityCampaign.org

National Governors Association Center for Best Practices

Rachel Demma, rdemma@NGA.ORG;

Amanda Szekely, ASzekely@NGA.ORG

Pre-K Now, a campaign of the Pew Center on the States

Albert Wat, awat@pewtrusts.org

Birth to Five Policy Alliance

Helene Stebbins, helene.stebbins@verizon.net

Early Childhood Data Collaborative www.ECData.org

Many Missing Pieces; The Difficult Task of Linking Early Childhood Data and School-Based Data System http://www.newamerica.net/pressroom/2010/many_missing_pieces

State of Wisconsin Resources

Building Blocks for Wisconsin's Future: The Foundation for an Early Childhood System (Governor's State Advisory Council on Early Childhood Education and Care December 2010 Report) <http://dcf.wisconsin.gov/ecac/pdf/report.pdf>

2010 Wisconsin Early Childhood System Assessment Report (completed by UW-Madison LaFollette School of Public Affairs) http://dcf.wisconsin.gov/ecac/pdf/assessment_report.pdf

Wisconsin's Early Care and Education Landscape: Planning for a Coherent System (November 2009, Wisconsin Council on Children and Families) http://www.wccf.org/pdf/ece_planning_system_11-2009.pdf

Other State Early Childhood System Models

Maryland

http://www.marylandpublicschools.org/NR/rdonlyres/BCFF0F0E-33E5-48DA-8F11-28CF333816C2/27804/GettingReady20102011_ExSumm.pdf

Colorado

<http://www.colorado.gov/cs/Satellite/OIT-EADG/CBON/1251579897428>

North Carolina

<http://hugh.ncsmartstart.org/tag/data>

Pennsylvania

<http://www.ncsl.org/portals/1/documents/Educ/PAEarlyChild-Stedron.pdf>

New York

http://www.nccp.org/publications/pub_999.html

<http://www.nyskwic.org/index.cfm>

Milwaukee Integrated Data Evaluation and Action System (IDEAS) for Children Initiative

Ann Terrell [terrelam@milwaukee.k12.wi.us]

Racine School Readiness Coalition Longitudinal Data Monitoring System, Dr. Carole M. Johnson, Director, The Johnson Foundation at Wingspread, 33 East Four Mile Rd, Racine, WI, 43402

Attachment B– America Competes Act and the Required Elements of a Statewide P-16 Education Data System

The State shall ensure that the statewide P-16 education data system includes the following elements:

With respect to preschool through grade 12 education and postsecondary education:

1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law);
2. Student-level enrollment, demographic, and program participation information;
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs;
4. The capacity to communicate with higher education data systems; and
5. A State data audit system assessing data quality, validity, and reliability.

With respect to preschool through grade 12 education:

6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965;
7. Information on students not tested, by grade and subject;
8. A teacher identifier system with the ability to match teachers to students;
9. Student-level transcript information, including information on courses completed and grades earned; and
10. Student-level college readiness test scores

With respect to postsecondary education, data that provide:

11. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and
12. Information determined necessary to address alignment and adequate preparation for success in postsecondary education.

**RACE TO THE TOP-EARLY LEARNING CHALLENGE
PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

**(Appendix C of the Race to the Top-Early Learning Challenge
Notice Inviting Applications)**

This Memorandum of Understanding (“MOU”) is entered into by and between the Wisconsin Department of Children and Families (“Lead Agency”), the Wisconsin Department of Health Services (“Participating State Agency”), and the Wisconsin Department of Public Instruction (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

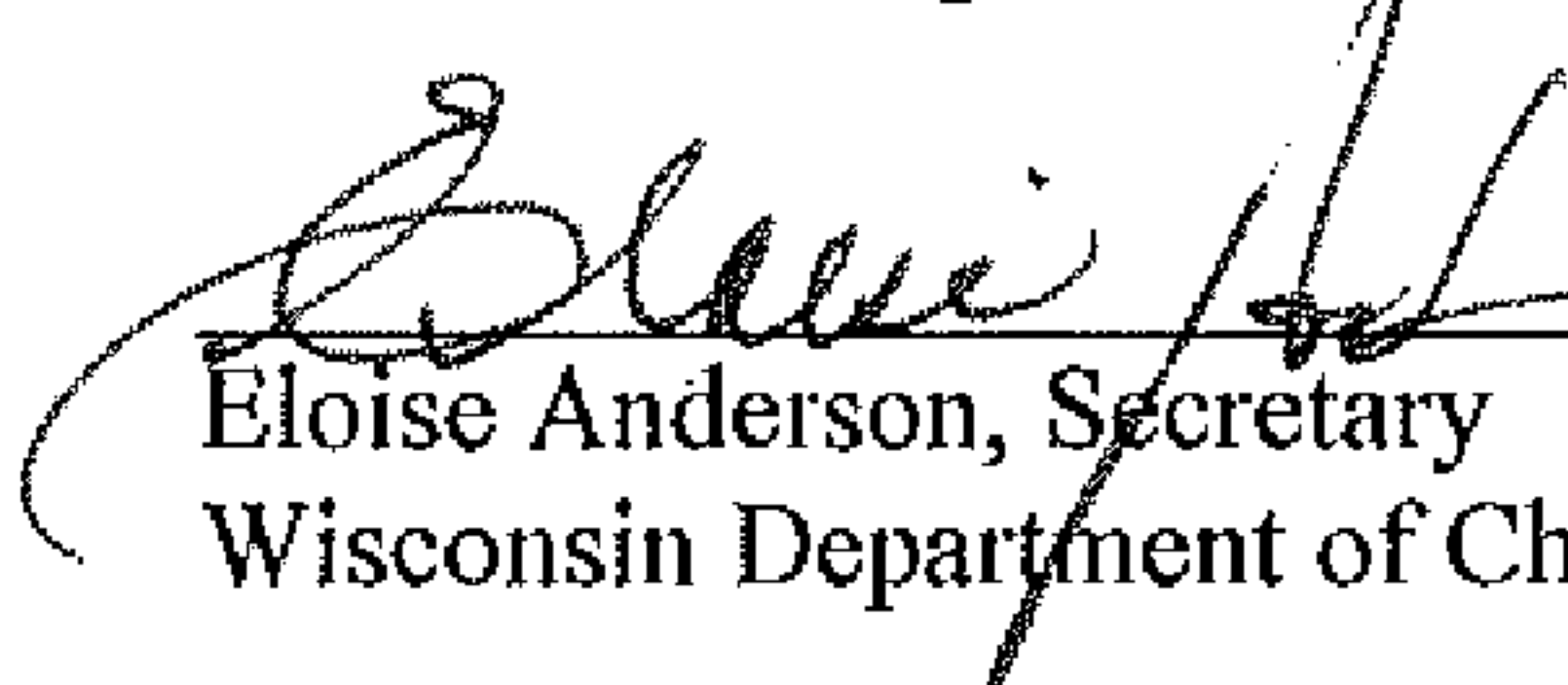
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:




 Eloise Anderson, Secretary Date
 Wisconsin Department of Children and Families

Authorized Representative of Participating State Agency:



 Dennis G. Smith, Secretary Oct. 11, 2011 Date
 Wisconsin Department of Health Services

Authorized Representative of Participating State Agency:



 Tony Evers, State Superintendent Oct 12, 2011 Date
 Wisconsin Department of Public Instruction

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Wisconsin Race to the Top – Early Learning Challenge Grant
 Exhibit I – Participating State Agency Scope of Work

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(1)	N/A	N/A
(A)(2)	N/A	N/A
(A)(3)	Dept. of Children & Families (DCF) Office of the Secretary Dept. of Public Instruction (DPI) Division for Academic Excellence.	Implementation & Management. DCF will employ an RTTT ELC project manager with overall authority to carry out and enforce under the terms specified in the MOU as the lead agency representative. DPI will establish an Office of Early Learning
(B)(1)	Dept. of Children & Families Division of Early Care and Education, <i>Bureau of Quality Improvement (BQI)</i> ; Dept. of Health Services (DHS) Division of Public Health, <i>Maternal and Child Health Section (MCH)</i> ; and Division of Long Term Support, <i>Early Intervention Section (EI)</i>	Accelerate QRIS Improvement. BQI administers YoungStar and will lead development and implementation efforts related to improving key components of the system, including standards, rating, monitoring and training and technical assistance. Expand Training & Technical Assistance. DHS will supervise project positions in MCH and EI that will develop and implement training and technical assistance (TTA) activities for providers around health promotion, inclusion and early intervention.
(B)(2)	Dept. of Children & Families Division of Early Care and Education, <i>Bureau of Quality Improvement</i>	Increase Participation. BQI will lead specific initiatives aimed at increasing the number of programs that participate in or are aligned with YoungStar, collaborating with DPI for PK and Wisconsin Head Start programs.
(B)(3)		Expand Rating & Monitoring. BQI will lead specific initiatives that increase its capacity to: <ul style="list-style-type: none"> • Rate and monitor YoungStar-participating programs; and • Implement a targeted outreach campaign to increase enrollment of children with high needs, especially

Wisconsin Race to the Top – Early Learning Challenge Grant
 Exhibit I – Participating State Agency Scope of Work


Selection Criterion	Participating Party	Type of Participation
		those in special populations.
(B)(4)		<p>Improve Program Quality. BQI will lead specific initiatives to improve program quality, including:</p> <ul style="list-style-type: none"> • Building the capacity of TTA consultants to coach and mentor providers; • Creating communities of practice for TTA consultants; • Improving TTA content; and • Targeting TTA to providers serving special populations of children with high needs.
(B)(5)		<p>Expand Validation Study. BQI will amend the current validation study contract to include additional assessments and surveys as specified.</p>
(C)(1)	<p>Dept. of Public Instruction Division of Academic Excellence (DAE)</p>	<p>Expand WMELS Professional Development. The DAE includes the proposed Wisconsin Standards, Instruction and Assessment Center, which will be responsible for implementing the WMELS professional development initiatives. These activities will be coordinated in collaboration with the newly created Office of Early Learning, which is also located in this Division.</p>
(C)(2)	N/A	N/A
(C)(3)	N/A	N/A
(C)(4)	<p>Dept. of Public Instruction Division of Academic Excellence, <i>Office of Early Learning (OEL)</i></p>	<p>Expand Family Engagement. In conjunction with the Early Childhood Advisory Council (ECAC) and other stakeholders, the OEL will develop:</p> <ul style="list-style-type: none"> • Cross sector family engagement standards for YoungStar-rated child care and education programs as well as school-based 4K programs. • Evaluation and quality improvement practices to ensure effective implementation of these standards.
(D)(1)		<p>Cross Sector Alignment. A project coordinator within the OEL will lead a cross sector initiative to align program</p>


Wisconsin Race to the Top – Early Learning Challenge Grant
 Exhibit I – Participating State Agency Scope of Work


Selection Criterion	Participating Party	Type of Participation
		requirements, expand certification and degree programs.
(D)(2)	Dept. of Children & Families Division of Early Care and Education, <i>Bureau of Quality Improvement</i>	Expand Incentives & Rewards. BQI will implement a package of incentives aimed at increasing provider education levels and program star levels.
(E)(1)	Dept. of Public Instruction Division of Student & School Success, <i>Office of Education Accountability (OEA)</i>	Implement Comprehensive Kindergarten Assessment. This division will lead the development and implementation of a Kindergarten Entry Assessment, including broad stakeholder involvement and collaboration with the Early Childhood Advisory Council.
(E)(2)	Dept. of Public Instruction Division of Libraries, Technology & Community Learning Dept. of Public Instruction Division of Academic Excellence, <i>Office of Early Learning (OEL)</i>	Accelerate Implementation of the Early Childhood LDS Expansion. The Division of Libraries, Technology & Community Learning will: <ul style="list-style-type: none">• Lead the development of the Early Childhood LDS expansion,• Create an MOU for DPI, DCF and DHS that specifies roles and responsibilities for development and implementation. OEL will lead: <ul style="list-style-type: none">• Research and reporting efforts to answer key policy questions; and• The development of a state early childhood data dashboard.
Competitive Preference Priority 2	Dept. of Children & Families Division of Early Care and Education, <i>Bureau of Quality Improvement and Bureau of Early Care Regulation (BECR)</i> Dept. of Public Instruction Division of Academic Excellence, <i>Office of Early Learning (OEL)</i>	Expand & Align YoungStar QRIS. BECR staff will work with BQI to increase the participation of regulated child care programs in YoungStar. OEL will work with the ECAC to identify strategies to align school-based PK programs with the YoungStar QRIS.
Invitational Priority 5	Dept. of Children & Families Race to the Top – Early Learning Project Manager	Expand Public-Private Partnerships. The DCF project manager will participate with the Early Childhood Advisory Council in a competitive process to select a 501(c) (3) organization to house <i>Wisconsin’s Early Childhood Public Private Partnership</i> , providing challenge

Wisconsin Race to the Top – Early Learning Challenge Grant
 Exhibit I – Participating State Agency Scope of Work

Selection Criterion	Participating Party	Type of Participation
		funds for infrastructure development aimed at increasing private sector resources for early learning and development.


 Signature (Authorized Representative of Dept. of Children & Families) 10-12-2011
 Lead Agency Date


 Signature (Authorized Representative of Dept. of Public Instruction) OCT 12, 2011
 Partnering Agency Date


 Signature (Authorized Representative of Dept. of Health Services) Oct. 11, 2011
 Partnering Agency Date



October 10, 2011

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.412)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

As Co-Chairs of the Wisconsin Early Childhood Advisory Council (ECAC), we are pleased to submit this letter of support for Wisconsin's application for the Race to the Top Early Learning Challenge Grant. Wisconsin's ECAC is a broad-based public-private leadership group that has worked since 2008 to help shape Wisconsin's reform agenda around building a quality early childhood system. One of our overriding goals is that children should enter school at kindergarten ready to succeed. We believe that our reform agenda - as advanced by this grant opportunity - will help our state best prepare children for success in school and beyond.

The ECAC has been actively involved in assessing the state's early childhood system and crafting recommendations that will advance efforts to develop a more comprehensive early childhood system in Wisconsin. This work has included identifying annual goals and objectives that are in alignment with Wisconsin's RTTT-ELCG goals. In addition, the ECAC has served as a mechanism to receive public input regarding the proposed goals and activities outlined in this application.

We are committed to facilitating the work of the ECAC to further advance the identified system reform goals and are excited to see the ambitious, yet achievable, goals to advance Wisconsin's efforts to build a comprehensive early learning system. This agenda includes a comprehensive kindergarten readiness assessment, support to implement the state's plan for an early childhood longitudinal data system, assistance in accelerating the success of Wisconsin's YoungStar QRIS system, strengthening family and community engagement efforts that are evidence-based, and strengthening Wisconsin's early childhood professional development system. Toward that end, we will work with the participating agencies to provide oversight and guidance as Wisconsin implements the recommendations outlined in this application.

We appreciate your careful consideration of Wisconsin's application, and pledge our continued support for evidence-based approaches to ensuring that Wisconsin's children enter kindergarten ready to succeed in school and in life.

Sincerely,

Eloise Anderson
Secretary, Department of Children and Families

Tony Evers, PhD
State Superintendent, Wisconsin
Department of Public Instruction

**WISCONSIN GOVERNOR'S STATE ADVISORY COUNCIL
ON EARLY CHILDHOOD EDUCATION AND CARE**

Council Membership – Updated 10/04/11

Name & Address	Phone(s)
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<p>Therese Ahlers Director Wisconsin Alliance for Infant Mental Health 133 S. Butler St. Madison, WI 53703 therese.ahlers@cssw.org</p>	<p>Work: (608) 442-8036</p>
<p>Nancy K. Armbrust VP, Education and Community Relations Human Resource Systems and Strategy Schreiber Foods, Inc. 425 Pine St. PO Box 19010 Green Bay, WI 54307-9010 nancy.armbrust@schreiberfoods.com</p>	<p>Work: (920) 455-6248 Cell: (b)(6)</p>
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<p>Joan Beck Board President Wisconsin Child Care Administrators Association 23 Park Ridge Drive, Suite 11 Stevens Point, WI 54481 jbeck@nconnect.net</p>	<p>Work:</p>

<p>Fredi-Ellen Bove Administrator Division of Safety & Permanence Dept of Children & Families 201 E. Washington Ave., Rm. E200 Madison, WI 53703 Frediiellen.bove@wi.gov</p>	<p>Work: 608-266-8717</p>
<p>Michael Burke Program Director Buffett Early Childhood Fund 3555 Farham Street, Second Floor Omaha, NE 68131 mb@buffettearly.org</p>	<p>Work: (402) 541-4143</p>
<p>Daniel Burkhalter Executive Director Wisconsin Education Association Council 33 Nobb Hill Rd. PO Box 8002 Madison, WI 53708-8003 burkhalterd@weac.org</p>	<p>Work: (608) 276-7711, Ext. 219</p>
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<p>Kia LaBracke Executive Director WIAAP N66 W38592 N. Woodlake Circle Oconomowoc, WI 53066 (direct office)</p> <p>702 Eisenhower Drive, Suite A Kimberly, WI 54136 (Financials) klabracke@aap.net</p>	<p>Work: (262) 490-9075</p>
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<p>Jay Maes Wisconsin Head Start Association - Parent Affiliate 503 Bergen Avenue Eau Claire, WI 54703 (b)(6)</p>	<p>Home: (b)(6)</p>
<p>Lupe Martinez President and CEO UMOS – Corporate Headquarters 2701 S. Chase Ave. Milwaukee, WI 53207 lupe.martinez@umos.org</p>	<p>Work: (414) 389-6000</p>

* Council Liaison to the Executive Committee and Wisconsin Early Childhood Collaborating Partners

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<p>Dennis Smith Secretary Department of Health Services 1 W. Wilson St., Rm. 650 Madison, WI 53707-7850 @wisconsin.gov</p>	<p>Work: (608)266-9622</p>
<p>Mary Anne Snyder Executive Director Children's Trust Fund 110 E. Main St., Ste. 614 Madison, WI 53703 maryanne.snyder@wisconsin.gov</p>	<p>Work: (608) 266-3737</p>

<p>Carolyn Stanford Taylor Assistant State Superintendent Division of Learning Support: Equity and Advocacy Department of Public Instruction 125 S. Webster St. Madison, WI 53703-3474 carolyn.stanford.taylor@dpi.wi.gov</p>	<p>Work: (608) 266-1649</p>
<p>Jon Stellmacher Co-Chair – Partnership for Wisconsin’s Economic Success (PWES) Senior Vice President, Chief of Staff & Admin. (Retired) Thrivent Financial for Lutherans 3124 E. Sandpiper Lane Appleton, WI 54913-7771 jstellmacher@new.rr.com</p>	<p>Home: (b)(6)</p>
<p>Ann Terrell Director Division for Early Childhood Education Milwaukee Public Schools 5225 Vliet St., Rm. 265 Milwaukee, WI 53208 terrelam@mail.milwaukee.k12.wi.us</p>	<p>Work: (414) 475-8528</p>
<p>Phong Vang Executive Director Hmong American Association of Portage County 3273 Church St. North, Ste. D Stevens Point, WI 54481 pvanghaapc@yahoo.com</p>	<p>Work: (715) 341-3703</p>
<p>Joseph Wall Federal Prosecutor US Department of Justice 530 Federal Building 517 East Wisconsin Avenue Milwaukee, WI 53202 joseph.wall@usdoj.gov</p>	<p>Work: (414) 297-1721</p>
<p>Rolf Wegenke President Wisconsin Association of Independent Colleges & Universities 122 W. Washington Ave., Ste. 700 Madison, WI 53703-2718 rolf.wegenke@waicu.org</p>	<p>Work: (608) 256-7761, Ext. 222</p>

Governor's Early Childhood Advisory Council
Staff Team

Name & Address	Phone(s)
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WISCONSIN LEGISLATURE

P.O. BOX 8952 – MADISON, WI 53708

October 7, 2011

Eloise Anderson
Secretary
Department of Children & Families
201 East Washington Avenue, 2nd Floor
Madison, WI 53708-8916

Dear Secretary Anderson:

As the Chairs of the Senate and Assembly Education Committees, we are writing to offer our support of Wisconsin's Race to the Top-Early Learning Challenge grant application.

The Legislature has been actively engaged in developing and supporting early childhood policy, with keen interest around the State's quality rating system and improving the educational quality of preschool programs.

The application's focus on kindergarten assessment and expediting the implementation of the early childhood data system expansion is particularly notable. Both Gov. Walker's Read to Lead Task Force and Early Childhood Advisory Council have emphasized the importance of kindergarten assessment, especially around literacy.

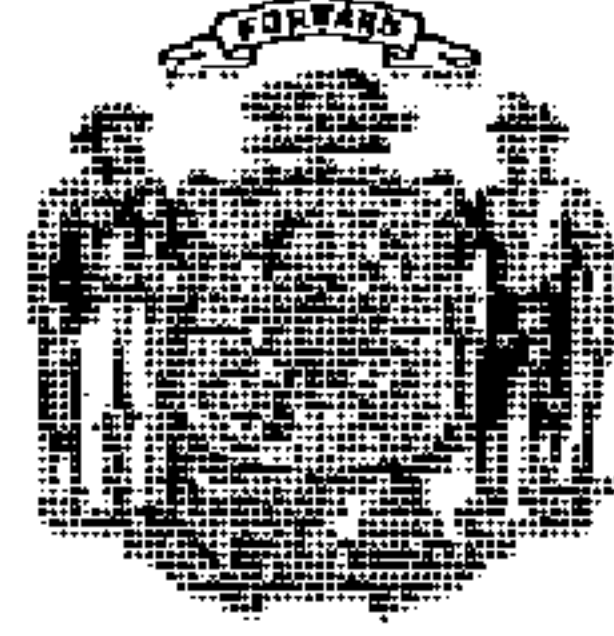
Additionally, the targeted expansion of professional development opportunities and leveraging increased TEACH and REWARD incentives will greatly expand the pool of high quality early childhood providers in shortage areas throughout Wisconsin.

We strongly encourage the U.S. Departments of Education and Health and Human Services to select Wisconsin's application. As education leaders in the State, we will continue to support of evidence-based approaches for ensuring that Wisconsin's children enter school ready to succeed.

Sincerely,

Luther Olsen, State Senator
Chair of the Senate Education Committee

Steve Kestell, State Representative
Chair of the Assembly Education Committee



DIVISION OF LONG TERM CARE

1 WEST WILSON STREET
PO BOX 7851
MADISON WI 53707-7851

Telephone: 608-266-0036
FAX: 608-266-2713
TTY: 888-241-9432
dhs.wisconsin.gov

Scott Walker
Governor

Dennis G. Smith
Secretary

State of Wisconsin
Department of Health Services

October 12, 2011

Eloise Anderson, Secretary
Department of Children & Families
201 East Washington Avenue, 2nd Floor
Madison, WI 53708-8916

Dear Secretary Anderson:

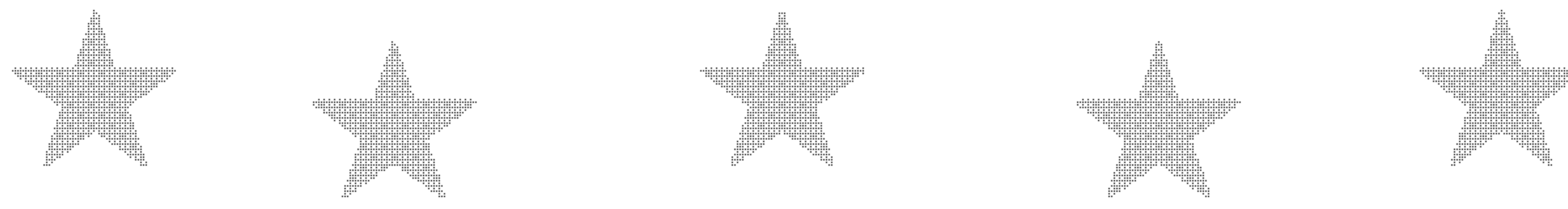
The Wisconsin Birth to 3 Interagency Coordinating Council (ICC) is writing to support Wisconsin's application for the Race to the Top-Early Learning Challenge grant. The Wisconsin Birth to 3 ICC is committed to improving services and programs to support developmental outcomes for young children and their families.

The Wisconsin Birth to 3 Interagency Coordinating Council is excited about the opportunities to have Wisconsin County Birth to 3 Programs receive funding to continue and enhance evidenced based practices supporting children and families.

The Early Learning Challenge Grant will ensure that Wisconsin's children enter school ready to succeed. We are committed to partner in this effort.

Sincerely

Cindy S. Flauger, ICC Steering Committee
Wisconsin Birth to 3
Interagency Coordinating Council



Wisconsin Early Learning Coalition

**Celebrate Children Foundation ♦ Disability Rights Wisconsin
Madison Area Accredited Early Childhood Association ♦ Milwaukee Child Care Alliance
Parents Plus ♦ School Administrators Alliance ♦ Supporting Families Together Association
Wisconsin Alliance for Infant Mental Health ♦ Wisconsin Association of School Boards
Wisconsin Child Care Administrators Association ♦ Wisconsin Council on Children and Families
Wisconsin Council for Exceptional Children - Division for Early Childhood
Wisconsin Early Childhood Association ♦ Wisconsin Family Child Care Association
Wisconsin Head Start Association**

Working Together to Advocate for All Wisconsin's Young Children to Get a Great Start

...by providing all Wisconsin children access to high quality early learning experiences and nurturing care so they are happy, healthy, eager to learn, and prepared to succeed.

The Honorable Scott Walker
Office of the Governor
115 East Capitol
Madison, WI 53702

Dear Governor Walker:

Our Early Learning Coalition strongly supports Wisconsin's application for the Race to the Top – Early Learning Challenge. We endorse the primary goals of the grant: to build a more unified early learning and development system and to increase the number of children with high needs attending high-quality early childhood development programs. These goals are part of our Coalition's ongoing mission.

For several years, our Coalition has been promoting a more coherent early care and education system for Wisconsin, including:

- Engagement and outreach with parents, communities and practitioners to promote effective early learning
- Quality standards that ensure effective early learning
- Professional development and support to assure teacher and provider competency
- On-site technical assistance and consultation to caregivers, teachers, and home visitors
- Monitoring and accountability to ensure standards are met and progress on essential benchmarks are achieved
- A systematic approach to serving children with disabilities in inclusive settings
- Expansion of high-quality early learning and development services, particularly for children with high needs
- Ongoing financial assistance linked to meeting standards and assuring a qualified workforce

Wisconsin's application addresses all of these components. Wisconsin has made excellent progress in improving access to needed early childhood services and in improving the quality of those services. The grant would help Wisconsin build substantially on that progress. We strongly believe that children develop intelligence and social skills in the first five years that are essential for success. Nurturing parenting combined with effective early learning and development programs helps children get a great start.

Therese Ahlers
Wisconsin Alliance for Infant Mental Health

Beverly Anderson, Dave Linsmeier, Carol Keintz, Christine Holmes,
Patti Grede
Milwaukee Child Care Alliance

Joan Beck & Laura Klingelhoets
Wisconsin Child Care Administrators Association

Patricia Dischler
Wisconsin Family Child Care Association

David Edie
Wisconsin Council on Children and Families

Joe Quick
Wisconsin Association of School Boards

Suzy Rodriguez
Parents Plus

Jeff Spitzer-Resnick
Disability Rights Wisconsin

Shelley Cousin
Wisconsin Head Start Association

Susan Donahoe
Wisconsin Council for Exceptional Children- Div. for Early Childhood

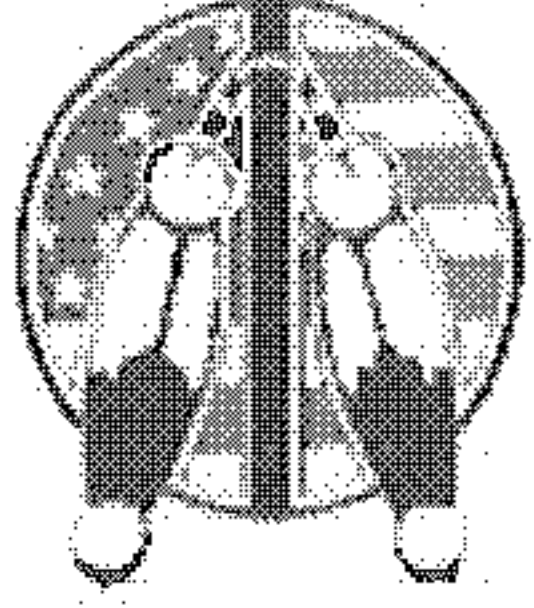
Lilly Irvin-Vitela
Supporting Families Together Association

Jim Leonhart
Celebrate Children Foundation

Ruth Schmidt
Wisconsin Early Childhood Association

Contact: Dave Edie, WCCF
dedie@wccf.org 608-284-0580 x315





GREAT LAKES INTER-TRIBAL COUNCIL, INC.

P.O. Box 9, Lac du Flambeau, Wisconsin 54538

Phone: 715-588-3324 Fax: 715-588-7900

TTY: 715-588-1774 Email: glite@glite.org

October 7, 2011

Eloise Anderson, Secretary
Department of Children & Families
201 East Washington Avenue, 2nd Floor
Madison, WI 53708-8916

Letter of Support – Race to the Top-Learning Challenge Grant

Dear Secretary Anderson:

It is with great pleasure that I write this letter in full support of Wisconsin's Early Childhood Reform Agenda for early learning and development as described in its application for the Race to the Top-Early Learning Challenge grant.

Since being founded in 1965 it has been the Great Lakes Inter-Tribal Council's mission to support member tribes in expanding sovereignty and self-determination. With GLITC as a participant in this application there is a greater potential of individual Tribal community partnership. More importantly, this partnership will support the work developed at the Tribal Gathering: Partnering for Success events. The Gathering brought key tribal and non-tribal early childhood providers together to bring tribal voices to the table when we think about administering programs that serve Native American children ages birth to eight.

We applaud the concept of a statewide comprehensive early childhood system which would focus on an early childhood system across ages and programs, and one that will bring more tribal voices to the table. Toward that end, we will work with the Early Childhood Advisory Council and the participating state agencies to encourage the development of system focusing on cooperation and communication among team members to be achieved through the pursuit of a common goal. Additionally, GLITC will allow staff designated time to work on early childhood birth to eight issues. With this partnership in place, the GLITC is supporting the very foundation for which GLITC exists.

I urge your positive consideration of Wisconsin's application and pledge our continued support of evidence-based approaches for ensuring that Wisconsin's children enter school ready to succeed.

Sincerely,

Michael W. Allen, Sr.
GLITC Executive Director

Cc: Elaine Allen
Beth Tornes

October 7, 2011

Eloise Anderson
Secretary
Department of Children & Families
201 East Washington Avenue, 2nd Floor
Madison, WI 53708-8916

Dear Secretary Anderson:

I am writing to offer the School Readiness Philanthropy Group's support of Wisconsin's reform agenda for early learning and development as described in its application for the Race to the Top-Early Learning Challenge grant.

The School Readiness Philanthropy group is comprised of over 25 local and national foundations, corporate foundations, community foundations, individual philanthropists and early childhood experts all dedicated to improving outcomes for children ages birth to five, particularly those children living in poverty in the Milwaukee community.

The School Readiness Philanthropy Group has been actively involved in supporting systemic improvements to support developmental outcomes for young children and their families. In the past five years, our members have worked aggressively to support the creation of Wisconsin's Department of Children & Families and the YoungStar Quality Rating System (QRIS).

As a member of the Governor's Early Childhood Advisory Council, we have continued to work hard to coordinate activities and initiatives among the philanthropic community, the ECAC and the key state agencies. This grant application presents a wonderful opportunity to continue our work around strong parental engagement, development and expansion of statewide data systems as well as targeted professional development opportunities for early childhood educators.

We urge your positive consideration of Wisconsin's application and pledge our continued support of evidence-based approaches for ensuring that Wisconsin's children enter school ready to succeed.

Sincerely,

(b)(6)

Linda Davis
Chair, School Readiness Philanthropy Group
Milwaukee, Wisconsin



October 12, 2011

Eloise Anderson, Secretary
Department of Children & Families
201 East Washington Avenue, 2nd Floor
Madison, WI 53708-8916

Dear Secretary Anderson:

I am writing on behalf of the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS for Children) to lend my unqualified support to Wisconsin's reform agenda for early learning and development. WINS for Children is a statewide nonprofit established to demonstrate better ways of ensuring the academic success and healthy development of children growing up in distressed circumstances. For the past few years, WINS has been working in the Lindsay Heights neighborhood of Milwaukee. Located on Milwaukee's near north side, the area's census tracts are among the Milwaukee's poorest, with 59.6% of families with children living in poverty.

WINS works closely with the Lindsay Heights Children's Success Coalition, an alliance of school principals and service providers who work together to engage families in their children's development and school success; improve the quality of education and social support available at neighborhood schools; and create and implement a cradle-to-career continuum of care such that all children, 0 to 25, enter college or technical training within 16 months of high school graduation. The Zilber Family Foundation is a sponsor of WINS and several neighborhood nonprofits, providing financial support and technical assistance to people who live and work in Lindsay Heights as they develop and implement a five-year comprehensive plan for improving the quality of community life.

When I heard you speak several months ago, you commented that the services and care we give our youngest citizens is not only the hallmark of a good society, but also an investment in our future that redounds to the benefit of us all. The underlying values and sense of purpose—giving all children the best possible start on the path to social and economic prosperity—also permeate the work of WINS and the Children's Success Coalition. In Lindsay Heights, the need for the reforms proposed in the state's application is readily apparent, especially with respect to the development of early childhood data systems and assessments. Providers and parents alike know that access to reliable information will enable community providers to monitor and improve the quality of early childhood programs, and that targeted professional development opportunities for early childhood educators are both needed and desired.

I hope you will contact me if there are ways WINS for Children, Inc. or the Zilber Family Foundation can be helpful. Nothing less than the prosperity of our families, neighborhoods, cities, and state is at stake—and I look forward to working in common purpose to ensure that all children get what they need to do well in school and life.

Sincerely,

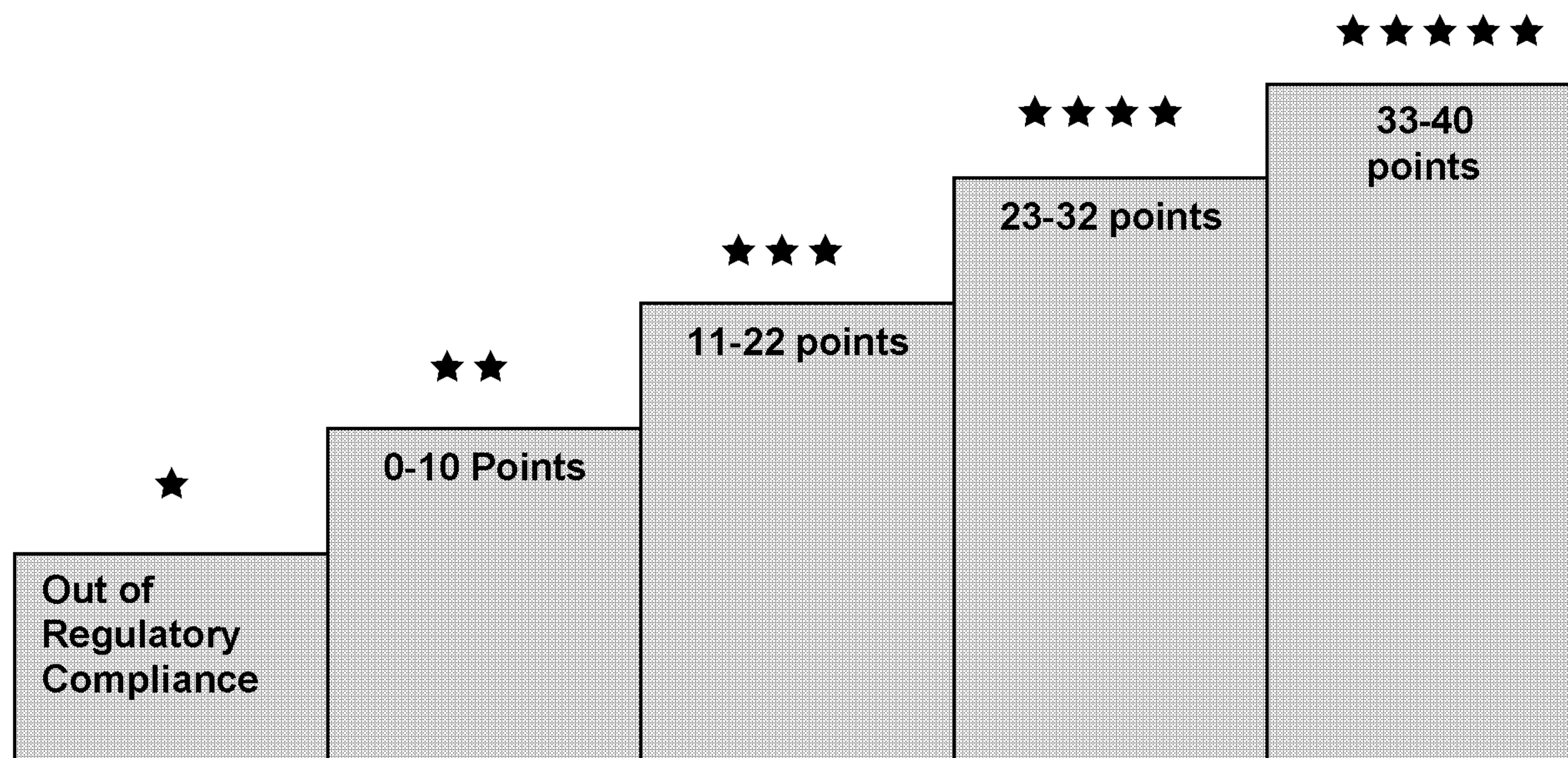
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Susan Lloyd
Treasurer/Secretary, WINS for Children, Inc. and
Executive Director, Zilber Family Foundation

YoungStar QRIS Quality Indicator Point Detail

September 13, 2011

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.

It is imperative that Wisconsin improve the quality of child care. Establishing a quality rating system will assist Wisconsin child care providers to improve their quality leading to a critically important outcome of improving outcomes for children. YoungStar is based on research and other states' experiences to establish criteria that are: research based, objective, and verifiable on a regular basis.

This document describes the different categories for earning points. Each child care provider or program can earn up to forty points across four categories – education, Director education (for group programs), learning environment and curriculum; professional and business practices; and health and wellness. In general, when the word “staff” is used in the Group child care section, it means Lead Teachers and Directors unless otherwise noted.

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/family involvement)	0-7	0-7
Health and Wellness	0-5	0-5
Total	0-40 points	0-40 points

Group Child Care Model

The following are ways in which group center child care programs can earn points in the YoungStar Quality Rating Improvement System. The Formal Observation Rater identified will be part of the staff team in regional centers selected to operate the YoungStar program. All Observation Raters will need to both reliable and valid using the Early Childhood Environment Rating Scale tools¹. For group child care programs, there are required points in each category, as well as additional optional points programs may accumulate.

Accreditation in the following areas would be an alternative path to five-star rating. Accreditation standards accepted will include: National Association for the Education of Young Children (NAEYC), National Accreditation Commission (NAC), City of Madison, Council on Accreditation (COA) and Head Start Performance Standards with no non-compliances or findings.

The rationale for counting accreditation as a five-star rating is that these standards are nationally recognized as linked to quality and they require on-site observations and verification of similar characteristics laid out in the Wisconsin model. Because many accreditations are renewed every three-to-five years, DCF will verify annual reports of all accredited centers and will consider other possible site visits to verify that the programs continue to meet accreditation standards. DCF will consider additional accreditations in the future. As staff time permits, review and comparison of demonstrated competencies measured in different accreditation platforms will be analyzed.

A) Education/Training of Lead Teachers/Director

Rationale: Teacher education is considered one of the most consistent predictors of quality in an early childhood setting. Staff and provider early childhood education qualifications will be verified by the Wisconsin Registry. The Registry is Wisconsin's Recognition System for the Childhood Care and Education Profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

Information related to what early care and education credit based course offerings are available in regions can be accessed by contacting the individual institution of higher education directly, or by contacting a T.E.A.C.H. Scholarship Counselor at the Wisconsin Early Childhood Association. Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels, professional development opportunities and credit for prior experience is available in the appendix of this document.

In the following two charts for center staff and center Directors, points are not cumulative. For each staff qualification chart, a program receives credit for the highest level achieved looking at the composition of the staff education and the center Director's education.

A.1) Lead Teacher Qualifications

Quality Indicators –Staff Qualifications	Verification	Points Awarded
Lead teachers with CDA's for 50% of classrooms	<u>Registry</u> Level 6	1
Lead Teachers with 6 credits beyond high school for 25% of all classrooms	Registry Level 7	1

¹ Harms, Thelma, Debby Cryer, and Richard M. Clifford. Family Child Care Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2007.

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

Lead Teachers with 6 related credits for 50% of all classrooms – <i>Required for 3 star</i>	Registry Level 7	2
Lead Teachers with Infant/Toddler or Inclusion Credential for 50% of classrooms or 18 related credits; all other classrooms have a Lead Teacher with at least 6 credits – <i>Required for 4 star</i>	Registry Level 9	3
Lead Teachers with Administrator or Preschool Credential or 24 related credits for 50% of classrooms; all other classrooms have a Lead Teacher with at least 6 credits	Registry Level 10	4
Lead Teachers with associate’s degree (AA) for 50% of classrooms and all other classrooms have a Lead Teacher with at least 6 credits	Registry Level 12	5
Lead Teachers with AA for 50% of classrooms and Lead Teachers with a Registry Credential for all other classrooms	Registry Level 12	6
Lead Teachers with AA for 100% of classrooms – <i>Required for 5 Star</i>	Registry Level 12	7
Lead Teachers with AA for 50% of classrooms and bachelor’s degrees/bachelor’s degrees with DPI licenses for the other 50% of classrooms	Registry Levels 12-Associate 13 – non-related bachelor 14 – related bachelor	8
Lead Teachers with related bachelor’s degrees for 100% of classrooms or bachelor’s degrees with DPI license or master’s degree or doctorate	Registry Level 14, 15, 16 or 17	9

A.2) Center Director Qualifications

Rationale: 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. Research shows that 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.

Required Director Education for 3, 4 and 5 Stars

Quality Indicators – Director Qualifications	Verification	Points Awarded
Administrator Credential – <i>Required for 3 Stars</i>	Registry Level 10	1
Associate’s degree (related) or bachelor’s degree (unrelated) – <i>Required for 4 Stars</i>	Registry Level 12	3
Administrator Credential and either associate’s degree (related) or bachelor’s degree (unrelated) – <i>Required for 5 Stars</i>	Registry Level 13	4
Bachelor’s degree (related)	Registry Level 14	5
Bachelor’s degree (related) and Administrator Credential or master’s degree or higher	Registry Level 15, 16 or 17	6

B. Learning Environment and Curriculum

Learning Environment and Curriculum – Required Minimum Points for 3, 4 and 5 Stars

- Program chosen Self Assessment tool leading to Quality Improvement Plan –3 Stars
- Programs will have Early Childhood Environment Rating Scale-Revised (ECERS-R) or Infant /Toddler Environment Rating-Revised (ITERS-R) for infant/toddler programs/classrooms Rating Observation in order to achieve 4 or 5 Stars
- ECERS-R average score of 5 (Good) as observed and in accordance with state standards for ECERS-R assessments (reliable and valid observers) – 4 and 5 Stars

Criteria	Rationale	Verification	Points Awarded
B.1.1) Programs can use a variety of different <u>Self Assessment</u> tools that leads to written Quality Improvement Plan; <u>Grow in Quality</u> is a tool developed by DCF that is free of charge – <i>Required for 3 Stars</i>	Program has demonstrated effort to assess key elements of program <u>that are linked to higher quality care</u> and has developed a plan to improve in areas identified	Review of quality improvement plan by Observation Rater	1
B.4.1) <u>Early Childhood Environment Rating Scale-Revised (ECERS-R)</u> average score of 5, no subscore less than 3 – <i>Required for 4 Stars</i>	Research based tool linked to demonstrating high quality in key areas of early childhood environments.	Conducted and recorded by Observation Rater	3
B.4.2) Early Childhood Environment Rating Scale-Revised (ECERS-R) average score of 5, no subscale less than 4 - <i>Required for 5 Stars</i>			4

Learning Environment and Curriculum – Optional Points

- Verified tool used for and independent verification of Quality Improvement Plan
- Wisconsin Model Early Learning Standards
- Targeted Lesson Plans and Tracking of Individual Child Outcomes.

B.1.2-3) Quality Improvement Plan

Criteria	Rationale	Verification	Points Awarded
B.1.2) Quality Improvement Plan developed in accordance with authentic quality improvement tool	<u>Research based instrument</u> has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review of quality improvement plan by Observation Rater/Technical Consultant	1
B.1.3) Quality Improvement plan verified by outside independent entity	Independent verification of efforts to improve quality provides greater assurance of tool efficacy.	Review of quality improvement plan by Observation Rater/Technical Consultant	1

B.2.1-2) Wisconsin Model Early Learning Standards

Criteria	Rationale	Verification	Points Awarded
B.2.1) At least 50% of Lead Teachers have received training in WMELS OR All Lead Teachers have received training in WMELS	Teachers can demonstrate they have been trained in DAP techniques	Registry verified	1 point if 50% of teachers meet Indicator, 2 points if 100% of teachers meet Indicator

B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards (WMELS)	WMELS have been <u>nationally recognized</u> as a useful tool to improve practices in early childhood settings. They establish a connection between developmentally appropriate practice and early care settings in key areas. <u>Research ties appropriate implementation of developmentally appropriate practice (DAP)</u> to higher quality child care.	Registry verified	1
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II-C. Child Outcomes

Criteria	Rationale	Verification	Points Awarded
B.3.1) Program uses <u>individual child portfolios</u>	Information on individual children is documented and updated to provide appropriate planning for activities.	Review by Observation Rater/Technical Consultant	1
B.3.2) Teacher uses intentional planning to improve child outcomes	Teacher uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) Individual outcomes tracked Note: this point cannot be earned if center does not earn point 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	It is important to demonstrate that teacher training and child interactions improve children's individual outcomes.		1

C) Business and Professional Practices

These criteria include: business practices, professional practices and staff benefits in group centers.

Business Practices—Required Minimum Points

- C.1) Wisconsin Shares Contract: For 2 Stars and above - **all programs** must sign a contract with DCF to participate in the Wisconsin Shares Program or be willing to enroll children in Wisconsin Shares Program. The contract specifies that a program will meet reporting requirements.

Criteria	Rationale	Verification	Points Awarded
C.2.1) Ongoing yearly budget planning and assessment of program financial status, including accurate completion and review of tax record – <i>Required for 3 Stars</i>	<u>Research links effective professional and business practices</u> to high quality learning environments that support nurturing interaction between caregivers and children.	Review of business planning efforts by Observation Rater/Technical Consultant	1
C.2.1) 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			1

provided. <i>Required for 4 Stars</i>			
C.2.3) Business offers evidence of using <u>Model Work Standards</u> for administration of business including hiring, staffing and business planning. <i>Required for 5 Stars</i>			1

C.3.1-5) Professional Development—Optional Points

- **Staff evaluation includes professional development**
- **Professional development opportunities**

Criteria	Rationale	Verification	Points Awarded
C.3.1) Annual staff evaluation plan includes professional development goal-setting.	Professional development on an ongoing basis is linked to higher quality care including staff assessment, access to professional development are <u>linked to higher quality care</u> . Staff access to professional development materials will increase their capacity to provide high quality child care.	Review of records by Observation Rater/Technical Consultant. Benefits are verified as either currently available or that they have been available in the last year.	If two or more of the following practices are verified, center receives one point
C.3.2) 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 <u>T.E.A.C.H. Scholarships</u> for credit based instruction.			
C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).			
C.3.4) Director or Administrator membership in a professional association focused on early care and education.	Professional connections with colleagues in the field can be an important source of information and support for child care providers		
C.3.5) 75 percent or higher retention rate of well educated (Associate's Degree or higher) Lead Teachers and program administration over three-year period.	Consistent staffing in early care settings is linked to higher quality.		

C.4.1-4) Staff Benefits – Optional Points

- **Salary Scale**
- **Health Insurance**
- **Paid Vacation and Sick Days**

Staff Benefits

Criteria	Rationale	Verification	Points
C.4.1) Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff.	Staff benefits are also linked to higher quality care including staff assessment, access to professional	Reviewed by Observation Rater/Technical Consultant	If two or more practices are verified,

C.4.2) Access to a pension/retirement plan with employer contribution.	development are <u>linked to higher quality care</u> . Benefits are also linked to longevity and less turnover in early care settings.		program receives one point
C.4.3) Lead teaching staff has paid time off equivalent to 18 or more days annually to be used in a combination of holiday pay and/or person days or sick days. Time off is prorated for part-time staff.			
C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Lead Teachers			

C.5.1-6) Parent/ Family Involvement—Optional Points

Parent Involvement

Criteria	Rationale	Verification	Points
C.5.1) Program has all of the following: <ul style="list-style-type: none"> A written description of the program's philosophy is available to all families; AND materials and resources are available in a process or communication style that meets the needs of families; AND orientation opportunities are available to all families prior to enrollment; parents are encouraged to observe program 	<u>Strong parental involvement</u> in child care is linked to higher quality.	Reviewed by Observation Rater/Technical Consultant	If two practices are verified, program receives one point; Or, If three or more practices are verified, program receives two points.
C.5.2) Families have an opportunity to provide input on program policies and procedures; advisory committee/parent board membership opportunities are available.			
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.			
C.5.4) Frequent, regular, on-going communication between staff and families conveys trust and respect, and helps ensure smooth transitions from home to program or one program to another; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates.			
C.5.5) Parent and family outreach, educational and social opportunities are available at least twice annually.			
C.5.6) Information is shared with family about children's experiences during the day, day to day schedule of program and any injuries or special events as well as changes in a child's health, or eating habits.			

D. Health and Wellness

D. Health and Wellness—Required Minimum Points

Required Minimum Points for star 3, 4 and 5 programs are serving nutritional meals and snacks

Criteria	Rationale	Verification	Points
D.1.1) Nutritious meals are served daily in child care program	Sound nutritional practices in early childhood lead to	<u>For Technical Ratings</u> To qualify for a three-star rating, providers must meet all three requirements:	1

	<p>establishment of healthy eating patterns and prevention of obesity in the future.</p>	<p>1. The program participates in the <u>Child and Adult Care Food Program (CACFP)</u> (confirmed by DPI)</p> <p>2. Health and safety standards must also be observed related to meals and snacks and menus must be provided for families. Providers must attempt to meet hand washing and sanitation standards.</p> <p>3. Children's allergies and dietary restrictions must be addressed, and documentation must support this. If there are no children enrolled in the program with allergies or dietary restrictions, this requirement is not applicable for Technical Ratings.</p> <p><u>For Formal Ratings</u> To qualify for a four or five-star rating, providers must meet both requirements:</p> <p>1. The program participates in the Child and Adult Care Food Program (CACFP) (confirmed by DPI)</p> <p>2. In the Environment Rating Scales (ERS), Meals/Snacks Items (ECERS-R Item 10, ITER-R Item 7) must be met with a score of Good (5) or higher to receive a four or five-star rating. If a program meets every qualification except this one, they have met the requirement for three-stars under this quality indicator. Health and safety standards within the ERS (including hand washing standards) must also be observed related to meals and snacks and children's allergies and dietary restrictions must be addressed, and documentation must support this. If there are no children enrolled in the program with allergies or dietary restrictions the provider needs to have policies in place to account for this situation if it were to occur.</p>	
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D. Health and Wellness Optional Points:

- **Physical activity**
- **Social and Emotional development training**
- **Family protective factors/ Strengthening Families training**

Health and Wellness - Optional Points

Criteria	Rationale	Verification	Points
<p>D.1.2) Program provides at least sixty minutes of physical activity a day.</p>	<p><u>Research</u> shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.</p>	<p>Basic daily schedule exists that is available for review and verification by Observation Rater/Technical Consultant and promotes a familiar pattern of regular physical activity to promote physical well-being.</p>	<p>1</p>

<p>D.1.3) <u>For 1 point</u> 50% of Lead Teachers and Director with any one of the following three trainings: --3 credits of inclusion training; or --Center for the Social and Emotional Foundations for Early Learning Pyramid Training Model; or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</p> <p><u>For 2 points</u> 100% of Lead Teachers and Director with any one of the following three trainings: --3 credits of inclusion training; or --Center for the Social and Emotional Foundations for Early Learning Pyramid Training Model; or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</p>	<p><u>Research</u> consistently demonstrates that a strong social and emotional foundation in early childhood is a key determinant in a child's future success and readiness for school</p>	<p>Registry verification</p>	<p>1 or 2</p>
<p>D.1.4) At least 50% of Lead Teachers/Director are trained in protective factors training around working with parents through the Strengthening Families Initiative: http://wctf.state.wi.us/home/StrengtheningFamilies.htm. An additional equivalency that will be accepted is the Family Services Credential. OR 100% of Lead Teachers/Director have completed Department-approved Suspected Child Abuse and Neglect Mandated Reporter Training Program (SCAN-MRT) or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect: http://www.wcwt.wisc.edu/related-training/mandated-reporter/Default.aspx.</p>	<p>Preventing child abuse and neglect has been linked to the <u>Strengthening Families</u> approach to building protective families in children and parents.</p> <p>Child care providers have a critical role in ensuring that children are safe in child care settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards. The Wisconsin Child Welfare Training System (WCWTS) Suspected Child Abuse and Neglect Mandated Reporter</p>	<p>Verification will be completed through automated linkage with The Registry to identify child care program Lead Teacher, Director that has completed full Strengthening Families Protective Factors Training and/or Wisconsin Child Welfare Training System Mandatory Reporter Training and/or Darkness to Light Training.</p>	<p>If one of the two criteria are verified, program receives one point</p>

	Training Program (SCAN-MRT) was developed by the Child Protection Center at Children's Hospital of Wisconsin.		
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Family Child Care Model

Four quality indicator areas are identified for family child care providers to earn points. As with the group child care model, there are required points in each of the following components as well as additional optional points programs may accumulate.

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

As with the group center model, YoungStar offers an alternate path to a four- star rating for accreditation, specifically for the National Association for Family Child Care (NAFCC), the City of Madison. The rationale for counting NAFCC and City of Madison accreditation as equivalent to a four-star rating is that these standards are nationally recognized as linked to quality and they require on-site observations and verification of similar characteristics laid out in the Wisconsin model. However they do not require any credit-based education beyond high school. With credit-based education, family child care providers could qualify for a five-star rating.

A) Education and Training of Provider (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. High school completion or its equivalency is required to receive three-five 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.

Information related to what early care and education credit based course offerings are available in regions can be accessed by contacting the individual institution of higher education directly, or by contacting a T.E.A.C.H. Scholarship Counselor at the Wisconsin Early Childhood Association. Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels, professional development opportunities and credit for prior experience is available in the appendix of this document.

In the following chart for family child care providers, the points are not cumulative. A provider receives credit for the highest level of education achieved.

A.1) Education and Training of Provider

Quality Indicators – Director Qualifications	Verification	Points Awarded
Provider has CDA	Registry Level 6	2
6 Early Childhood education credits	Registry Level 7	3
Infant/Toddler or Inclusion Credential or 18 related early childhood credits – <i>Required for 3 Stars</i>	Registry Level 9	4
Provider has CDA and Infant/Toddler or Inclusion Credential or 18 related early childhood credits	Registry Levels 6 and 9	6
Administrator Credential or Preschool Credential or 24 early childhood credits – <i>Required for 4 Stars</i>	Registry Level 10	10
Related associate’s degree (or unrelated bachelor Degree) – <i>Required for 5 Stars</i>	Registry Level 12	12
Related bachelor’s degree or higher or related bachelor’s degree with DPI License.	Registry Level 14	13
Related bachelor’s degree or higher with Registry Credential or related bachelor’s degree or higher with Registry Credential and DPI license or master’s degree or doctorate	Registry Level 15, 16 or 17	14

B. Learning Environment and Curriculum

Learning Environment and Curriculum – Required Minimums for 3, 4 and 5 Stars

- Provider chosen Self Assessment tool leading to Quality Improvement Plan –3 Stars
- Program will have Family Child Care Environment Rating-Revised (FCCERS-R) Rating Observation in order to achieve 4 or 5 Stars
- FCCERS-R average score of 5 (Good) as observed by valid and reliable Rating Observer – 4 and 5 Stars

Criteria	Desired outcome/Rationale	Verification	Points Awarded
B.1.1) <u>Self Assessment</u> that leads to written Quality Improvement Plan – <i>Required for 3 Stars</i>	Program has demonstrated effort to assess key elements of program <u>that are linked to higher quality care</u> and has developed a plan to identify areas of foci	Review of Quality Improvement Plan by Observation Rater/Technical Consultant	1
B.4.1) <u>Family Child Care Environment Rating Scale-Revised (FCCERS-R)</u> average score of 5, no subscale less than 3 - <i>Required for 4 Stars</i>	Demonstration of high quality environment in key areas	Conducted and recorded by Observation Rater	3
B.4.2) FCCERS-R average score of 5, no subscale less than 4 – <i>Required for 5 Stars</i>	Demonstration of a higher threshold of quality		4

Learning Environment and Curriculum – Optional Points:

- Verified tool used for and independent verification of Quality Improvement Plan
- Wisconsin Model Early Learning Standards
- Targeted Lesson Plans and Tracking of Individual Child Outcomes.

B.1.2-3 Quality Improvement Plan – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.1.2) Quality Improvement Plan developed in accordance with authentic quality improvement tool	Research based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review of Quality Improvement Plan by Observation Rater/Technical Consultant	1
B.1.3) Quality Improvement plan verified by outside independent entity	Independent verification of efforts to improve quality.	Review of Quality Improvement Plan by Observation Rater/Technical Consultant and verification of independent third party	1

B.2.1-2 Wisconsin Model Early Learning Standards – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.2.1) Provider has received WMELS training	Wisconsin’s Model Early Learning Standards have been <u>nationally recognized</u> as a useful tool to improve practices in early childhood settings. It is critical to establish a connecting between child care programs developmentally appropriate practices in key WMELS domains	Registry verified	1
B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards (WMELS)		Review by Observation Rater/Technical Consultant	1

B.3.1-4 Child Outcomes – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.3.1) Program uses individual child portfolios	Information on individual children is documented and updated to provide appropriate planning for activities.	Review by Observation Rater/Technical Consultant	1
B.3.2) Provider uses intentional planning to improve child outcomes	Teacher uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) 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 authentic assessment tools used in their program.	Early childhood provides opportunity for early detection of challenges; providers can be key resources to assist in receiving screening and referral for early intervention.		1
B.3.4) Individual outcomes tracked Note: this point cannot be earned if provider does not earn point 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	It is important to demonstrate that teacher training and child interactions improve children's individual outcomes.		2

C. Business and Professional Practices

Business Practices- Required Minimums

- C.1) For 2 Stars and above - **all programs** must sign a contract with DCF to participate in the Wisconsin Shares Program or be willing to enroll children in Wisconsin Shares Program., The contract specifies that a program will meet reporting requirements.

Criteria	Rationale	Verification	Points Awarded
C.2.1) Ongoing yearly budget planning and assessment of program financial status, including accurate completion and review of tax record; Demonstrates record keeping practices that track income received, meals and snacks served to children, caregiving and other business hours worked in the home– <i>Required for 3 Stars</i>	<u>Research shows</u> that providers who use effective professional and business practices are more likely to provide a high quality learning environment and interact more sensitively with children.	Review by Observation Rater/Technical Consultant	1
C.2.2) 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 – <i>Required for 4 Stars</i>	Clear policies will avoid confusion and minimize disruptions for provider and parent as it relates to vacations and sick time		1
C.2.3) Program has written policies that reduce risk including posted			1

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. <i>Required for 5 Stars</i>			
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Professional Practices – Optional Points

- **Provider Professional Development opportunities**
- **Employment policies**
- **Professional associations**

C.3.1-4) Professional Practices – Optional Points

Quality Indicator	Rationale	Verification	Points
C.3.1) Provider has a professional development plan created that identifies annual goals.	Support and connection to colleagues can assist program Directors improve their program through information and resource sharing and ongoing networking.	Review by Observation Rater/Technical Consultant	If two or more practices are verified, program receives one point
C.3.2) Written copy of employment policies and procedures including job descriptions	Sound <u>business and employment practices are linked to higher quality child care</u>		
C.3.3) Family provider and staff, program Board and Advisory Committee (if applicable) are able to access accurate and timely information on program finances.			
C.3.4) Membership in a professional association focused on early care and education.	Support and connection to colleagues can assist program Directors improve their program through information and resource sharing and ongoing networking.		

Provider Benefits – Optional Points

- **Holiday**
- **Sick leave**
- **Vacation**

C.4.1-3) Provider Benefits

Quality Indicator	Rationale	Verification	Points
C.4.1) Provider has health insurance for self and dependent children.	Professional benefits in child care programs are <u>linked to higher quality programs</u> .	Review by Observation Rater/Technical Consultant	If two or more practices are verified, program receives one point
C.4.2) The provider contracts with parents to have a minimum of 10 days off per year.			
C.4.3) The provider has contributed to a retirement plan			

during the past year.			
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C.5.1-4) Parent/Family Involvement

Quality Indicator	Rationale	Verification	Points
C.5.1) Program has all of the following: <ul style="list-style-type: none"> ▪ Written description of programs philosophy is available to all families; AND ▪ materials and resources are available in a process or communication style that meets the needs of families; AND ▪ orientation opportunities are available to families. 	<u>Strong parental involvement</u> in child care is linked to higher quality.	Review by Observation Rater/Technical Consultant	If two or more practices are verified, program receives one point If three or more practices are verified, program can earn two points.
C.5.2) Families have an opportunity to provide input on program policies and procedures			
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.			
C.5.4) Frequent, regular, on-going communication between staff and families conveys trust and respect, and helps ensure smooth transitions from home to program or one program to another; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates.			

D. Health and Wellness

Health and Wellness – Required Minimum Points

D.1.1) Required Minimum Points for star 3, 4 and 5 programs are serving nutritional meals and snacks

Criteria	Rationale	Verification	Points
Nutritious meals are served daily in child care program	Sound nutritional practices in early childhood lead to establishment of healthy eating patterns and prevention of obesity in the future.	<u>For Technical Ratings</u> To qualify for a three-star rating, providers must meet all three requirements: 1. The program participates in the <u>Child and Adult Care Food Program (CACFP)</u> (confirmed by DPI) 2. Health and safety standards must also be observed related to meals and snacks and menus must be provided for families. Providers must attempt to meet hand washing and sanitation standards. 3. Children's allergies and dietary restrictions must be addressed, and documentation must support this. If there are no children enrolled in the program with allergies or dietary	1

		<p>restrictions, this requirement is not applicable for Technical Ratings.</p> <p><u>For Formal Ratings</u> To qualify for a four or five-star rating, providers must meet both requirements:</p> <ol style="list-style-type: none"> 1. The program participates in the Child and Adult Care Food Program (CACFP) (confirmed by DPI) 2. In the Environment Rating Scales (ERS), Meals/Snacks Items (FCCERS-R Item 9) must be met with a score of Good (5) or higher to receive a four or five-star rating. If a program meets every qualification except this one, they have met the requirement for three-stars under this quality indicator. Health and safety standards within the ERS (including hand washing standards) must also be observed related to meals and snacks and children's allergies and dietary restrictions must be addressed, and documentation must support this. If there are no children enrolled in the program with allergies or dietary restrictions the provider needs to have policies in place to account for this situation if it were to occur. 	
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Health and Wellness Optional Points:

- **Physical activity**
- **Social and Emotional development training**
- **Family protective factors/ Strengthening Families training**

D.1.2-4) Health and Wellness – Optional Points

Criteria	Rationale	Verification	Points
D.1.2) Program provides at least sixty minutes of physical activity a day.	<u>Research</u> shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.	Basic daily schedule exists that is available for review and verification by Observation Rater/Technical Consultant and promotes a familiar pattern of regular physical activity to promote physical well-being.	1
D.1.3) Provider has any one of the following three trainings: --3 credits of inclusion training; or --Center for the Social and Emotional Foundations for Early Learning Pyramid	<u>Research</u> consistently demonstrates that a strong social and emotional foundation in early childhood is a key determinant in a child's future success and readiness for school	Registry verified	2

<p>Training Model; or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</p>			
<p>D.1.4) Provider is trained in protective factors training around working with parents through the Strengthening Families Initiative: http://wctf.state.wi.us/home/StrengheningFamilies.htm. An additional equivalency that will be accepted is the Family Services Credential. OR Provider has completed Department-approved Child Protective Services Abuse and Neglect Prevention curriculum or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect: http://www.wcwt.wisc.edu/related-training/mandated-reporter/Default.aspx.</p>	<p>Preventing child abuse and neglect has been linked to the <u>Strengthening Families</u> approach to building protective families in children and parents.</p> <p>Child care providers have a critical role in ensuring that children are safe in child care settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards. The Wisconsin Child Welfare Training System (WCWTS) Suspected Child Abuse and Neglect Mandated Reporter Training Program (SCAN-MRT) was developed by the Child Protection Center at Children's Hospital of Wisconsin.</p>	<p>Verification will be completed through automated linkage with The Registry to identify child care provider has completed full Strengthening Families Protective Factors Training, Wisconsin Child Welfare Training System Mandatory Reporter Training and/or Darkness to Light Training.</p>	<p>If one of the following practices are verified, program receives one point</p>

Appendix

Professional Development Opportunities for Credit Based Instruction:

For those interested in taking credit based college coursework in early childhood education, the most up-to-date information on options available – including both traditional and non-traditional routes (including online, weekend and evening courses, and accelerated programs) – is by contacting the institution of higher education directly. Another option is to contact a T.E.A.C.H. scholarship counselor at Wisconsin Early Childhood Association: phone 1-800-783-9322, ext. 7240 or email teach@wisconsinearlychildhood.org . You may want to inquire about scholarship eligibility as well.

To assist you, the WECA website, <http://www.wisconsinearlychildhood.org/teach/index.php> offers T.E.A.C.H. program information. A link at this site (Wisconsin Colleges and Universities) will take you to a map of all Wisconsin institutions of higher education; simply click on a college or university to access their website and contact information. The WECA website also houses a T.E.A.C.H. online Directory of course offerings within the Wisconsin Technical College System.

Credit for Prior Learning and Experience:

Institutions of Higher Education may offer credit for prior learning and award degree credit(s) to individuals who can demonstrate relevant skills and knowledge that they have previously acquired through non-traditional schooling, work or other life experiences. Credit for prior learning (CFPL) can help child care teachers and child care providers ease into the higher education system. In Wisconsin, each college has its own process of evaluation established. The process requires the teacher/provider to document relevant experiences. Examples include: Training completion certificates, portfolio development that reflects work experiences and transcripts if available. T.E.A.C.H. scholarship counselors are available to help connect individuals to the early childhood program area that supports this work at each Institution of Higher Education.

YoungStar Resource Citations

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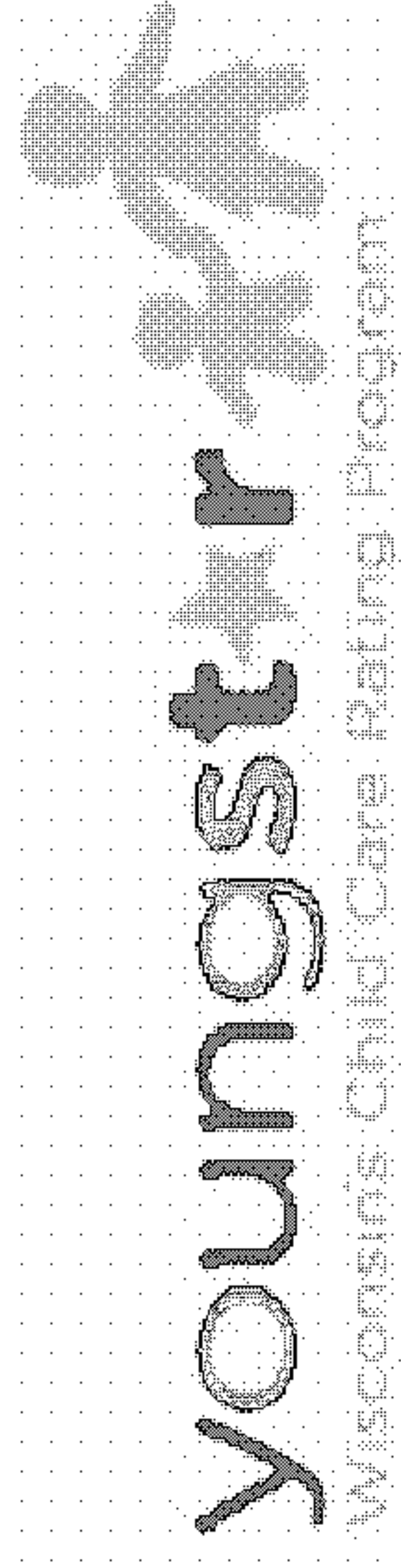


The Registry
Career Levels

9.27.10

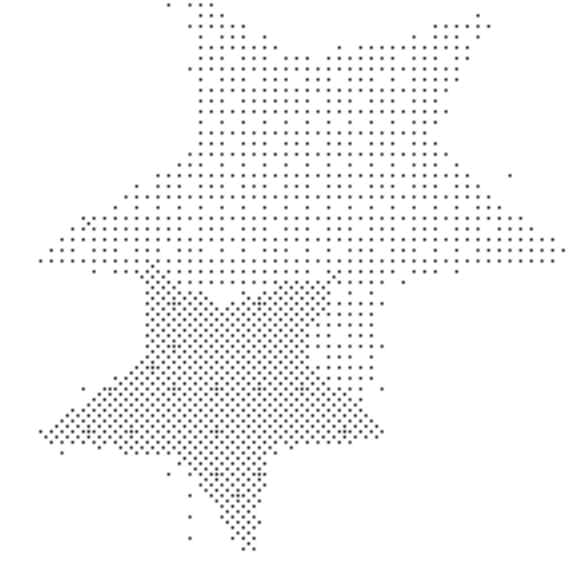
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Entry Level training requirements for any Wisconsin regulated position	Level 1 requirements + Verified High School diploma or GED	Approved Training ¹			Non-Credit Credentials ¹ CDA OR School-Age Credential OR Non-credit Family Services Credential	Credit Based Credentials ¹			
		80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 of which are tier 2 or 3 training)		Mentor and Mentor-Protege ² (5 credits)	Family Services Credential (6-9 credits)	Registry Credentials Infant/Toddler (12 credits) OR Inclusion (12 credits) OR Leadership (12 credits)	Registry Credentials Administrator (18 credits) OR Apprenticeship (18 credits) OR Preschool ⁶ (18 credits)
		This includes entry level course hours	This includes entry level course hours	This includes entry level course hours	Credit based increments				
					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 OR Any 2 Registry Credentials	Associate Degree	Associate Degree + Registry Credential	Bachelor's Degree OR Bachelor's + DPI License ²	Bachelor's Degree + Registry Credential OR Bachelor's + Registry Credential + DPI License ²	Master's Degree OR Master's + DPI License ²	Doctorate OR Doctorate + DPI License ²			
Credit Based Increments 30 related credits	Degree in Another Field ⁴								
	Bachelor's Degree OR Associate Degree + 30 related credits	Bachelor's Degree + Registry Credential OR Bachelor's Degree + 30 related credits	Master's Degree OR Bachelor's Degree + 36 related credits	Doctorate	Master's Degree + 36 related credits	Doctorate + 36 related credits			
¹ Mentor and other Credentials submitted from other states will be evaluated on an individual basis and placed on a Wisconsin Career Level. ² DPI Licenses recognized are numbers 090, 043, 086, 088, 090, 100, 103, 106, 108, 109, 808, and 809. ³ Must be taken as role of Mentor. ⁴ Those with a degree in another field must also meet entry level requirements for the position held. ⁵ Approved Training is training awarded a specific for as approved by the Registry and taught by a Registry approved instructor. Must also meet entry level requirements. ⁶ Preschool Credentials awarded with 15 credits are awarded a Level 9.									

<http://www.the-registry.org/LinkClick.aspx?fileticket=%2bcTolagqX2k%3d&tabid=55>



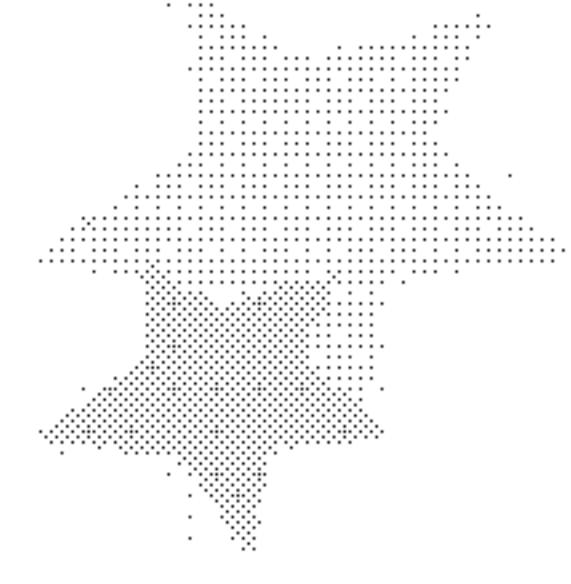
2011 YoungStar Consortium and Partners Professional Development Plan: SFTA Plan

Technical Consultant Training	# of hours	Audience	Date	Trainer	Funding	Co-Sponsor	Location	Mode of Training
YoungStar Overviews	2.5	CCR&R staff, and board, and community partners	December 2 and 10, 2010	Lilly Irvin-Vitela and Penny Chase	SFTA-YoungStar	SFTA	Statewide	Webinar
YoungStar Launch	24	DCF, Consortium & CCR&R	January 11-13, 2011	DCF SFTA WECA	DCF	Consortium and DCF	DeForest	Face-to-Face
Business Practices Consulting	8	TC/FRO	February 9, 2011	Kelly Matthews Penny Chase Shari Vinluan	SFTA	WECA and SFTA	Madison	Face-to-Face
Motivational Interviewing- Part I	8	YoungStar Technical Consultants and Raters, Pyramid Model Coaches	February 10, 2011 8am-4pm	Mia Croyle, WMS	SFTA-YoungStar WIAMH	SFTA and WIAMH	Madison	Face-to-Face
Environmental Rating Scales	24	Technical Consultants /Raters ONLY	March 1-3	Penny Chase Karin Johnson	SFTA WECA	SFTA WECA	Waukesha	Face-to-Face
YoungStar Launch-New Staff	16	New Consortium /CCR	March 16&17 2011	Penny Chase	SFTA	SFTA	Stevens Point	Face-to-Face



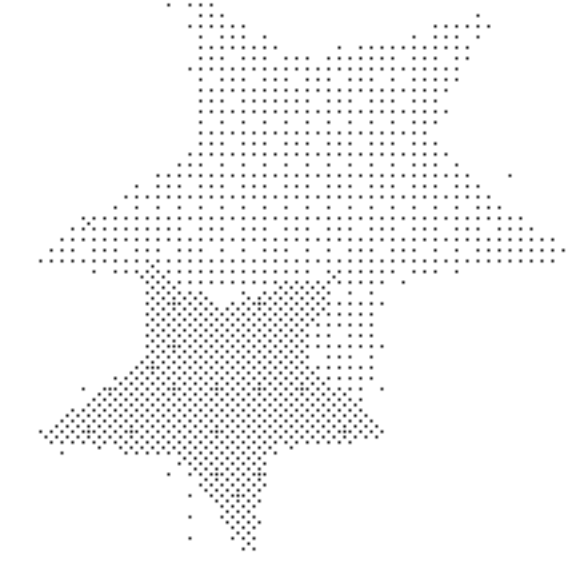
Administered by The YoungStar Consortium—a partnership of the Celebrate Children Foundation, Supporting Families Together Association and Wisconsin Early Childhood Association. To get started or to learn more go to <http://dcf.wisconsin.gov/youngstar>

ASQ train the trainer	7	CCR&R ASQ Trainers	April 7, 2011 8am-4pm	Lilly Irvin-Vitela & Brooke Cundiff	SFTA-YoungStar	Wisconsin Rapids	Face-to-Face
Environmental Rating Scales	24	Technical Consultants /Raters ONLY	April 19-21 2011	Penny Chase Karin Johnson	SFTA WECA	Stevens Point	Face-to-Face
Adult Learner	8	Technical Consultants and FRO's	April 14, 2011 9:00-3:30	Barb Evensen	SFTA and WECA	Stevens Point	Face-to-Face
YoungStar Launch-New Staff	16	New Consortium /CCR&R	April 26 & 27, 2011	Penny Chase Karin Johnson	SFTA WECA	Waukesha	Face-to-Face
Family Involvement	2	CCR&R Trainers YoungStar Technical Consultants and Raters, Pyramid Model Coaches	April 25, 2011 3-5 pm OR April 26, 2011 8-10 am	Lilly Irvin-Vitela and Romilia Schleuter FASCETS	SFTA-YoungStar	Statewide	Webinar
Consultant Course	5	Technical Consultants and raters	April 29, 2011 9:00-3:30	Barb Evensen Jane Robinson	SFTA and WECA	Stevens Point	Face-to-Face
Self-Assessment and QIP	4	YoungStar Technical Consultants and Raters, Pyramid Model Coaches	May 4, 2011 8 am-12 pm	Lilly Irvin-Vitela and Dotty Lillo and Renee Ernsting	SFTA	Sheboygan	Face-to-Face



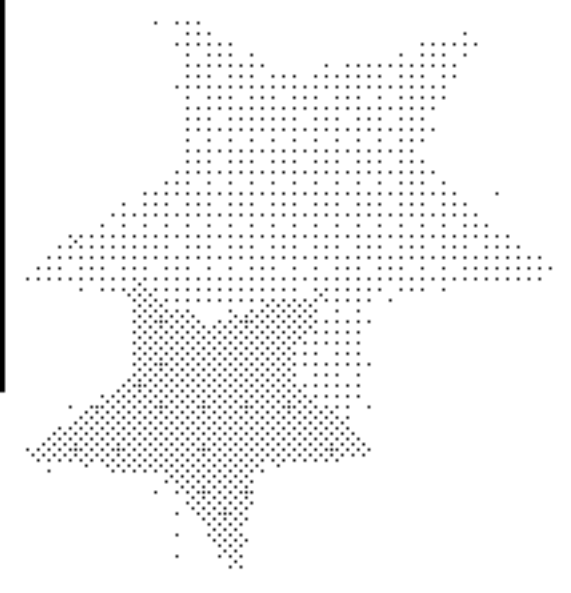
Administered by The YoungStar Consortium—a partnership of the Celebrate Children Foundation, Supporting Families Together Association and Wisconsin Early Childhood Association. To get started or to learn more go to <http://dcl.wisconsin.gov/youngstar>

Cultural Competence	4	YoungStar Technical Consultants and Raters, Pyramid Model Coaches	May 4, 2011 1 pm-5 pm	Lilly Irvin- Vitela and Romilia Schlueter	SFTA	SFTA	Sheboygan	Face-to- Face
Dual Language Learners	2	TC/FRO	May 17, 2011 3-4:30 pm	Ruth Reinl	SFTA- YoungStar		Statewide	YS Conf. Call Webinar
Supervision and Inclusion in ECE	8	YoungStar Technical Consultants and Raters, Pyramid Model Coaches	June 15, 2011 8-5 pm	Mark Sweet, Disability Rights	YoungStar	SFTA and WIAIMH	Inn on the Park, Madison	Face-to- Face



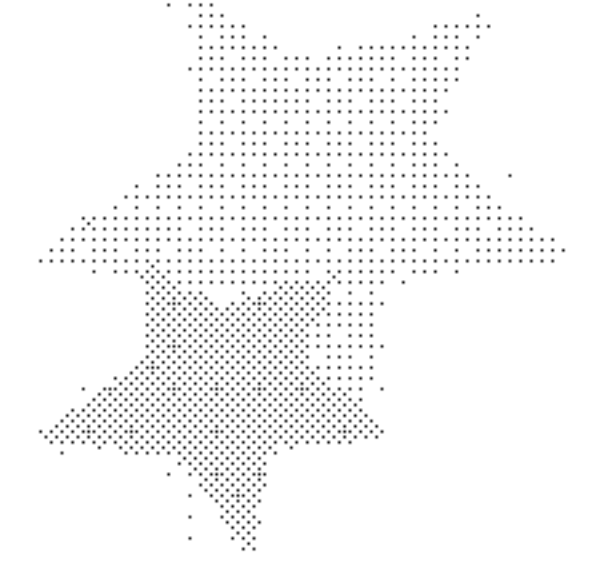
Administered by The YoungStar Consortium—a partnership of the Celebrate Children Foundation, Supporting Families Together Association and Wisconsin Early Childhood Association. To get started or to learn more go to <http://dcl.wisconsin.gov/youngstar>

Technical Consultant Training	# of hours	Audience	Date	Trainer	Funding	Co-Sponsor	Location	Mode of Training
Adult Learner	8	Technical Consultants and FRO's	July 14, 2011 9:00-3:30	Barb Evensen	SFTA and WECA	SFTA-YS	SFTA Madison	Face-to-Face
Environmental Rating Scales	16	Technical Consultants /Raters ONLY	July 19-20, 2011	Penny Chase	SFTA	SFTA	Marathon Co Public Library	Face-to-Face
Consultant Course	5	Technical Consultants and raters	July 28, 2011 9:00-3:30	Barb Evensen Jane Robinson	SFTA and WECA	SFTA-YS	SFTA Madison	Face-to-Face
Motivational Interviewing- Part II (RECAP for those who missed Part I)	3.5	YoungStar Technical Consultants and Raters, Pyramid Model Coaches	August 2, 2011 4:30-8:00 pm	Mia Croyle, WMS	SFTA	SFTA and WIAMH	Radisson Hotel Madison	Face-to-Face
Motivational Interviewing- Part II	8	YoungStar Technical Consultants and Raters, Pyramid Model Coaches	August 3, 2011 8 am-4 pm	Mia Croyle, WMS	SFTA	SFTA and WIAMH	Radisson Hotel Madison	Face-to-Face
Inclusion Part II	8	YoungStar Technical Consultants and Raters, Pyramid Model Coaches	September 6, 2011	Mark Sweet, Disability Rights	SFTA	SFTA	Eau Claire	Face-to-Face
Strengthening Families	2	CCR&R	October 25,	Romilia	CTF and	CTF	Statewide	Webinar



Administered by The YoungStar Consortium—a partnership of the Celebrate Children Foundation, Supporting Families Together Association and Wisconsin Early Childhood Association. To get started or to learn more go to <http://dcl.wisconsin.gov/youngstar>

		and FRC Consultants and Trainers	2011 3-5 pm OR October 26, 2011 8-10 am	Schlueter, Lilly Irvin- Vitela	YoungStar		
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Administered by The YoungStar Consortium—a partnership of the Celebrate Children Foundation, Supporting Families Together Association and Wisconsin Early Childhood Association. To get started or to learn more go to <http://dcl.wisconsin.gov/youngstar>

Appendix 14

Head Start Tip Sheet

10/11/11

Introduction

Wisconsin has developed YoungStar, a quality rating and improvement system to help consumers and policymakers assess the quality levels of child care and early care and education programs in Wisconsin. DCF hopes YoungStar can build upon the positive relationships already in existence within the well-established national system of Head Start.

1. How were Head Start Program Performance Standards given equivalency to accreditation?

DCF compared Head Start Program Performance Standards, other regulations and the National Association for the Education of Young Children accreditation standards (NAEYC) and found that the standards were similar.

The Department of Children and Families (DCF) allows certain accreditations and Head Start Program Performance Standards to be equivalent to five stars in YoungStar because:

- Verification of a high set of standards is reached with the requirements of the Head Start Program Standards
- The accreditation/validation process observations are taking place already in a child care/Head Start program.

2. How do Head Start programs participate in YoungStar?

To apply for YoungStar, a program must complete and sign the following **TWO** forms:

- YoungStar Wisconsin Shares Contract: <http://dcf.wisconsin.gov/forms/pdf/2587.pdf>
- YoungStar Participation Request – Group Center: <http://dcf.wisconsin.gov/forms/pdf/2591.pdf>

Stand-alone Head Start programs that have no Head Start deficiencies identified can automatically qualify for a five-star rating.

Head Start programs that offer child care in addition to Head Start will qualify for a five-star rating when the child care is offered for three hours or less.

Page 3 of the YoungStar Participation Request – Group Center YoungStar application form provides a check-box that Head Start programs can check to indicate that its licensed group center(s) is considered eligible for a five-star rating (verified by the U.S. Department of Health and Human Services Administration of Children and Family (ACF) Head Start Regional Office and the DCF).

Head Start programs will send Wisconsin Shares contract and YoungStar Application to:

*Department of Children and Families
Division of Early Care and Education/Bureau of Quality Improvement
201 E Washington Ave Room B200
PO Box 8916*

3. How will DCF verify that a Head Start program should receive a five-star rating?

The ACF and the Department of Children and Families (DCF) will have regular and ongoing communication as necessary to facilitate this process and ACF will send information to DCF when a deficiency occurs with a Head Start program.

4. What circumstances would a Head Start licensed group center(s) not automatically qualify for a five-star rating?

Where any of the following are true:

- If the Head Start grantee agency has an ACF verified deficiency, all of its licensed group center(s) attached to the grantee agency are not automatically eligible for a five-star rating, pending a DCF review. RATIONALE: where an ACF verified deficiency occurs, its findings systemically apply to all of its programming operations and licensed group centers.
- If the Head Start grantee agency's delegate agency has an ACF verified deficiency, all of its licensed group center(s) are not automatically eligible for a five-star rating, pending a DCF review. RATIONALE: where an ACF verified deficiency originates at the delegate agency level, that delegate agency's licensed group center(s) are systemically implicated also.
- If a Head Start program's licensed group center is found to be out of regulatory compliance with DCF child care licensing that center would return to one-star. The definition of "regulatory compliance" is available at: http://dcf.wisconsin.gov/youngstar/pdf/regulatory_compliance.pdf RATIONALE: where DCF verified regulatory non-compliances occur, they are center-specific.
- If the Head Start program's licensed group center provides three or fewer hours of child care it would be eligible for a five-star rating. However, if a Head Start licensed group center is providing more than three hours of child care, that program may participate in YoungStar, but it would not qualify for an automatic five-star rating. RATIONALE: where the majority of a child's day is spent under the auspices of the Head Start program then YoungStar five-star rating pertains. However, where child care represents the majority of the child's daily experience, YoungStar ratings for licensed child care will prevail.

5. Can Head Start programs that have deficiencies still participate in YoungStar?

Yes, Head Start programs that have an ACF deficiency would have to apply for the YoungStar program through DCF and be rated using the same process that is used for other child care providers. We recommend that a program follow the **Child Care Provider Tip Sheet** which offers step-by-step instructions on how to apply for YoungStar noted above:

http://dcf.wisconsin.gov/youngstar/pdf/provider_tip_sheet.pdf

6. If a Head Start grantee agency is participating in YoungStar and then has a deficiency what happens in YoungStar?

Head Start grantee agencies that have an ACF deficiency will have their ratings changed to a two-star and cannot return to the five-star level until six months after DCF receives notification from the ACF Head Start Regional Office that the ACF deficiency has been corrected.

7. Will Head Start programs be eligible for technical assistance and micro-grants?

Head Start programs that qualify for an automatic five-star rating will not be eligible for

YoungStar technical assistance or micro-grants. Head Start partnerships with child care programs that do not qualify for an automatic pathway to a five-star rating may be eligible to apply for technical assistance and a micro-grant. RATIONALE: ACF-funded training and technical assistance resources are to be Head Start programs' primary resource.

8. What if the Head Start program is a new Head Start program?

For a new Head Start program or for a new delegate agency, the same standards used in child care programs would be applied as specified in YoungStar policy. Any new program would need to wait 12 months before asking for a rating above two stars. A program would need to demonstrate they are in full compliance with the Head Start Program Performance Standards before they would receive automatic five-star rating.

9. What about a Head Start grantee agency or delegate agency that is opening a new center?

The newly licensed group center would start out at a two-star rating. Then, after 12 months, they would qualify for the five-star rating if they are not offering childcare for more than three (3) hours. The new center would not be allowed to bypass the rating system because of the existing Head Start grantee agency status. The new center would require its own rating. RATIONALE: DCF licensing of group centers is site-specific.

10. What about Head Start programs that are not licensed and not part of a school district?

The DCF data system only captures information on licensed, certified and public school programs. DCF will develop policies to include additional programs that fall outside those three categories in YoungStar in the future.

Definitions:

The term *Head Start* as used throughout this tip sheet means services to pregnant women, infants and toddlers through age 5.

Head Start Act (as Amended December 12, 2007). HHS/ACF/OHS. 2008.

The term *Deficiency* means—

- a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves—
 - a threat to the health, safety, or civil rights of children or staff;
 - a denial to parents of the exercise of their full roles and responsibilities related to program operations;
 - a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;
 - the misuse of funds received under this subchapter;
 - loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or
 - failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;

- systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or
- an unresolved area of noncompliance. (Sec. 637.2)

Unresolved Area of Noncompliance means failure to correct a noncompliance item within 120 days, or within such additional time (if any) as is authorized by the Secretary [of Health and Human Services], after receiving from the Secretary notice of such noncompliance item, pursuant to section 641A(c). (Sec. 637.26)

Delegate Agency means a public, private nonprofit (including a community based organization, as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801), or for profit organization or agency to which a grantee has delegated all or part of the responsibility of the grantee for operating a Head Start program. (Sec. 637.3)

Head Start Program Performance Standards & Other Regulations. 2006.

Head Start Grantee or Grantee means a public or private nonprofit agency or organization whose application to operate a Head Start program pursuant to section 514 of the Act has been approved by the responsible [Department of Health and Human Services] official. (Part 1302.2)

Head Start Agency or Grantee means a local public or private non-profit agency designated to operate a Head Start program by the responsible HHS official, in accordance with part 1302. (Part 1301.2)

Delegate Agency means a public or private non-profit organization or agency to which a grantee has delegated all or part of its responsibility for operating a Head Start program. (Part 1301.2)

Head Start Program means a program, funded under the Act and carried out by a Head Start agency or delegate agency, that provides ongoing comprehensive child development services. (Part 1301.2)

Early Head Start Program means a program that provides low-income pregnant women and families with children from birth to age 3 with family-centered services that facilitate child development, support parental roles, and promote self-sufficiency. (Part 1304.3)

Head Start Center or a direct support facility for a Head Start program means a facility used primarily to provide Head Start services to children and their families, or for administrative or other activities necessary to the conduct of the Head Start program. (The term for an individual HS “site” is repeatedly referred to as a “center” in the official documents.) (Part 1309.3)

Head Start Class means a group of children supervised and taught by two paid staff members (a teacher and a teacher aide or two teachers) and, where possible, a volunteer. (Part 1306.3)



YoungStar Evaluation Criteria Group Child Care Programs

This document outlines the items that will be evaluated for YoungStar and can be used by providers and staff to prepare for a YoungStar rating. The categories that will be evaluated are listed below.

- A. Education and Training of Lead Teachers and Director
- B. Learning Environment and Curriculum (including Child Outcomes)
- C. Business and Professional Practices
- D. Health and Wellness (including Social and Emotional Wellbeing of Children/Inclusive Practices, Child Abuse Prevention, and Strengthening Families)

The Director and Lead Teacher education and training qualifications will be verified by The Registry using the criteria listed below. **Technical Consultant is not responsible for verifying this information for points in YoungStar.**

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 if the Quality Indicator is required to attain a certain star level, it will be clearly stated in red text. 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.

B. Learning Environment and Curriculum	
QUALITY INDICATOR	
E.11.3 Self-Assessment and Quality Improvement Plan	
POINTS AVAILABLE	1, 2 or 3 Total
E.11.3 Self-Assessment	
<p>For 1 point</p> <p>Documented annual use of self-assessment process for quality improvement using environment rating scales, accreditation self-study, or other approved methods, with a written improvement plan. The program must identify what quality improvement assessment tool has been used, including date the assessment process was completed, and who completed the assessment.</p>	<p>REQUIRED for three star programs</p> <p>Tools that may be used include:</p> <ul style="list-style-type: none"> • YoungStar • Implementation Checklist • 1s/Toddlers/Twos – Implementation Planning Tool • Grow In Quality MAP Tool – 2 Parts • Program Evaluation Early Childhood Environment Rating Scales (ECERS – R and ITERS – R) • HighScope Preschool Program Quality Assessment (PQA) • NAEYC Accreditation Self-Assessment Observable Criteria Tool
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; margin: 10px;"> <p>Quality Indicator Explanation</p> </div>	
E.11.3 Self-Assessment	
Indicator Met: <input type="checkbox"/> Yes <input type="checkbox"/> Not Met	Point(s) Awarded: _____ / 1
Comments/areas for future work:	

If the Quality Indicator can be informed by an item or subscale from any of the following tools, it will be in a shaded box as shown in the example below.

- Early Childhood Environment Rating Scale-Revised (ECERS-R)¹
- Infant/Toddler Environment Rating Scale-Revised (ITERS-R)²
- Program Administration Scale (PAS)³

TOOLS USED TO INFORM INDICATOR B.3	
ECERS-R	← Tool Used
Program Structure	
34. Provisions for children with disabilities	Item B: Community Resources
• Does provider have information from available assessments?	← Subscale or Item from Tool

NOTE: These tools are listed merely as a reference and a tool for staff to use when determining if a provider meets an indicator or not. For Technical Ratings, providers **WILL NOT** be scored on any of these tools directly.

¹ Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

² Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

³ Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.

A. Education and Training of Lead Teachers and Director

In the following charts, the points are not cumulative. The center will receive credit for the highest education level attained in each chart.

A.1 Lead Teacher Qualifications

Quality Indicators – Staff Qualifications	Verification	Points Awarded
Lead teachers with CDA's for 50% of classrooms	Registry Level 6	1
Lead Teachers with 6 related credits beyond high school for 25% of all classrooms	Registry Level 7	1
Lead Teachers with 6 related credits for 50% of all classrooms – <i>Required for 3 star</i>	Registry Level 7	2
Lead Teachers with Infant/Toddler or Inclusion Credential for 50% of classrooms or 18 related credits; all other classrooms have a Lead Teacher with at least 6 related credits – <i>Required for 4 star</i>	Registry Level 9	3
Lead Teachers with Administrator or Preschool Credential or 24 related credits for 50% of classrooms; all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 10	4
Lead Teachers with Associate's Degree (AA) for 50% of classrooms and all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 12	5
Lead Teachers with AA degree for 50% of classrooms and Lead Teachers with Registry credentials for the rest of the classrooms	Registry Level 12	6
Lead Teachers with AA degree for 100% of classrooms – <i>Required for 5 Star</i>	Registry Level 12	7
Lead Teachers with AA degree for 50% of classrooms and Bachelor's Degrees/or Bachelor's Degree with DPI License for 50% of classrooms	Registry Levels 12—Associate 13—non-related Bachelor's 14—related Bachelor's	8
Lead Teachers with related Bachelor's Degrees for 100% of classrooms or Bachelor's Degree with DPI License or Master's Degree or Doctorate	Registry Level 14, 15, 16 or 17	9

A.2 Center Director Qualifications

Quality Indicators – Director Qualifications	Verification	Points Awarded
Administrator Credential – <i>Required for 3 Stars</i>	<u>Registry</u> Level 10	1
Associate's Degree (related) or Bachelor's Degree (unrelated) – <i>Required for 4 Stars</i>	Registry Level 12	3
Administrator Credential and either Associate's Degree (related) or Bachelor's Degree (unrelated) – <i>Required for 5 Stars</i>	Registry Level 13	4
Bachelor's Degree (related)	Registry Level 14	5
Bachelor's Degree (related) and Administrator Credential or Master's Degree or higher	Registry Level 15, 16 or 17	6

B. Learning Environment and Curriculum

QUALITY INDICATOR	
B.1 Self-Assessment and Quality Improvement Plan	
POINTS AVAILABLE	3
<p><u>B.1.1 Self-Assessment</u></p> <p>For 1 point REQUIRED for 3, 4, and 5 star programs</p> <p>Documented annual use of Self-Assessment process for quality improvement using Environment Rating Scales, accreditation self-study, or other approved methods, with a written improvement plan. The plan does not necessarily have to be written on the Self-Assessment, but this would be beneficial. The program must identify what quality improvement assessment tool has been used, including date(s) the assessment process was completed, and who completed the assessment process within the last year.</p> <p>Examples of Self-Assessment and curriculum tools that may be used include:</p> <ul style="list-style-type: none"> • Optional Self-Assessment Tool for YoungStar • Creative Curriculum for Preschool Implementation Checklist • Creative Curriculum for Infants/Toddlers/Twos – Implementation Planning Tool • Program Administration Scale (PAS) • Grow In Quality MAP Tool – 2 Parts • Early Childhood Environment Rating Scale-Revised (ECERS – R) and Infant/Toddler Environment Rating Scale-Revised (ITERS – R) • HighScope Preschool Program Quality Assessment (PQA) • NAEYC Accreditation Self Assessment Observable Criteria Tool • NAC Self-Assessment • City of Madison Self-Assessment <p>The Technical 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.</p>	
B.1.1 Self-Assessment	
Indicator Met: <input type="checkbox"/> Yes <input type="checkbox"/> Not Met	Point(s) Earned: _____/1
Self-Assessment used: _____	
Date of Self-Assessment: _____	
Comments/areas for future work on Self-Assessment:	

See Appendix A for criteria in selection of a Self-Assessment and Quality Improvement Planning tools. Verification will be completed by the Technical Consultant or Rating Observer.

B.1.3 Outside verification of Quality Improvement Plan

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

Name of outside entity: _____

Date of review by outside entity: _____

Comments/areas for future work on outside verification of QIP:

Total points earned for Indicator B.1.1-3 _____/3

QUALITY INDICATOR

B.2 Wisconsin Model Early Learning Standards

POINTS AVAILABLE

3

B.2.1 Wisconsin Model Early Learning Standards (WMELS) training

For 1 point

Lead Teachers in 50% of classrooms completing full WMELS training (15-18 hour course).

For 2 points

Lead Teachers in 100% of classrooms completing full WMELS training (15-18 hour course).

NOTE: Verification will be completed through automated linkage with The Registry to identify Lead Teacher and/or Director have completed the full WMELS 15-18 hour training delivered by an approved WMELS trainer or has completed WMELS credit based training.

B.2.1 WMELS training

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

VERIFIED BY THE REGISTRY

Comments/areas for future work on WMELS training:

B.2.2 Curriculum aligned with WMELS

For 1 point

The center uses a curriculum aligned with the Wisconsin Model Early Learning Standards. This means WMELS is implemented in all classrooms. To use Consultant or Rating Observer time wisely, verification of this indicator can be done in one classroom for each age group of children (infants, toddlers, preschoolers) for a total of three classrooms. If the center has only one or two age groups, the Consultant should choose three classrooms in which to verify this indicator.

While WMELS is NOT a curriculum or an assessment tool, but a framework for developmentally appropriate expectations for young children. Child care programs must demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and development through all of the following:

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

In addition to curriculum alignment, WMELS is also used to provide information to parents and staff. This can be demonstrated through two or more of the following:

- 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; daily information sheets that are given to parents; parent conference reports; newsletter; or orientation materials.

Head Start Programs and Early Head Start programs may choose to demonstrate curriculum alignment with Head Start Performance Standards to provide high quality, developmentally appropriate programming.

B.2.2 Curriculum aligned with WMELS

Indicator Met: Yes Not Met

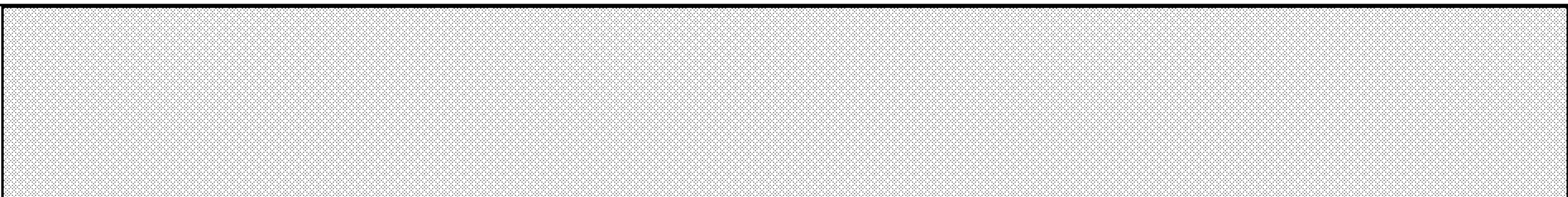
Point(s) Earned: _____/1

To verify that curriculum is aligned with WMELS, consultant must see all of the follow in three classrooms:

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

How is WMELS information communicated to families?

Comments/areas for future work on curriculum alignment with WMELS:



TOOLS USED TO INFORM INDICATOR B.2		
ECERS – R	ITERS – R	Program Administration Scale (PAS)
Space and Furnishings	Space and Furnishings	
4. Room Arrangement for Play	4. Room Arrangement for Play	Item 11: Assessment in Support of Learning
Language and Reasoning	Listening and Talking	
16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language	12. Helping children understand language 13. Helping children use language 14. Use of books	Item 16: Family Communications
Activities	Activities	
19. Fine Motor	15. Fine motor	
20. Art	16. Active physical play	
21. Music/movement	17. Art	
22. Blocks	18. Music and Movement	
23. Sand/water	19. Blocks	
24. Dramatic play	20. Dramatic play	
25. Nature/science	21. Sand and water play	
26. Math/number	22. Nature/science	
Program Structure	Program Structure	
34. Schedule	29. Schedule	
35. Free Play	30. Free Play	
<ul style="list-style-type: none"> Describe any free play opportunities the children might have, when and where these occur, and what children play with. 	<ul style="list-style-type: none"> Describe any free play opportunities the children might have, when and where these occur, and what children play with. 	

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

QUALITY INDICATOR

B.3 Child Outcomes

POINTS AVAILABLE

3

B.3.1 Individual child portfolios

For 1 point

Program uses individual child portfolios to document individual children’s progress over time.

Portfolios are records of the child’s process of learning and must demonstrate all of the following (which will be verified by Consultants):

- What the child has learned and how the child has gone about learning;
- How the child thinks, questions, analyzes, synthesizes, produces, create;
- How the child interacts – intellectually, emotionally and socially – with others;
- Goals for child outcomes are included in child portfolios; and
- Artifacts/samples of the child’s work.

Portfolios would ideally also include child assessments, screenings or developmental checklists but this is not necessary to earn the point for this Indicator.

“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. While there is not a set period of time for which the program has to demonstrate the use of portfolios, one year of past portfolios on the children is a good standard. The Consultant must use his/her judgment to determine if portfolios are used actively and in an ongoing manner.

If a provider 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. In this case, a Consultant may encourage a provider to make photocopies of these things over the year to demonstrate this practice for YoungStar.

Technical Ratings

To earn this point, portfolios must be used in every classroom. To use Consultant or Rating Observer time wisely, verification of this indicator can be done in one classroom for each age group of children (infants, toddlers, preschoolers) for a total of three classrooms. If the center has only one or two age groups, the Consultant should choose three classrooms in which to verify this indicator.

Formal Ratings

All classrooms observed during the Formal Rating must use intentional planning as described above to earn the point for this Indicator.

Note: If a program is just starting to use portfolios, they may earn the point for this indicator if they include all of the items mentioned above in the portfolios. For future years, the program would need to demonstrate ongoing use of portfolios to earn this point again.

B.3.1 Individual child portfolios

Indicator Met: Yes Not Met

Point(s) Earned: _____/1

Portfolios include demonstration of:* *What the child has learned*

- How the child thinks* *How the child interacts* *Goals for child outcomes*
 Artifacts/samples of child's work

***Must have all to get a point for this indicator.**

How is children's progress over time demonstrated? _____

Comments/areas for future work on child portfolios:

B.3.2 Teacher Uses Intentional Planning to Improve Child Outcomes

For 1 point

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

Intentional planning means acting purposefully (based on an individual child assessment), with a goal in mind and a plan for accomplishing it. Centers 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. Authentic child assessment must be used by staff in each classroom to earn this point.

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

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

Teachers must be trained on the assessment tool that they use to inform their practice and individualize instruction for children in the classroom. The training needed for each assessment tool varies by assessment tool but could include any of the following: reading a book; watching a video; or attending a training by a registered PDAS trainer or by other staff at the teacher's center. If there is no physical proof of the training (i.e. a certificate of attendance or similar artifact), the Consultant or Rating Observer needs to ensure the person who took the training understands the training content and can explain how the training will influence their practice.

Assessment and evaluation should be used at least twice per year to ascertain individual strengths, plan potential learning goals, and make knowledgeable instructional decisions. This can be demonstrated through lesson plans that are informed by child assessments. Consultant is looking for demonstration of intentional planning based on goals for the classroom and individual children from the past two months of lesson plans.

Technical Ratings

To earn the point for this Indicator, all classrooms must use intentional planning but to use verification time wisely, in programs with more than three classrooms, a Consultant should request to see the last two months of lesson plans for at least three classrooms, one from each age group: infant, toddler and preschool. If the center has only one or two age groups, the Consultant should choose three classrooms in which to verify this indicator.

Formal Ratings

All classrooms observed during the Formal Rating must use intentional planning as described above to earn the point for this Indicator.

Examples of assessment tools that may be used include:

- Creative Curriculum Child Assessment Tools
- Assessment, Evaluation, and Programming Systems (AEPS) for Infants and Children (Volumes 3 and 4)
- High Scope – COR Assessment
- New Portage Guide
- Work Sampling, Rebus, Inc.
- Six Simple Ways to Assess Young Children

Note: Assessments that are designed by the program may be used if, in the opinion of the Consultant or Rating Observer, they are appropriate. If the Consultant or Rating Observer 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

Three classroom lesson plans verified? Yes No

Child assessments performed at least twice per year? Yes No

If Yes, which assessment(s) is/are used? _____

How did the Technical Consultant/Rating Observer verify that the teachers are trained in the assessment they are using? _____

Comments/areas for future work on intentional planning:

B.3.3 Individual Child Outcomes Tracked

For 1 point

Teacher tracks individual child outcomes to demonstrate that teacher training and child interactions improve children's individual outcomes. **This point CANNOT be earned if the program did not earn a point 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.** See indicator B.3.2 for examples of assessment tools that may be used.

Child outcomes describe the knowledge and skills children should acquire. Comprehensive child outcome standards encompass the range of knowledge and skills that children should master. This can also extend beyond knowledge and skills, and include describing the kinds of habits, attitudes, and dispositions children are expected to develop as a result of classroom experiences.

Programs should use a cycle of:

1. Assessment of children to learn where children are;
2. Planning of goals 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.

To earn this point, Consultants and Rating Observers should ensure the Director shows an understanding of child outcomes and can explain how individual child outcomes are tracked over the duration of a child's enrollment. Individual teachers must be able to demonstrate they track child outcomes through portfolios and lesson plans. The teacher must show that lesson plans are adapted to reflect goals from individual child assessments. For example, the WMELS planning and observation form provides an area for individual goals that can be used for lesson planning.

If an initial assessment has been done on the children in the classroom, and because of the timing of the rating, a follow up assessment has not been completed, the provider may still earn the point by demonstrating past assessments. If this is the first time a provider is performing assessments, the program **MAY NOT** earn the point for assessments for their first round of YoungStar rating. They have to have been tracking child outcomes for at least six months to earn the point for this Indicator.

To earn this point, portfolios must be used for every child. If some children are present less than full time, the portfolios for these children may be less robust but there must be a portfolio for them.

Technical Ratings

To earn the point for this Indicator, all classrooms must use intentional planning but to use verification time wisely, in programs with more than three classrooms, a Consultant should request to see the last two months of lesson plans for at least three classrooms, one from each age group: infant, toddler and preschool. If the center has only one or two age groups, the Consultant or Rating Observer should choose three classrooms in which to verify this indicator.

Formal Ratings

All classrooms observed during the Formal Rating must use intentional planning as described above to earn the point for this Indicator.

B.3.3 Individual outcomes trackedIndicator Met: Yes Not Met

Point(s) Earned: _____/1

Note: this point cannot be earned if center does not earn point 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.Three classroom lesson plans verified? Yes No

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

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

TOOLS USED TO INFORM INDICATOR B.3**PAS: Child Assessment**

Item 11: Assessment in Support of Learning

Total points earned for Indicator B.3.1-3 _____/3**QUALITY INDICATOR**

B.4 Environment Rating Scales (ERS)

Note: These points are not available for programs that choose a Technical Rating. This only applies to programs that have a Formal Rating with Observation.**POINTS AVAILABLE****3 or 4****B.4.1 Environment Rating Scale****For 3 points****REQUIRED for four star programs**

Environment Rating Scale average score of 5 with no subscale being less than 3.

B.4.2 Environment Rating Scale**For 4 points****REQUIRED for five star programs**

Environment Rating Scale average score of 5 with no subscale being less than 4.

TOOLS USED TO INFORM INDICATOR B.4**Early Childhood Environment
Rating Scale-Revised (ECERS – R)****Infant/Toddler Environment
Rating Scale- Revised (ITERS – R)**

Subscales 1- 37

Subscales 1- 32

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

C. Business and Professional Practices

QUALITY INDICATOR C.1 Signed Wisconsin Shares Contract
POINTS AVAILABLE 0
<u>C.1 Signed Wisconsin Shares Contract</u> <u>For 0 points</u> <u>REQUIRED for 2, 3, 4, and 5 star programs</u> Program must sign and hand in a Wisconsin Shares Contract to participate in YoungStar. They do not earn any points for doing this; it is just a prerequisite for participation. This contract is valid for two years.

QUALITY INDICATOR C.2 Business Practices
POINTS AVAILABLE 3
<u>C.2.1 Ongoing Yearly Budget</u> <u>For 1 point</u> <u>REQUIRED for 3, 4, and 5 star programs</u> Ongoing yearly budget planning AND assessment of program financial status, including accurate completion and review of tax records. <u>Budget requirements</u> <ul style="list-style-type: none">○ An operating budget for the current year must be available and must include income and expenses○ The operating budget allows for monitoring of revenue and expenses through line-items An annual operating budget is a line-item projection of the income and expenses the program will have for the year. This is different than the actual income and expenses. A report of actual income and expenses is often called an Income Statement or P&L (Profit and Loss) Statement. Technical Consultants should make sure that the budget is not a report of actual income and expenses. For providers who are at the three-star level, line-items may be general and broad. At higher levels of quality, Consultants should encourage providers to get more detailed with the line-items they use in their budgets. Many budgets show the projected income and expenses as yearly amounts. However, some expense amounts depend upon the number of children attending. These are called variable expenses. Variable expenses can be budgeted by something other than a set yearly amount. An example of a variable cost is food. If a program budgets a set amount for food costs and their enrollment increases significantly then the budgeted amount is no longer accurate. Some programs find it better to budget food costs based on a cost per child. You may also find programs budgeting their variable costs on a percent of income. There are other costs that are based on the size of the facility. An example is rent. These can be budgeted on a cost per square foot. All of these methods of budgeting are acceptable. <u>Financial assessment requirements</u> <ul style="list-style-type: none">○ The program has access to a monthly report of actual income and expenses.○ The operating budget is broken down by month and is compared to actual income and expenses.○ The budget planning process includes the program's Self-Assessment and goal-setting

A monthly budget is available. The monthly budget is used to analyze income and expenses. The program has a report that compares the actual income and expenses with the budgeted income and expenses and calculates the difference for each line-item in their budget. This difference can be shown as a dollar amount and/or a percentage.

The program's budget reflects the goals from its written quality improvement plan. The program can show how their budget reflects the goals in their quality improvement plan.

Tax records requirements

- Quarterly payroll tax reports (941 or 944) are complete and filed on time.
- A State payroll tax reconciliation return (WT-7) is complete and filed on time.
- A Federal Income Tax return is complete and filed on time.

There are many different tax reports that child care programs need to file with the Federal and State Government. There are two categories of tax reports that you will need to verify that the child care 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. Child care programs should blackout any social security numbers and amounts on the income tax returns. The payroll tax returns do not have sensitive data so there is no need to black out amounts on those returns.

There are Federal and State payroll tax reports that need to be filed. The Federal payroll taxes are reported on either Federal Form 941 or 944. These reports are filed quarterly. This return reports the amount of taxes withheld from employee's pay checks for Federal Tax, Social Security Tax and Medicare Tax. This return also includes the amount that the child care program owes for Social Security Tax and Medicare Tax. Verify that either the 941 or 944 has been filed for the previous quarter. 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.

Which Federal income tax return filed depends upon the type of organization. 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 and a Non-Profit Corporation will file a Federal Form 990. 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.

C.2.1 Ongoing yearly budget, financial assessment and tax records	
Indicator Met: <input type="checkbox"/> Yes <input type="checkbox"/> Not Met	Point(s) Earned: _____/1
Budget	
<i>Does the program have a line-item budget for the current fiscal year?</i>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>When does the program's fiscal year end?</i> _____	
Notes on budgeting: _____	

Financial assessment

Does the program have monthly reports of actual income and expenses for the current fiscal year?

Yes No

Does the program have a report that compares the actual income and expenses with the budgeted income and expenses?

Yes No

Are the quality improvements goals reflected in the budget?

Yes No

Notes on financial assessment: _____

Tax records

Does the program have a signed copy of the most recent quarter's Federal Form 941?

Yes No

Does the program have a signed copy of the most recent year's Wisconsin WT-7?

Yes No

What type of organization is the program?

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

Non-profit Other: _____

Does the program have a copy of the signature page of the most recent years Federal Income Tax return?

No Yes (if yes, please check the box below to indicate which form they have)

Partnership—Form 1065

Limited Liability Company (LLC)—Form 1065 or 1120

Subchapter S—Form 1120S

C Corp.—Form 1120

Non-profit—Form 990

Other form: _____

Comments/areas for future work on budget, financial assessment and taxes:

TOOLS USED TO INFORM INDICATOR C.2.1
PAS: Fiscal Management
Item 12: Budget Planning

C.2.2 Employment Policies and Procedures

For 1 point

REQUIRED for 4 and 5 star programs

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.

- Job descriptions: A written job description is available for all teaching staff (Lead Teachers, teachers, assistant teachers, etc.) and Director and/or administrator: A written procedure is available that details the process the program uses to give 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.
- 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 information on what the interviewer may not ask that can discriminate against the job applicant.
- Personnel policies: Written personnel policies are available to all center staff: Personnel policies are made available to all center staff upon hire and are available to all staff while at the center.
- Salary/benefit schedules:
 - All center staff have access to a written salary scale which outlines staff roles and responsibilities and takes into account several 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 center staff upon hire and are available to all staff while at the center. There is an annual process for evaluating and increasing salary and benefits.
- Evaluation procedures:
 - Annual performance appraisal process includes input from all teaching staff
 - 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 staff while at the center. For all staff who have been working for a full year or more there is a written appraisal on file. When there is a large number of staff, not all staff need to be checked. 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. You need to ensure that the appraisals are kept confidential.
- Staff disciplinary policies:
 - A written policy of progressive discipline is available to all center staff: A written disciplinary policy is available to all staff while at the center. The disciplinary policy details the behaviors that are subject to disciplinary action and the consequences. 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 notification is done in private and between the employee and the person they report to. When violations are repeated the consequences become more severe.
- Grievance procedures:
 - A written grievance policy is available to all center staff: If an employee disputes a

decision made they have an opportunity to file a grievance. The grievance policy explains who the person they need to notify, how it needs to be reported and how the grievance will be evaluated.

- Program policies:
 - Written program policies are available to all center staff and families: Program policies are written and available to families and staff.
- Staff expectations:
 - Written staff expectations are available to all center staff: Written staff expectations are available to all center staff. They can be in a separate document or part of the job description, personnel policies, and/or performance appraisal.

C.2.2 Employment policies and procedures

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

Job descriptions

What are the job titles of the teaching staff? _____

Does the program have a written job description for each of the teaching staff?

Yes No

Are job descriptions available to staff and prospective staff?

Yes No

Are job descriptions different for each of the teaching staff?

Yes No

Notes on job descriptions: _____

Hiring practices

Does the program have a written hiring process?

Yes No

Does the hiring process explain who is responsible for each part of the process?

Yes No

Does the program having information on what can and can't be asked in an interview so they do not discrimination against job applicants?

Yes No

Notes on hiring practices: _____

Personnel policies

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

Yes No

Notes on personnel policies: _____

Salary/benefit schedules

Does the program have a written salary and benefit schedule easily available to staff and prospective staff?

Yes No

Does the program have a written process for evaluating and increasing salary and benefits?

Yes No

Notes on salary/benefits: _____

Evaluation procedures

Does the program have a written performance appraisal process that is easily available to staff?

Yes No

How many staff have been employed for a full year or more? _____

Does the program have a written performance appraisal on file for each staff person who has been employed for at least one full year? (this can be verified by seeing files for 25% of staff)

Yes No

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

Yes No

Notes on evaluation procedures: _____

Staff disciplinary policies

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

Yes No

Does the disciplinary policy include the methods to inform the employees of violation, the consequences of violations and the timeframe for notification of violation?

Yes No

Does the disciplinary policy address the need for privacy in staff disciplinary actions?

Yes No

Does the disciplinary policy address the need to increase the severity for repeated violations?

Yes No

Notes on staff disciplinary policies: _____

Grievance procedures

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

Yes No

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

Notes on program policies: _____

Staff expectations

Does the program have written staff expectations readily available to staff?

Yes No

If yes, which document(s) contain staff expectations? _____

Notes on staff expectations: _____

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

TOOLS USED TO INFORM INDICATOR C.2.2

PAS

Item 2: Supervision and Performance Appraisal

Item 4: Compensation

C.2.3 Use of Model Work Standards

For 1 point

REQUIRED for 5 star programs

Program offers evidence of using Model Work Standards for administration of business including hiring, staffing and business planning.

A high quality adult working environment is crucial to sustaining quality improvements over time. The Model Work Standards are viewed as standards that promote 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: *Question-Based Planning*, *A Great Place to Work*, and *Blueprint for Action*).

To demonstrate that a program is using the Model Work Standards, they must do all of the following:

- 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.
- 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 writing 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 & shared decision-making; challenges posed by scheduling and daily routines; improved working conditions, etc.

- The staff are involved in evaluating the progress made towards goals to improve working conditions and the work environment.

NOTE: In year one of YoungStar, it is not expected that programs will be in the implementation phase of their action plan in order to earn a point. To earn a required point at the 5-star level, or to earn an optional point at other star levels, a meeting must have occurred and at least one goal identified with an action plan.

C.2.3 Use of Model Work Standards

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

Has the Director/administrator read the Model Work Standards?

Yes No

*Does program have a written agenda and notes from their strategic planning process meeting? **This meeting should have been 1-2 hours minimally.***

Yes No

Did all (or nearly all) 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:

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

Yes No

Was there a facilitator? Ideally an outside facilitator would support this process. However, if the director or a lead teacher facilitates, there must be a commitment to a process of shared decision-making among all involved. Training in this area is available and a template for a meeting process is available.

Yes Name: _____ No

Is there a written action plan 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

Comments/areas for future work on Model Work Standards:

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

QUALITY INDICATOR

C.3 Professional Development

POINTS AVAILABLE

1

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 a full year or more.
- C.3.2—Access to professional development funding (specifically to meet goals of individual staff PD plans): The Income 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. Invoice(s) or other supporting documents are available with the amount spent on professional development to meet the goals of individual staff PD plans.
- C.3.3—Access to professional development materials on-site: The program has at least 10 books, CD's and/or other PD materials on-site that are available to staff on a variety of topics.
- C.3.4—Director and/or administrator have active membership in a professional association focused on ECE: The Director and/or administrator plays an active role in a professional ECE association. Active membership means that they are current members who attend regular meetings of the association or participate in committees/groups/teams. Proof of membership can be membership cards, letters and/or invoices with dates of membership. Meeting schedules, agendas, notes/minutes of the meetings will provide proof of active participation. Associations may include NAEYC, WECA, Local AEYC, NACCP, NAMTA, and WCCAA.
- C.3.5—75% or higher retention rate of well-educated (AA or higher) Lead Teachers and program administration over most recent 3-yr. Period: Staff retention is calculated by dividing the number of Lead Teachers and program administrator with AA degrees or higher who have been employed for three years or longer by the total number of Lead Teachers and program administrator with AA degrees or higher.

C.3 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

What professional development goals does the program have? _____

If the program has a line-item budget, does the program have line-item on the budget for professional development?

Yes Name of line-item in budget: _____
 No Program does not have a line-item budget

Has there been money spent on professional development in the last 12 months? (This can be shown through receipts or 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 (within the last 12 months), CD's and other professional development material available to staff?

Yes No

If Yes, what is available? _____

Notes on professional development materials: _____

C.3.4 Membership in a professional association

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

Yes No

If Yes, which association(s)? _____

How did the Consultant verify that the Director/Administrator is an active member? (invoice, meeting notes, letter from association 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 Lead Teachers/Directors with an Associate's Degree or higher does the program have? A) _____

How many of the Lead Teachers/Directors have an Associate's Degree or higher and have been employed for three years of 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 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 or Income Statement has a line-item for group health insurance showing that the program pays at least 25% of the group health insurance premiums for full-time Lead Teachers and Director. A written policy is conveniently available to all Lead Teachers and Director showing that the employer covers at least 25% of the monthly premiums for all full-time staff. The definition of full-time Lead Teachers and Director will vary but typically it is working 30 or more hours regularly per week.
- C.4.2—Access to pension/retirement with contribution: The budget or Income Statement has a line-item for pension/retirement expense. An invoice or statement supports that the company contributes towards the Lead Teachers and Director pension/retirement account.
- C.4.3—Paid time off of 18 or more days per year for full-time Lead Teachers, prorated for part-time staff: Written Paid Time Off (PTO) policy is readily available to Lead Teachers and Director while at the center which details the amount of PTO they earn. If PTO is earned at a per minute basis, then the rate is multiplied by 2,040 hours and then divided by

8 hours to calculate the annual number of days available. Part-time Lead Teachers will earn PTO pro-rated based on the number of hours they work per week.

- C.4.4—All-staff meetings and planning time: A schedule of the monthly staff meetings is available. Agendas and minutes from previous meetings are available along with attendance sheets. Staff schedules and/or time sheets show that a total of 2 hours of planning time per week is available for Lead Teachers.

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**
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, etc.)

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

No

Notes on health insurance: _____

- C.4.2 Access to pension/retirement with employer contribution**
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.)

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

No

Notes on pension/retirement: _____

C.4.3 Paid time off

Does the program have a written policy that gives 18 days of paid time off annually for full-time Lead Teachers and Director?

Yes No

Does the program pro-rate the paid time off for part-time Lead Teachers?

Yes No

Notes on paid time off: _____

C.4.4 All-staff meeting and planning time

Does the program have a schedule of monthly meetings available to staff?

Yes No

Do Lead Teachers 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:

TOOLS USED TO INFORM INDICATOR C.2.2
PAS: Personnel Cost and Allocation
Item 5: Benefits
Item 6: Staffing Patterns and Scheduling

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

QUALITY INDICATOR
C.5 Parent/Family Involvement
POINTS AVAILABLE 1 or 2
C.5.1-6: Parent/family involvement 1 point is awarded if TWO or more of the following practices are evident 2 points are awarded if THREE or more of the following practices are evident
o <u>C.5.1—Parents given philosophy, orientation and resources:</u> A written policy 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 will understand the materials. A written procedure is available explaining how new families are oriented. A written policy is available to families encouraging them to observe the program prior to enrolling and periodically while enrolled.

- C.5.2—Families provide input on program policies and procedures: A written policy is 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. Parent surveys alone do not meet this requirement.
- C.5.3—Annual parent conferences: A written policy for individual parent conferences that are offered at least once per year is convenient to families' schedules. Documentation is on file of what was discussed at the parent conference for all children enrolled at the time of the last parent conference.
- C.5.4—Frequent, on-going, regular communication between staff and families: The program has documentation showing that there is frequent, on-going communication between staff and parents. Documentation may include notes, emails, newsletters, phone call logs and logs of conversations. Three types of communication must be documented.
- C.5.5—Family outreach, education and social opportunities two times per year: Outreach activities are scheduled at least two times per year. Parents are given notice of the activities. Notices can include, parent handbook, newsletters, emails, phone calls or other methods to ensure that all families are informed of the activities.
- C.5.6—Information about children's day-to-day activities shared with families: The program has documentation of communication with parents on their child's activities and progress. Documentation can include daily communication forms, photos and videos, email messages, logs and other methods. The communication is specific to the child.

C.5 Parent/family involvement

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

At least two Indicators in C.5 must be verified to earn one point and at least three Indicators in C.5 must be verified to earn two points. Place a checkmark in the boxes that correspond to the Indicators that were verified.

C.5.1 Parents given philosophy, orientation and resources

Is there a written policy that outlines all of the following?

- Program philosophy
- How materials/resources are given to parents
- How new families are oriented

Notes on philosophy, orientation and resources: _____

C.5.2 Families provide input on program policies and procedures

Is there a written policy that explains families' opportunities for input?

- Yes No

*Are parents allowed to participate in advisory committees, boards or the like?
(Parent surveys alone are not sufficient for this Indicator.)*

Yes No

Notes on family input: _____

C.5.3 Annual parent conferences

Does the program have a written policy that says parent conferences are held at least annually and more frequently if needed?

Yes No

Did the program provide documentation that the parent conferences occur or that the program has made a best effort to get parents to attend these conferences?

Yes No

Notes/documentation provided on parent conferences: _____

C.5.4 Frequent, on-going, regular communication between staff and families

Does the program have a record of regular communication between staff and families such as a message board, notes in children's files, emails, etc.?

Yes Verified through the following THREE types (emails, newsletter, etc.):

No

Notes on communication: _____

C.5.5 Family outreach, education and social opportunities two times per year

Are parents given notice of outreach activities?

Yes Verified through (emails, newsletter, etc.): _____

No

Notes on family outreach: _____

C.5.6 Information about children's day-to-day activities shared with families

Are parents kept abreast of their children's daily activities?

Yes Verified through (emails, newsletter, etc.): _____

No

Notes on information sharing: _____

Comments/areas for future work on overall parent/family involvement:

TOOLS USED TO INFORM INDICATOR C.5.1-6

PAS: Family Partnerships

Item 16: Family Communications

Item 17: Family Support and Involvement

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

D. Health and Wellness

QUALITY INDICATOR	
D.1 Health and Wellness	
POINTS AVAILABLE	5
<p><u>D.1.1 Child and Adult Care Food Program (CACFP) participation/nutritious meals and snacks</u></p> <p><u>For 1 point</u> <u>REQUIRED for 3, 4 and 5 star programs</u></p> <p><u>For Technical Ratings</u></p> <p>To qualify for a three-star rating, providers must meet all three requirements:</p> <ol style="list-style-type: none"> 1. The program participates in the Child and Adult Care Food Program (CACFP) (confirmed by DPI) including mandatory participation in CACFP-related training opportunities OR provides well-balanced meals and snacks daily and can be demonstrated through three months of menus. Further proof may be required in some instances. 2. Health and safety standards must also be observed related to meals and snacks and menus must be provided for families. Providers must attempt to meet hand washing and sanitation standards. 3. Children’s allergies and dietary restrictions must be addressed, and documentation must support this. If there are no children enrolled in the program with allergies or dietary restrictions, this requirement is not applicable for Technical Ratings. <p>Note: See Appendix A for further clarification on health and safety standards for this indicator.</p> <p><u>For Formal Ratings</u></p> <p>To qualify for a four or five-star rating, providers must meet both requirements:</p> <ol style="list-style-type: none"> 1. The program participates in the Child and Adult Care Food Program (CACFP) (confirmed by DPI) including mandatory participation in CACFP-related training opportunities OR provides well-balanced meals and snacks daily and can be demonstrated through three months of menus. Further proof may be required in some instances. 2. In the Environment Rating Scales (ERS), Meals/Snacks Items (ECERS-R Item 10, ITER-R Item 7) must be met with a score of Good (5) or higher to receive a four or five-star rating. If a program meets every qualification except this one, they have met the requirement for three-stars under this quality indicator. Health and safety standards within the ERS (including hand washing standards) must also be observed related to meals and snacks and children’s allergies and dietary restrictions must be addressed, and documentation must support this. If there are no children enrolled in the program with allergies or dietary restrictions the provider needs to have policies in place to account for this situation if it were to occur. 	
TOOLS USED TO INFORM INDICATOR D.1.1	
ECERS-R	ITERS-R
Personal Care Routines	Personal Care Routines
10. Meals/Snacks	7. Meals/Snacks
13. Health Practices	10. Health Practices
14. Safety Practices	11. Safety Practices
D.1.1 CACFP/nutritious meals and snacks	
Indicator Met: <input type="checkbox"/> Yes <input type="checkbox"/> Not Met Point(s) Earned: _____/1	
Program participates in CACFP or can provide three months of menus: <input type="checkbox"/> Yes <input type="checkbox"/> No	

Consultant verified the following:

- Information on healthy eating and wellness is shared with families through: _____
- Health and safety standards are met relating to meals and snacks
- Provider attempts to meet hand washing and sanitation standards
- Information on child allergies and dietary restrictions is address through: _____

Comments/areas for future work on nutritious meals/snacks:

D.1.2 60 minutes of physical activity

For 1 point

- Program provides at least sixty minutes of physical activity for 2 – 5 year olds as documented in lesson plans and verified by Consultant or Rating Observer. Basic daily schedule exists that is familiar to the children and the schedule provides balance of structure and flexibility.
 - The program will provide children with outdoor play at least two times a day with a minimum of 15 minutes of teacher-led activity each time. The activity time will be in 15 minute increments. If inclement weather prohibits outside time, equivalent time indoors for physical activity will be available.
 - Children will be provided with physical activities at the moderate level of intensity during transitions from one activity to another in a least half of the daily transitions taking place during the classroom schedule (e.g., hopping to the next space, follow the leader to another space in the classroom).

AND

- Program provides physical activity for infant and one year olds – infants having the opportunity to move around in their environment with no more than 15 minutes at a time of placement in swing, bouncy seat, stroller, or play pen.
 - The program will provide infants and one year olds with outdoor play at least two times a day with opportunities for infants to explore and one year olds to have active (free) play.
 - If inclement weather prohibits outside time, equivalent time indoors for physical activity will be available. Definition of inclement weather follows licensing standards from Wisconsin Administrative Code 251.03(14).
 - One year olds will be provided with physical activities at the moderate level of intensity during the day for at least 30 minutes (teacher-led) in 5 – 10 minute increments.

AND

- The program's daily schedule must include teacher-led music and movement for at least 10 minutes each day separate from outside time.

Unstructured Play: At least 60 minutes of unstructured active play but up to several hours of 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 ALL types 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.

Teacher-led: This means physical activities that are led by teachers or parents and are daily structured. Structured activity involves setting aside a specific time to be active and planning activities to do during that time period. Teacher should plan for these activities but children should not be forced to join in. Try and schedule a few, 10-15 minute structured physical activity breaks each day to help teach children how to move.

Technical Ratings

To earn the point for this Indicator, all classrooms must follow the guidelines outlined above, but to use verification time wisely, in programs with more than three classrooms, a Consultant should actually observe this practice in at least three classrooms, one from each age group: infant, toddler and preschool. If the center has only one or two age groups, the Consultant should choose three classrooms in which to verify this indicator. Lesson plans and daily schedules can be used to support this observation as well.

Formal Ratings

All classrooms observed during the Formal Rating must use intentional planning as described above to earn the point for this Indicator.
Lesson plans and daily schedules can be used to support this observation as well.

TOOLS USED TO INFORM INDICATOR D.1.2	
Early Childhood Environment Rating Scale-Revised (ECERS – R)	Infant/Toddler Environment Rating Scale- Revised (ITERS – R)
Space and Furnishings	Space and Furnishings
7. Space for Gross Motor Play	4. Room Arrangement
8. Gross Motor Equipment	
	Activities
	16. Active Physical Play
Interaction	Interaction
29. Supervision of Gross Motor Activities	25. Supervision of Play and Learning
Program Structure	Program Structure
34. Schedule	29. Schedule
	30. Free Play
	31. Group Play Activities

D.1.2 60 minutes of physical activity	
Indicator Met: <input type="checkbox"/> Yes <input type="checkbox"/> Not Met	Point(s) Earned: _____/1
Verified classroom activity levels using:	
<input type="checkbox"/> Observation <input type="checkbox"/> Lesson plans <input type="checkbox"/> Daily schedules	

At least sixty minutes of physical activity is provided for 2 – 5 year-olds

Yes No Not Applicable because this age group is not served

Physical activity is provided for infants and one-year-olds

Yes No Not Applicable because this age group is not served

The program's schedule includes at least 10 minutes of music and movement in a day

Yes No

Classrooms observed (if the program has more than three classrooms, only three classrooms must be observed for Technical Rating):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Comments/areas for future work in physical activity:

D.1.3 Pyramid Model/Inclusion Training

For 1 point

50% of Lead Teachers and Director has one of the following:

- 3 credits of inclusion training;
- has completed the Wisconsin Pyramid Model Infant Toddler and Preschool Credential Modules; or
- has a Registry-verified equivalency of 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

100% of Lead Teachers and Director has one of the following:

- 3 credits of inclusion training;
- has completed the Wisconsin Pyramid Model Infant Toddler and Preschool Credential Modules; or

- has a Registry-verified equivalency of 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 following trainings accepted for this Indicator will be completed by The Registry:

- Credit-based inclusion training
- Wisconsin Pyramid Model Training—delivered in multiple formats by Approved Trainers including: two or more full-day workshop training sessions, or an eight-week series training. The total number of hours for this training needs to be between 15 and 18. Each of these training pathways meets the requirements of Social Emotional content delivery. When the individual has completed the full Wisconsin Pyramid Model Training and the Approved Trainer verifies this within the Registry the individual Lead Teachers' training requirement is met. See Appendix B for a list of the course titles that are accepted for this Indicator.
- Non-credit training—must meet one or more of the Wisconsin State Personnel Development Grant (see appendix for definition). Consultants and Rating Observers do not need to verify that the training meets these guidelines; The Registry does this.

TOOLS USED TO INFORM INDICATOR D.1.3		
ECERS - R	ITERS - R	PAS
Activities	Activities	Item 10: Screening and Identification of Special Needs
28. Promoting Acceptance of Diversity	24. Promoting Acceptance of Diversity	
Program Structure	Program Structure	
37. Provisions for Children with Disabilities • Describe how you meet the individual needs of the children with disabilities in your group.	32. Provisions for Children with Disabilities • Describe how you meet the individual needs of the children with disabilities in your group.	

D.1.3 Pyramid Model/Inclusion Training	
Indicator Met: <input type="checkbox"/> Yes <input type="checkbox"/> Not Met	Point(s) Earned: _____/2 VERIFIED BY THE REGISTRY
Comments/areas for future work:	

D.1.4 Strengthening Families/Child Protective Services Abuse and Neglect Prevention Training

For 1 point

- At least 50% of the Lead Teachers/Director are trained in protective factors training around working with parent through the Strengthening Families Initiative or have attained the Family Services Credential. See **Appendix A** for a definition of the Family Services Credential.

OR

- 100% of Lead Teachers/Director have completed Department-approved Suspected Child Abuse and Neglect Mandated Reporter Training (SCAN-MRT) or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect.

NOTE: Automated linkage with The Registry will verify Lead Teacher/Director have completed full Strengthening Families Protective Factors Training and/or SCAN-MRT by an approved trainer. The SCAN-MRT training is also available online to be administered by a center to its staff at <http://wcpds.wisc.edu/related-training/mandated-reporter/>. See **Appendix B** for a list of the course titles that are accepted for the SCAN-MRT or Darkness to Light portion of this point.

D.1.4 Strengthening Families/Child Protective Services Abuse and Neglect Prevention 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.1.1-4 _____/5

Score Sheet for Technical Rating

Quality Indicator	Points Available	Points Earned	Verification		
			Conslt. Initials	Director Initials	Date Verif.
A. Education and Training of Lead Teachers and Director					
<i>Note: Consultants do not verify quality indicators in this category. Points in this category are automatically awarded using Registry data. This section is included on the score sheet so that programs can get a picture of total points earned.</i>					
A.1 Lead Teachers	9		Registry Verified		
A.2 Center Director	6				
Subtotal for section A	15				
B. Learning Environment and Curriculum					
<i>Note: Consultants do not verify some of the quality indicators in this category. Points in these categories (denoted by "Registry Verified") are automatically awarded using Registry data. These indicators are included on the score sheet so that programs can get a picture of total points earned.</i>					
B.1.1 Self-Assessment <i>(required for 3, 4 and 5 stars)</i>	1				
B.1.2 Quality Improvement Plan	1				
B.1.3 Outside verification of Quality Improvement Plan	1				
B.2.1 WMELS training	2		Registry Verified		
B.2.2 Curriculum aligned with WMELS	1				
B.3.1 Individual child portfolios	1				
B.3.2 Intentional planning to improve child outcomes	1				
B.3.3 Individual outcomes tracked	1				
B.4.1 ERS average score of 5, no subscale score less than 3 <i>(required for 4 and 5 stars)</i>	3	N/A for Technical Ratings			
B.4.2 ERS average score of 5, no subscale score less than 4 <i>(required for 5 stars)</i>	4				
Subtotal for section B	13				
C. Business and Professional Practices					
C.1 Signed Wisconsin Shares contract <i>(required for all programs participating in YoungStar)</i>	0	--			
C.2.1 Ongoing yearly budget/accurate taxes <i>(required for 3, 4 and 5 stars)</i>	1				
C.2.2 Employment policies and procedures <i>(required for 4 and 5 stars)</i>	1				
C.2.3 Model Work Standards used <i>(required for 5 stars)</i>	1				
C.3.1 Annual staff evaluation plan	1 point if two or more practices are evident				
C.3.2 Access to professional development funding					
C.3.3 Access to professional resources					
C.3.4 Membership in a professional association					
C.3.5 75% or higher retention rate					
C.4.1 Access to health insurance with 25% contribution	1 point if two or more practices are evident				
C.4.2 Access to pension/retirement with contribution					
C.4.3 Paid time off for Lead Teachers					
C.4.4 All-staff meetings and planning time					

C.5.1 Parents given philosophy, orientation and resources	1 point if two practices are evident; 2 points if three or more practices are evident			
C.5.2 Families provide input on program policies and procedures				
C.5.3 Annual parent conferences				
C.5.4 Frequent, on-going, regular communication between staff and families				
C.5.5 Family outreach, education and social opportunities two times per year				
C.5.6 Information about children's day-to-day activities shared with families				
Subtotal for section C	7			
D. Health and Wellness				
<i>Note: Consultants do not verify some of the quality indicators in this category. Points in these categories (denoted by "Registry Verified") are automatically awarded using Registry data. These indicators are included on the score sheet so that programs can get a picture of total points earned.</i>				
D.1.1 CACFP/nutritious meals and snacks (required for 3, 4 and 5 stars)	1			
D.1.2 60 minutes of physical activity	1			
D.1.3 Pyramid Model/Inclusion training	2			Registry Verified
D.1.4 Strengthening Families/Suspected Child Abuse and Neglect Mandated Reporter Training (SCAN-MRT)	1 point if one of the two practices are evident			Registry Verified
Subtotal for section	5			
TOTALS				
	40			

My Technical Consultant/Rating Observer reviewed and explained all areas of my YoungStar rating with me.

Director Signature: _____ Date: _____

Consultant Signature: _____ Date: _____

Required Quality Indicators for YoungStar Levels Group Child Care

	☆☆ 0-10 Points	☆☆☆ 11-22 Points	☆☆☆☆ 23-32 Points	☆☆☆☆☆ 33-40 Points
All programs must be in Regulatory Compliance to earn two or more stars.				
Education	N/A	<u>Lead Teachers</u> with 6 related credits for 50% of all classrooms <u>Director</u> with Administrator Credential	<u>Lead Teachers</u> with infant/toddler or inclusion credentials or 18 related credits for 50% of classrooms AND all other <u>Lead Teachers</u> with 6 related credits <u>Director</u> with related Associate's (AA) Degree or unrelated Bachelor's Degree	<u>Lead Teachers</u> with AA Degrees for 100% of Classrooms <u>Director</u> with Administrator Credential and either related AA Degree or unrelated Bachelor's Degree
Environment and Curriculum	N/A	Indicator B.1.1: Self-Assessment	Indicator B.1.1: Self-Assessment Indicator B.4.1: Environment Rating Scale (ERS) average score of 5 – no subscale less than 3	Indicator B.1.1: Self-Assessment Indicator B.4.2: ERS average score of 5 – no subscale less than 4
Business and Professional Practices <i>NOTE: All programs must sign a Wisconsin Shares contract to participate in YoungStar</i>	N/A	Indicator C.2.1: Ongoing yearly budget and accurate tax record	Indicator C.2.1: Ongoing yearly budget and accurate tax record Indicator C.2.2: Written copy of employment policies	Indicator C.2.1: Ongoing yearly budget and accurate tax record Indicator C.2.2: Written copy of employment policies Indicator C.2.3: Model Work Standards use
Child Health and Wellness		Indicator D.1.1: CACFP and/or nutritious meals	Indicator D.1.1: CACFP and/or nutritious meals	Indicator D.1.1: CACFP and/or nutritious meals
Additional Optional Points Needed		5 or more points	10 or more points	13 or more points

Appendix A

This document outlines the criteria for Self Assessment and Quality Improvement Plans when the program/provider 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 provider 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 Wellness
- Business and Professional Practices
- Parent Engagement
- Inclusive Practices
- Wisconsin Pyramid Model for social and emotional development for young children
- Strengthening Families approach to Child Abuse and Neglect Prevention

The provider or 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 provider or team will then identify steps to be taken, resources needed, timelines for completion, and evidence of change. If a Technical Consultant is available, the provider or team is

encouraged to work with the Technical Consultant to develop a Quality Improvement Plan. A QIP for YoungStar will address the following:

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

Verify and Maintain Continuous Program Quality

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

Other Definitions

- o **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, providers or local and state administrators.

- o **Family Services 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.

- o **Health and Safety around meals and snacks (Indicator D.1.1):**
Programs should follow health and safety standards put forth by licensing. The following may be used as a checklist for things Consultants or Observers may use to verify health and safety standards are being followed:

HEALTH/SAFETY/SANITATION

- The refrigeration units are clean and maintained at required temperatures.

- Food is properly stored in the refrigeration units and in dry areas.
- Cleaning supplies and other toxic materials are safely stored out of the reach of children and away from food.
- There is no evidence of rodent or insect infestation, or obvious fire, health and/or safety hazards observed.
- Food service was conducted in compliance with generally accepted health and sanitation practices.
- The provider and children wash hands prior to food handling and eating.

OBSERVATION OF MEAL SERVICE

- The menu documentation corresponds to the meal observed.
- The meal observed contains all required components.
- It appears that the required quantities of food items are prepared, available and served.
- The observed meal provides a variety of colors, temperatures, textures, shapes, sizes and flavor.
- The meal service occurs in a positive/pleasant environment.
- Medical Statements are on file for all substitutions related to medical needs.
- At least one component of the infant meal pattern is supplied by the provider as the child is developmentally ready.
- Separate, daily, dated menus for children and infants are available and up-to-date at the program, for all approved/claimed meals for the current month. If “NO”, explain.

Information taken from Guidance Memorandum D: For Sponsoring Organizations of the Child and Adult Care Food Program (CACFP) in Day Care Homes

Topic: Sponsoring Organization Requirements for Monitoring Day Care Homes

- **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).

Appendix B

Below is a list of courses that are accepted for the points for Indicator D.1.3.

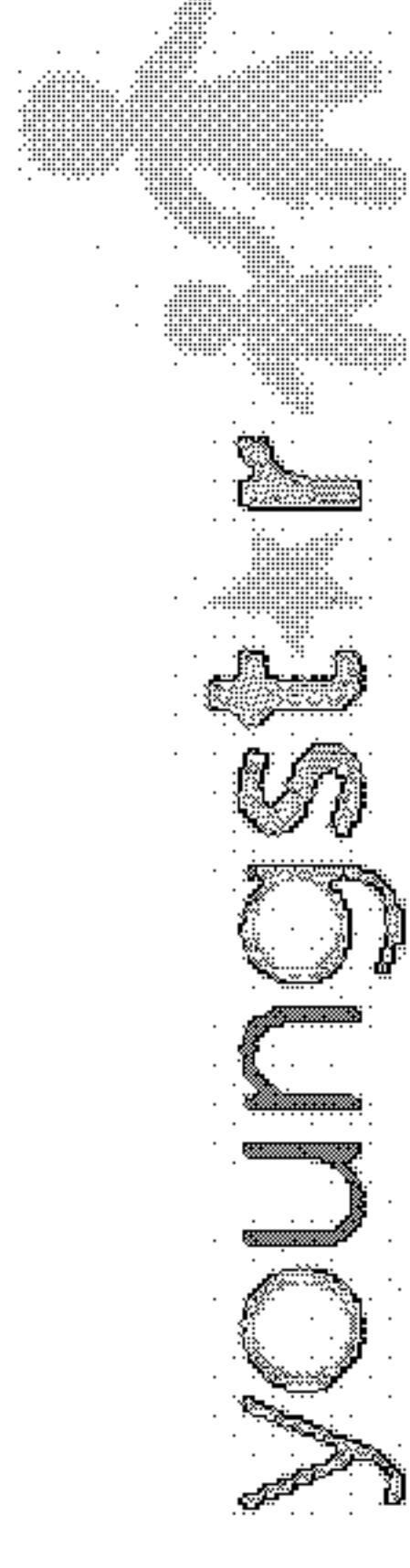
Title
SEFEL Pyramid Model Infant Toddler Module 1
SEFEL Pyramid Model Infant Toddler Module 2
SEFEL Pyramid Model Infant Toddler Module 3
SEFEL Pyramid Model Preschool Module 1
SEFEL Pyramid Model Preschool Module 2
SEFEL Pyramid Model Preschool Module 3

Below is a list of courses that are accepted for the point for Indicator D.1.4.

Title
Suspected Child Abuse and Neglect - Mandated Reporter Training (SCAN-MRT)
Child Abuse & Neglect Prevention - Mandated Reporter
SCAN/MRT Training and Strengthening Families Protective Factors
SCAN-MRT Training
Darkness to Light—administered by a PDAS-approved trainer

Note: SCAN-MRT trainings which are administered by a PDAS-approved trainer will count as tiered training for Registry purposes and are acceptable for Indicator D.1.4. SCAN-MRT trainings which are administered by an individual child care center to the staff of the child care center using the materials available online at <http://wcvpds.wisc.edu/related-training/mandated-reporter/> will be counted for Indicator D.1.4 but will only count as registered training for Registry purposes.

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



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. It consists of two parts.

Part 1 is a self-assessment of:

- Space and Furnishings, Personal Care Routines, Literacy and Language Components, Activities, Promoting Acceptance of Diversity, Interaction, Program Structure, and Provisions for Children with Disabilities

Part 2 is a self-assessment of:

- Human Resource Policies and Practices, Professional Development

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. The team approach is a key factor in improving practice throughout a program.

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.

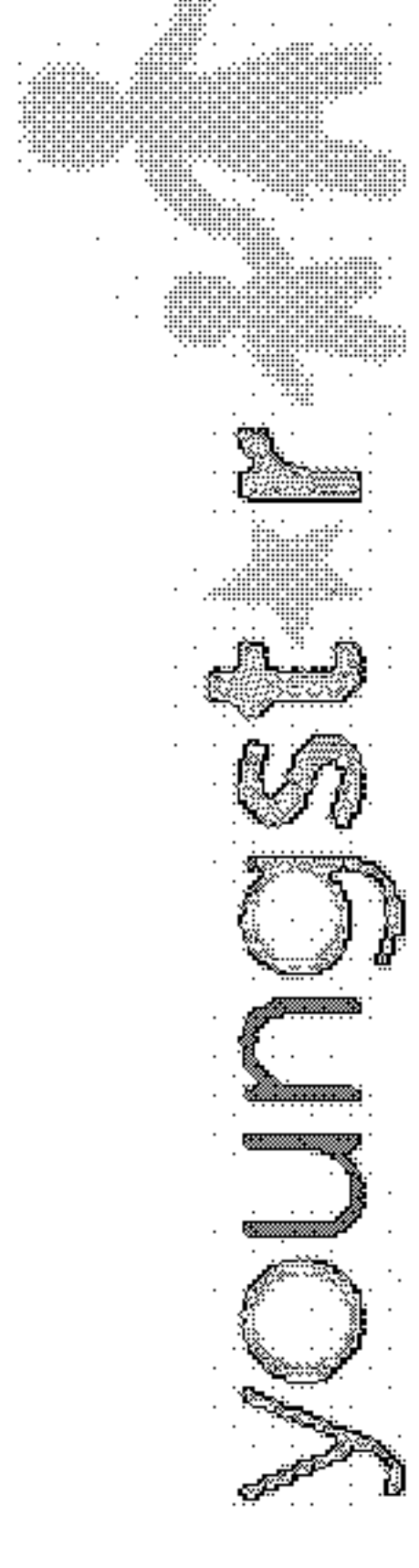
This self-assessment is intended to reinforce, not replace, licensing standards. Items in the self-assessment represent high quality standards that are above and beyond what are included in the licensing standards. In the process of using the self-assessment, consider the many aspects of the early child care classroom pertaining to children's play. Focus specifically on required areas, the types and quantities of materials used, the amount of time dedicated to play, any barrier that prevents children from using materials, and the interactions that occur while children are engaged in play with learning materials. As you document materials in the classroom, look at what is provided for children's independent use.

ACTION PLAN: Action plans are an opportunity to think about how you will improve your program in each quality component section. At the bottom of each section is a grid for the program/classroom to identify areas for improvement and brainstorm those ideas, feelings and practices that need to be prioritized. These action steps are then transferred to the Quality Improvement Plan document available from the YoungStar Regional Office. The purpose of this tool is to help you get started on looking at your current practices, sorting through your feelings, and begin making improvement in your classrooms and center. A key element to the process is having brain storming conversations with staff and others.

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 do you foresee getting started on improving the quality today?
- 5) How about the near future?

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



How To Self-Assess PART 1

Read each item carefully.

Step 1: Decide if the stated indicator is “Not Met” = showing little evidence to support statement. Check the corresponding box for that indicator. For the indicators that are checked “Not Met”, the program is encouraged to adapt to fully meet the criteria stated in the “Better” and/or “Best” column. These items should be addressed on the Action Plan and prioritized for the Quality Improvement Plan.

Step 2: Decide if the stated indicator “Meets” = shows some evidence to support statement. Check the corresponding box for that indicator. For the areas that are checked as “Meets”, the program is encouraged to adapt to fully meet the criteria stated in the “Better” and/or “Best” column. These items should be addressed on the Action Plan and prioritized for the Quality Improvement Plan. If it does meet the indicator, move to step 3.

Step 3: Decide if the stated indicator has evidence in the program to support a “Better” rating.

Check the corresponding box for that indicator. These items may be addressed on the Action Plan and prioritized for the Quality Improvement Plan. If it does meet the indicator, move to step 4.

Step 4: Decide if the stated indicator has evidence in the program to support a “Best” rating.

Definitions of ratings:

Not Met = There is little evidence to support statement

Meets = There is some evidence to support statement

Better = There is sufficient evidence to support statement

Best = There is a great deal of evidence to support statement

NA = Statement does not apply to the child care program.

DEFINITION OF TERMS PART 1:

Accessible: Children are able to reach and use materials independently. Non-Mobile children are brought materials by staff to use.

Much of the Day: Children are able to reach and use materials for a majority of the time that they are awake and able to play. Non-mobile children are brought materials. No child is prevented from playing with materials for a total of 20 minutes of more per day for infants and toddlers or at least one-third of the time the children are in attendance for 2 ½ - 5 year olds.

NA Permitted: If there are no children with disabilities enrolled or children with disabilities do not need the materials for participation in the environment NA is permitted.

HOW TO ASSESS PART 2

As a child care center director, the human resources and policy development are not to be solved alone. A leadership role is necessary to develop a vision of high-quality child care and engaging in the use of model work standards can benefit you, your staff and the center. This part of the self-assessment will serve as a working tool for setting goals to improve current work standards. Engage teaching staff in developing an action plan for change.

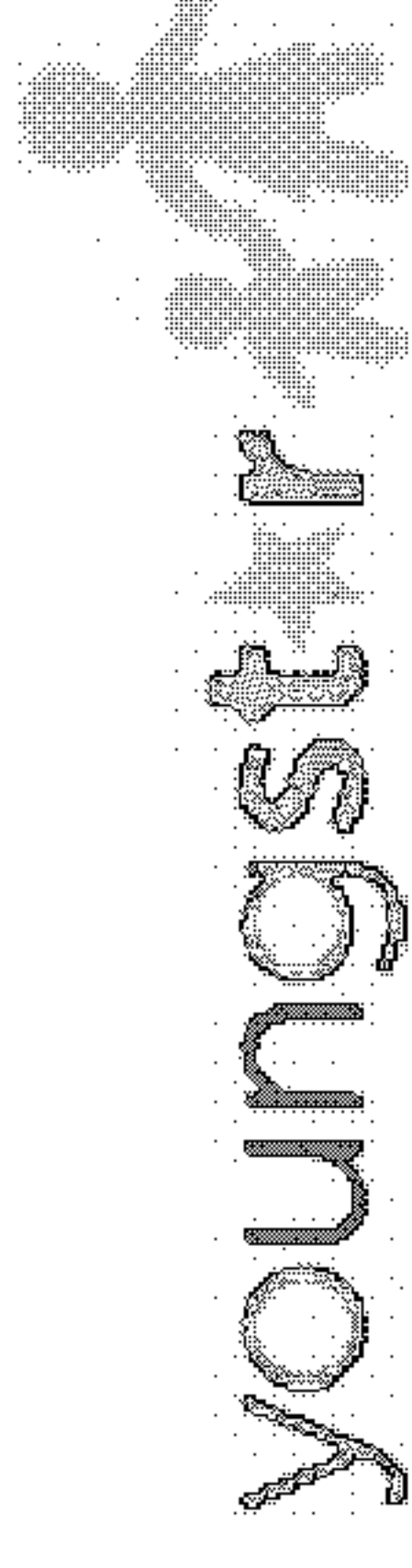
YES = Consistently Met

NO = Partially Met or Unmet

COMMENTS = Barriers/challenges or strengths that are present

Plan for improvements now and in the future – YoungStar...Start Early. Start Smart. Start Here

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



youngstar

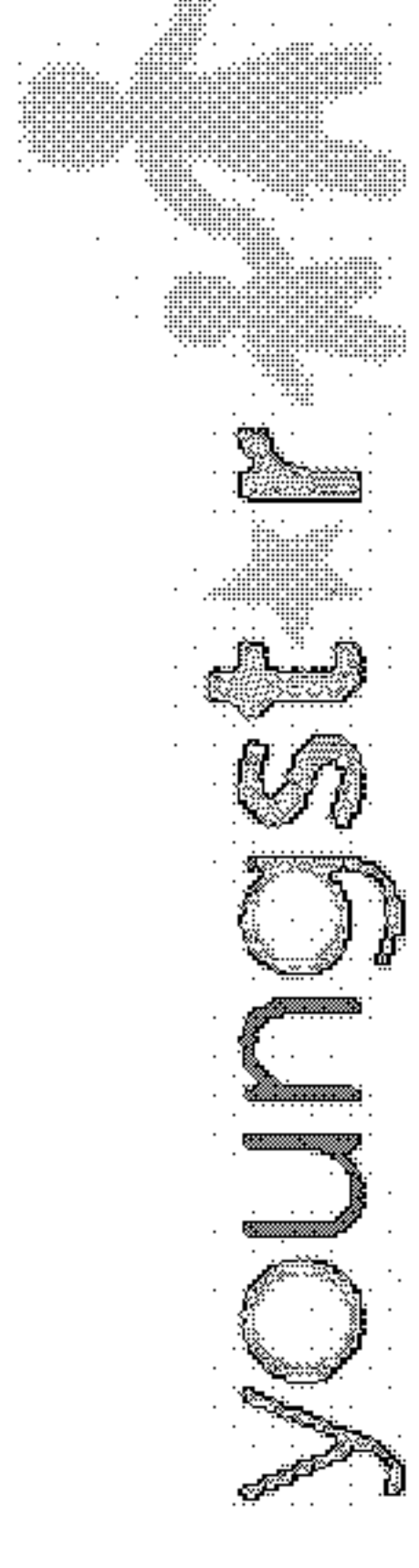
Facility Name _____ Ages in Care _____ to _____ Date Completed _____

Name of Person Completing Self-Assessment _____ Position _____

SPACE AND FURNISHINGS		Meets			Not Met	Better	Best	Not Applicable
Space used in children to play and have free movement, play materials, and furnishings	<input type="checkbox"/> Space is very confined <input type="checkbox"/> Lacking	<input type="checkbox"/> Limited space <input type="checkbox"/> Adequate	<input type="checkbox"/> Sufficient space <input type="checkbox"/> Some direct natural lighting available	<input type="checkbox"/> Ample space <input type="checkbox"/> Can be controlled				
Lighting, ventilation, and temperature control, and sound-absorbing materials	<input type="checkbox"/> In poor repair and poorly maintained	<input type="checkbox"/> Generally in good repair and reasonably clean and well-maintained (Evidence of daily cleaning)	<input type="checkbox"/> In good repair and very well-maintained	<input type="checkbox"/> Floors, walls, and other built-in surfaces made of easy-to-clean materials where needed				
Space is maintained and clean	<input type="checkbox"/> Not accessible	<input type="checkbox"/> Accessible to all currently using child care space (NA Permitted)	<input type="checkbox"/> Accessible to all children and adults (NA Permitted)	<input type="checkbox"/> Accessible whether or not individuals are involved in the program				
Space for children is accessible to children and adults with disabilities								

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

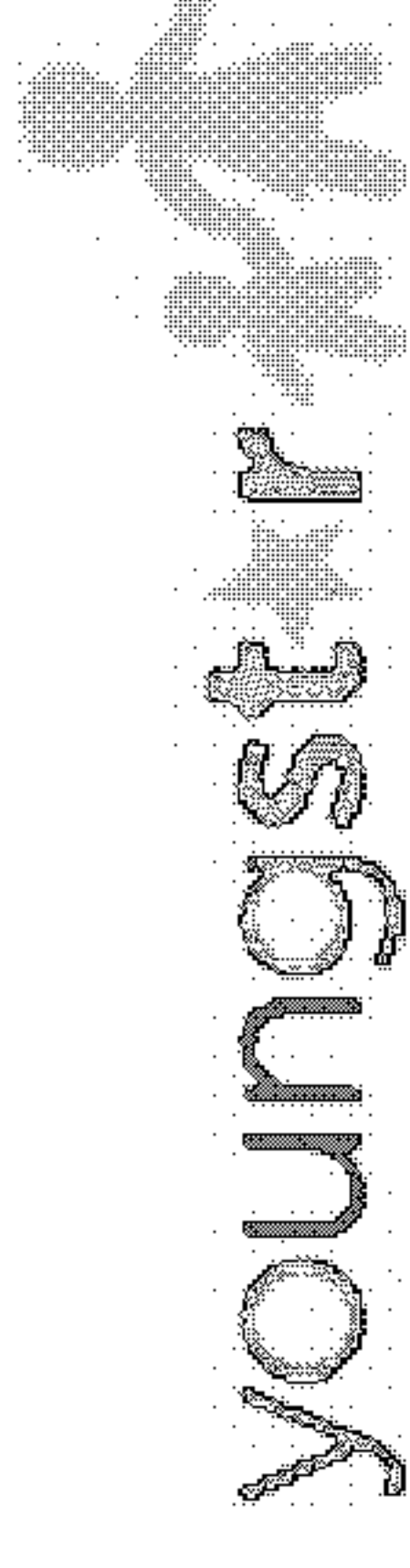
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



SPACE AND FURNISHINGS		Not Met	Meets	Better	Best	Not Applicable
Furniture used for routine care and learning (feeding, sleeping, diapering/toileting, storage of children's possessions, open shelves for toys)	<input type="checkbox"/> Not enough	<input type="checkbox"/> Sufficient (including individual storage for child possessions)	<input type="checkbox"/> Furniture is suitable to children's sizes and for individual care of infants/toddlers	<input type="checkbox"/> Routine care furniture accessible, convenient and sufficient in quantity		
Furniture used for play and learning	<input type="checkbox"/> Not enough	<input type="checkbox"/> Enough for all ages/abilities of children enrolled	<input type="checkbox"/> Storage is available for extra toys and supplies	<input type="checkbox"/> Sand/water table, woodwork bench or easel used <input type="checkbox"/> Furniture for toddlers is child-sized (NA Permitted)		
Furniture is maintained and clean	<input type="checkbox"/> Need to be better maintained and cleaned more often	<input type="checkbox"/> Reasonably clean and well-maintained	<input type="checkbox"/> Promotes self-help as needed	<input type="checkbox"/> Comfortable adult seating for working with children in routines and play is present		
Provision for relaxation and comfort for children at play are accessible	<input type="checkbox"/> No soft furnishings accessible	<input type="checkbox"/> Some soft furnishing and three or more toys	<input type="checkbox"/> Soft furnishings, those used for relaxation are protected from active play <input type="checkbox"/> Soft toys are clean and in good repair	<input type="checkbox"/> Soft furnishings in more than one area in child care <input type="checkbox"/> Soft, child-sized furniture for reading or other quiet play provided for children <input type="checkbox"/> Many clean, soft toys accessible to children		
Provision for adaptive furniture for children with special needs	<input type="checkbox"/> No provision	<input type="checkbox"/> Seats comfortable and supportive (equipped with safety belts if needed) (NA Permitted)	<input type="checkbox"/> Available adaptive furniture (NA Permitted)	<input type="checkbox"/> Different types of adaptive furniture for children's use (NA Permitted)		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

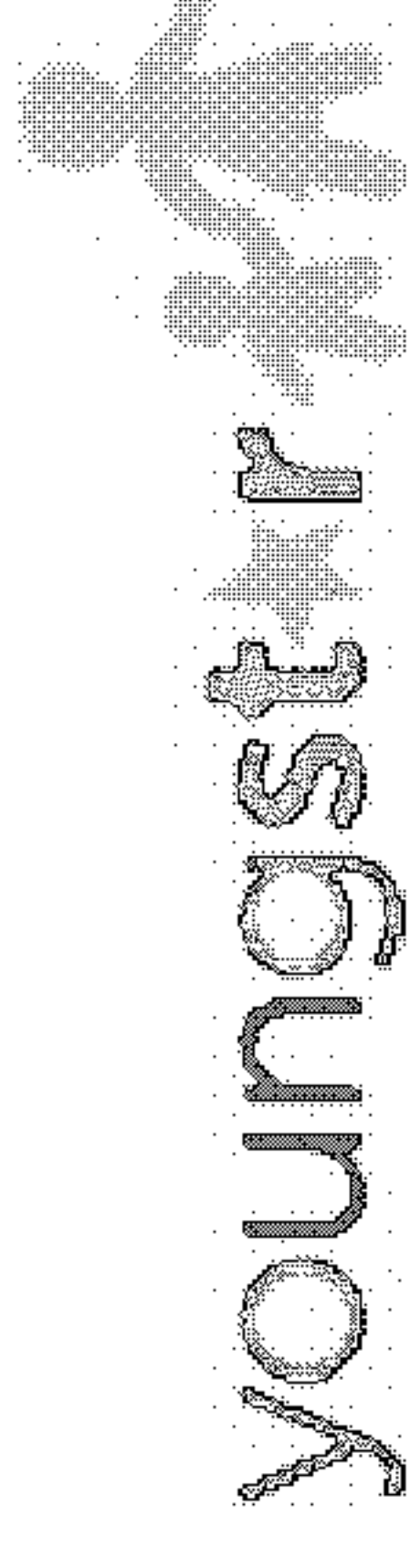
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



SPACE AND FURNISHINGS		Not Met	Meets	Better	Best	Not Applicable
Arrangement of indoor space for routine care and play	<input type="checkbox"/> Leaves little room, no interest centers defined	<input type="checkbox"/> Furnishings placed to provide some open space, at least two interest centers defined	<input type="checkbox"/> Arranged for activities to be carried out to meet children's needs with no major problems, at least three interest centers defined	<input type="checkbox"/> Materials are usually placed for easy access by children, conveniently close to enough space where they can be used without interference, at least five interest centers defined		
Adequate supervision of children in indoor space	<input type="checkbox"/> Arrangement makes it extremely difficult	<input type="checkbox"/> Arrangement allows adequate supervision of children without major difficulties <input type="checkbox"/> Space cleared of breakable objects and things dangerous to children	<input type="checkbox"/> Space provided to allow different kinds of activities to go on at the same time	<input type="checkbox"/> Arrangement usually promotes independent use of furnishing and materials, traffic patterns do not interfere with activities		
Accessible indoor space	<input type="checkbox"/> Children restricted in use of space	<input type="checkbox"/> Most spaces used for care accessible to children with disabilities enrolled in the group (NA Permitted)	<input type="checkbox"/> Materials for different kinds of activities are usually organized by type for productive use by children	<input type="checkbox"/> Convenient, organized storage for extra toys and materials, additional materials available to add to or change centers		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

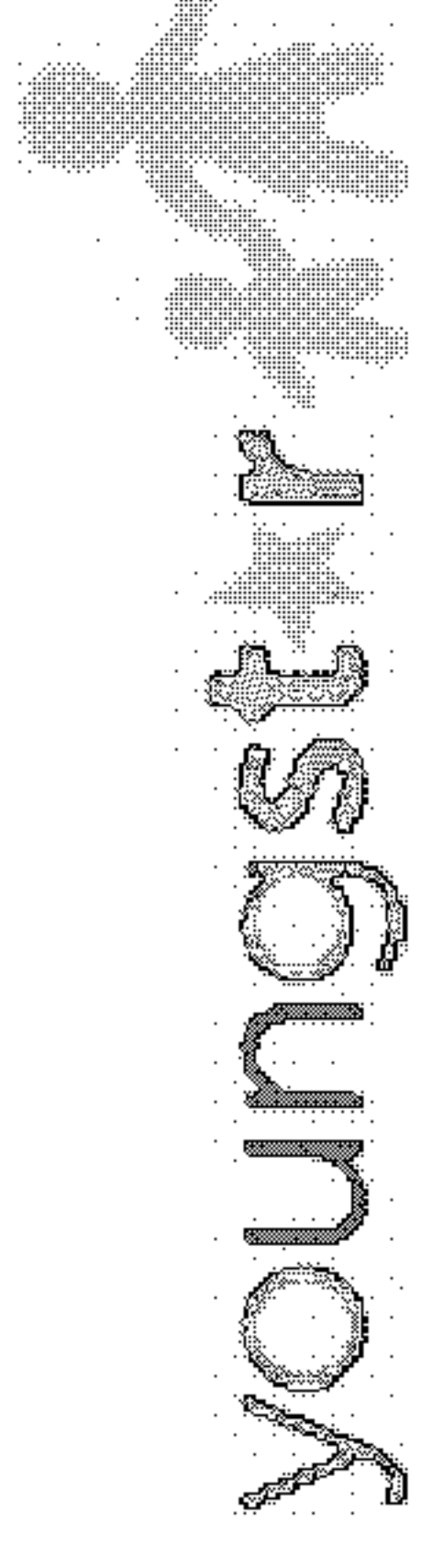
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



SPACE AND FURNISHINGS		Not Met	Meets	Better	Best	Not Applicable
Display for children	<ul style="list-style-type: none"> <input type="checkbox"/> No pictures or other materials displayed specifically for children 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials displayed where children can easily see them, appropriate materials for the predominant age group 	<ul style="list-style-type: none"> <input type="checkbox"/> Relates to current activities and children in group <ul style="list-style-type: none"> <input type="checkbox"/> Many colorful and simple pictures, posters, mobiles or hanging objects for younger children 	<ul style="list-style-type: none"> <input type="checkbox"/> Photographs of children in group, families, pets, or other familiar faces displayed on child's eye level 		
Content of display where children can see them	<ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate materials displayed 	<ul style="list-style-type: none"> <input type="checkbox"/> Generally appropriate At least three pieces of work done by the children currently enrolled is displayed 	<ul style="list-style-type: none"> <input type="checkbox"/> Many items and work displayed, some within easy reach <input type="checkbox"/> Staff talks to the children about displayed materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Original children's work predominates. New materials added or display changed at least monthly <input type="checkbox"/> Three dimensional work displayed 		
Space available for privacy	<ul style="list-style-type: none"> <input type="checkbox"/> Children not allowed to play alone or with friend, protected from intrusion by other children 	<ul style="list-style-type: none"> <input type="checkbox"/> Children allowed to find or create space 	<ul style="list-style-type: none"> <input type="checkbox"/> Space set aside for one or two children to play without intrusion by others 	<ul style="list-style-type: none"> <input type="checkbox"/> More than one space available 		
Spaces for privacy supervised	<ul style="list-style-type: none"> <input type="checkbox"/> Isolation of children by staff without interaction or activities 	<ul style="list-style-type: none"> <input type="checkbox"/> All spaces can be easily supervised by staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Accessible for use for much of the day 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities are set up by staff for children to use private space 		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

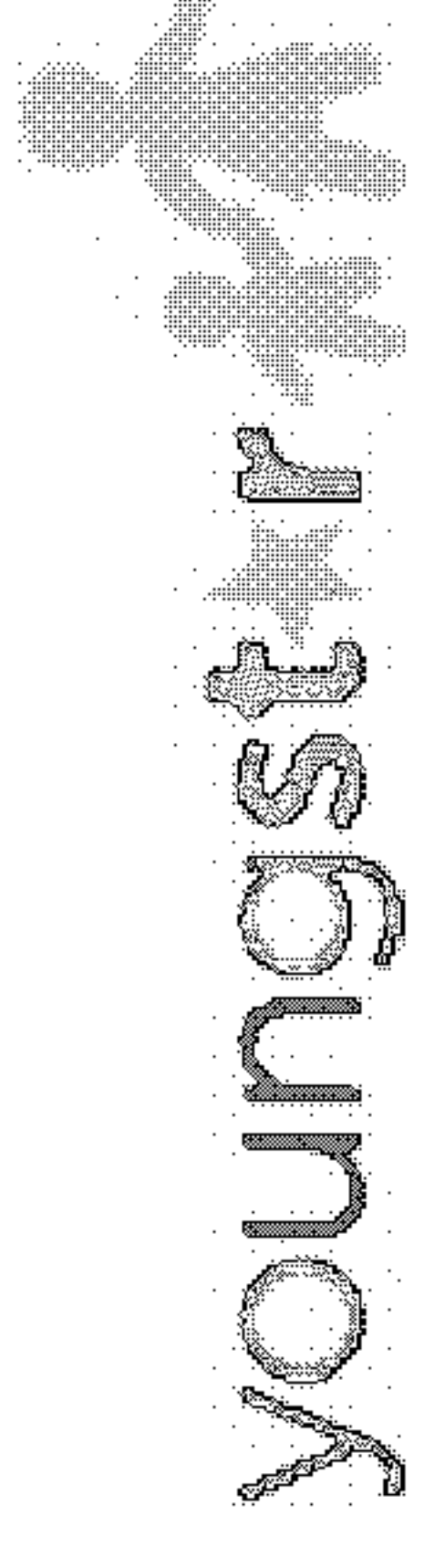
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



PERSONAL CARE ROUTINES		Not Met	Meets	Better	Best	Not Applicable
Greeting Parents enter area used for child's care	<input type="checkbox"/> Parents rarely enter area and greeting is short <input type="checkbox"/> Parents rarely enter area and departure routine is very short	<input type="checkbox"/> Children greeted warmly and parents enter area <input type="checkbox"/> Safe and well-organized and parents enter area	<input type="checkbox"/> Children and parents greeted individually and problems with arrival handled sensitively <input type="checkbox"/> Staff greets parents or person who picks up the children and provides pleasant, organized departure	<input type="checkbox"/> Relaxed and friendly atmosphere encourages parents to spend time visiting at drop-off times <input type="checkbox"/> Relaxed and friendly atmosphere encourages parents to spend time visiting a pick-up times		
Departure Parents enter are used for child's care	<input type="checkbox"/> No information shared <input type="checkbox"/> Inappropriate for most of children	<input type="checkbox"/> Some sharing of child-related information between parents and staff <input type="checkbox"/> Appropriate for each child	<input type="checkbox"/> Information about infant's routines shared (NA Permitted) <input type="checkbox"/> Children are helped to relax	<input type="checkbox"/> Staff talks to parents about specific things their child did during the day and shares information about care routines, etc. <input type="checkbox"/> Personalized with familiar practices		
Information shared with parents daily	<input type="checkbox"/> Crowded, hazards <input type="checkbox"/> A little	<input type="checkbox"/> Healthful – clean bedding, no hazards <input type="checkbox"/> Sufficient	<input type="checkbox"/> All cribs/cots separated to 36 inches apart or a solid barrier <input type="checkbox"/> Warm, responsive and pleasant	<input type="checkbox"/> Personalized, crib/cot placed in same space every day <input type="checkbox"/> Non-sleeping children have activities provided		
Nap/rest schedule						
Nap/rest provisions healthful						
Nap/rest supervision						

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

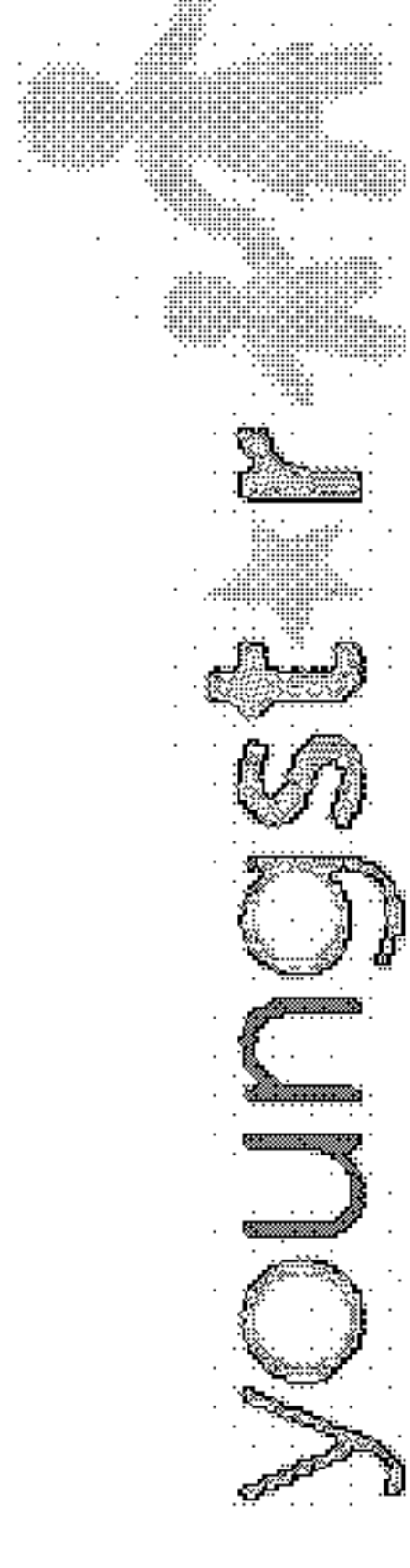
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



PERSONAL CARE ROUTINES		Not Met	Meets	Better	Best	Not Applicable
Meal/snack schedule	<input type="checkbox"/> Inappropriate (Example: Children are made to wait for food even if hungry or tired) <input type="checkbox"/> Guidelines not met or food served inappropriate	<input type="checkbox"/> Meets each child's needs	<input type="checkbox"/> Well-organized meal/snack times, staff sit with children during meals/snacks <input type="checkbox"/> Menus provided for parents (NA Permitted)	<input type="checkbox"/> Encouragement of learning by staff at meal/snack times		
Food served for meals and snacks meets nutrition guidelines	<input type="checkbox"/> Usually neglected	<input type="checkbox"/> Well-balanced age-appropriate food served	<input type="checkbox"/> Procedures usually practiced	<input type="checkbox"/> Staff cooperates with parents to coordinate introduction of new foods <input type="checkbox"/> Procedures always practiced		
Basic sanitary procedures (Hand washing, eating surfaces cleaned and sanitized, utensils used, leftover food is discarded rather than used for a later feeding)	<input type="checkbox"/> Inappropriately used: inadequate supervision or infants not held for bottle feeding <input type="checkbox"/> No accommodations made or for family dietary restrictions (NA Permitted)	<input type="checkbox"/> Procedures maintained at least half of the time <input type="checkbox"/> Appropriately used – adequate supervision for age and abilities of children <input type="checkbox"/> Children's dietary restrictions posted and substitutions made (NA Permitted)	<input type="checkbox"/> Meals/snacks are relaxed and pleasant – slow eaters given plenty of time and there are conversations happening	<input type="checkbox"/> Children have child-sized eating and serving utensils to encourage self-help skills, older children assist in preparation of meals/snack		
Feeding practices/ Accommodations for food allergies and cultural diversity						

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

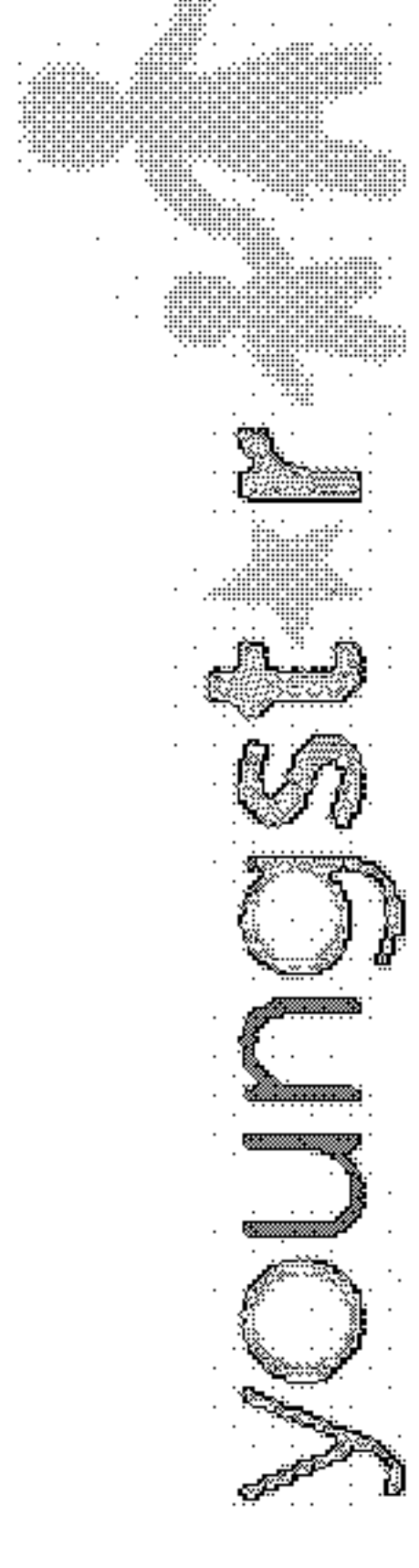
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



PERSONAL CARE ROUTINES		Not Met	Meets	Better	Best	Not Applicable
Diapering/toileting sanitary conditions	<input type="checkbox"/> Difficulty maintaining	<input type="checkbox"/> Maintained at least half of the time	<input type="checkbox"/> Usually maintained and easy to maintain	<input type="checkbox"/> Always maintained		
Sanitizing surfaces, disposal of diapers	<input type="checkbox"/> Major problems with meeting needs	<input type="checkbox"/> Usually met in appropriate manner	<input type="checkbox"/> Warm running water near area and easy-to-clean surfaces	<input type="checkbox"/> Provisions are convenient and accessible by staff and children <input type="checkbox"/> Provisions for child-sized toilets and low sinks		
Diapering/toileting needs	<input type="checkbox"/> Often neglected	<input type="checkbox"/> Usually wash hands after	<input type="checkbox"/> Always wash hands after	<input type="checkbox"/> Self-help skills promoted as children are ready		
Schedule of toilet/diapering – changes, lack of provisions – paper towels, soap, running water, sanitizing solution, and supplies readily available	<input type="checkbox"/> Unpleasant or inadequate	<input type="checkbox"/> Adequate for ages and abilities of children	<input type="checkbox"/> Pleasant staff-child interaction	<input type="checkbox"/> Children appear to manage their routines as independently as they should be able to, considering ages and abilities		
Provider and child handwashing practices after diapering/toileting						
Supervision/interaction while diapering/toileting						
Safety and sanitary provisions						

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

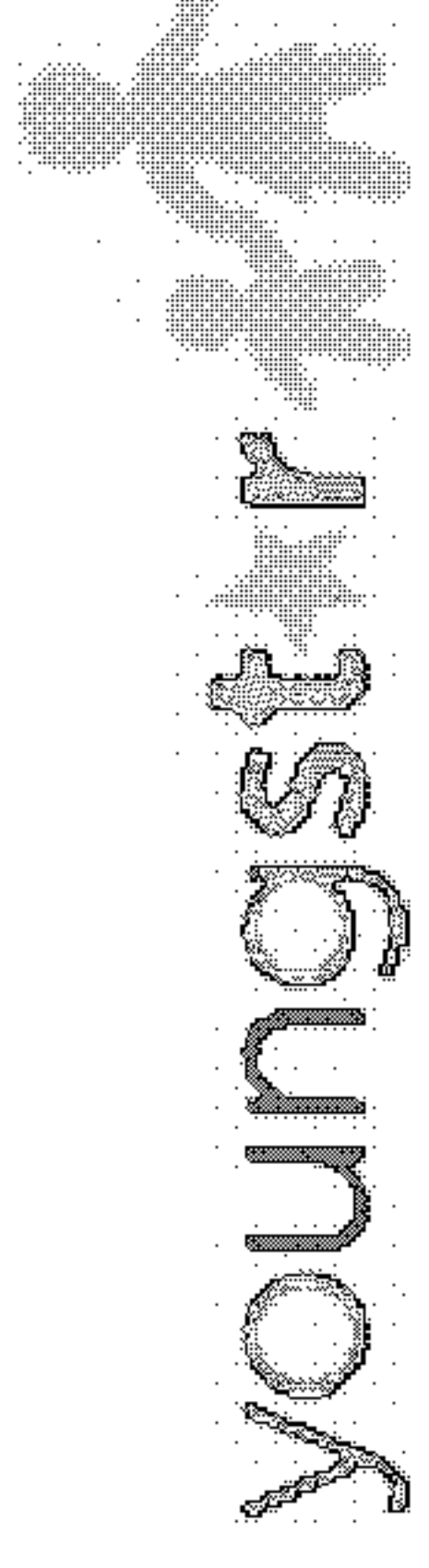
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



PERSONAL CARE ROUTINES		Not Met	Meets	Better	Best	Not Applicable
Staff management of health practices to cut down on spread of germs	<input type="checkbox"/> Difficulty managing <input type="checkbox"/> Often neglected	<input type="checkbox"/> At least half of the time <input type="checkbox"/> At least 75% of the time when needed to protect health <input type="checkbox"/> Takes place after wiping noses, etc.	<input type="checkbox"/> Usually acts <input type="checkbox"/> Consistently washed hands with only 1 or 2 lapses	<input type="checkbox"/> Children encouraged to manage health practices independently <input type="checkbox"/> Children encouraged to manage handwashing practices independently		
Handwashing for general health practices by children and staff	<input type="checkbox"/> No extra clothes available or children changed when needed	<input type="checkbox"/> Extra clothes available and children changed when needed	<input type="checkbox"/> To meet health needs indoors and outdoors, children are properly dressed and cared for	<input type="checkbox"/> Individual toothbrushes used at least once daily in full-day program (NA Permitted)		
Personal items for meeting health needs	<input type="checkbox"/> Smoking/drinking alcohol/use of illegal drugs occurs in child care areas either indoors or outdoors <input type="checkbox"/> Children with contagious illness are not removed from contact with others	<input type="checkbox"/> All medications are administered properly. (NA Permitted)	<input type="checkbox"/> Staff models good health practices (washes hands frequently, dresses appropriately for the weather) <input type="checkbox"/> Clean sand is used outdoors and covered (NA Permitted)	<input type="checkbox"/> To handle child care related questions, staff has arranged for a health consultant, health information available to parents from health organizations		
Medical risks minimized						

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



PERSONAL CARE ROUTINES		Not Met	Meets	Better	Best	Not Applicable
Safety hazards indoors	<input type="checkbox"/> Many hazards that could result in serious injury <input type="checkbox"/> Many hazards that could result in serious injury	<input type="checkbox"/> Some safety hazards indoors (and outdoors combined)	<input type="checkbox"/> No safety hazards that could cause serious injury <input type="checkbox"/> No safety hazards that could cause serious injury	<input type="checkbox"/> Staff ensures that children follow safety rules <input type="checkbox"/> Staff ensures that children follow safety rules		
Safety hazards outdoors	<input type="checkbox"/> Inadequate supervision for protection indoors and outdoors	<input type="checkbox"/> Adequate supervision to protect children indoors and outdoors <input type="checkbox"/> Staff has essentials needed to handle emergencies	<input type="checkbox"/> Staff usually anticipates and takes action to eliminate safety hazards <input type="checkbox"/> Center emergency evacuation procedures are practiced monthly with children	<input type="checkbox"/> Staff explains reasons for safety rules to children		
Supervision of children's safety						

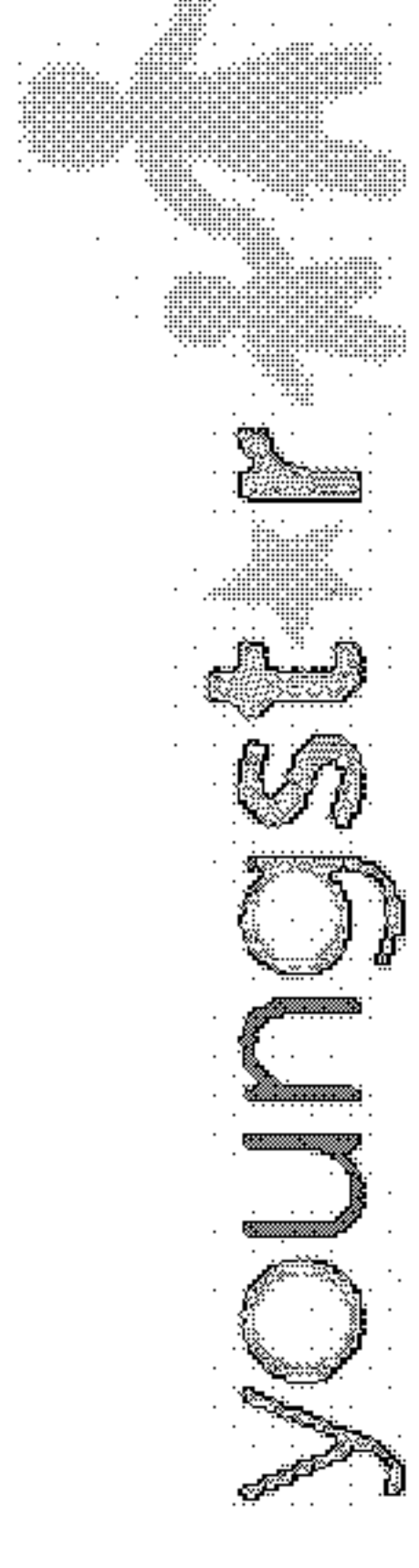
Safety Hazards (not a complete listing):

Indoors: Electrical outlets, strings/cords, heavy objects, medicines, walkers, water temperature, staples/tacks, mats or rugs, stairwells, small objects that can cause choking, crib mattress not fitting snugly, bleach solution spray, plastic or Styrofoam objects, etc.

Outdoors: Play areas, unfenced swimming pool, tools not meant for children's use, dangerous substances, sharp or dangerous objects, walkways or stairs, roads or driveways, play equipment, etc.

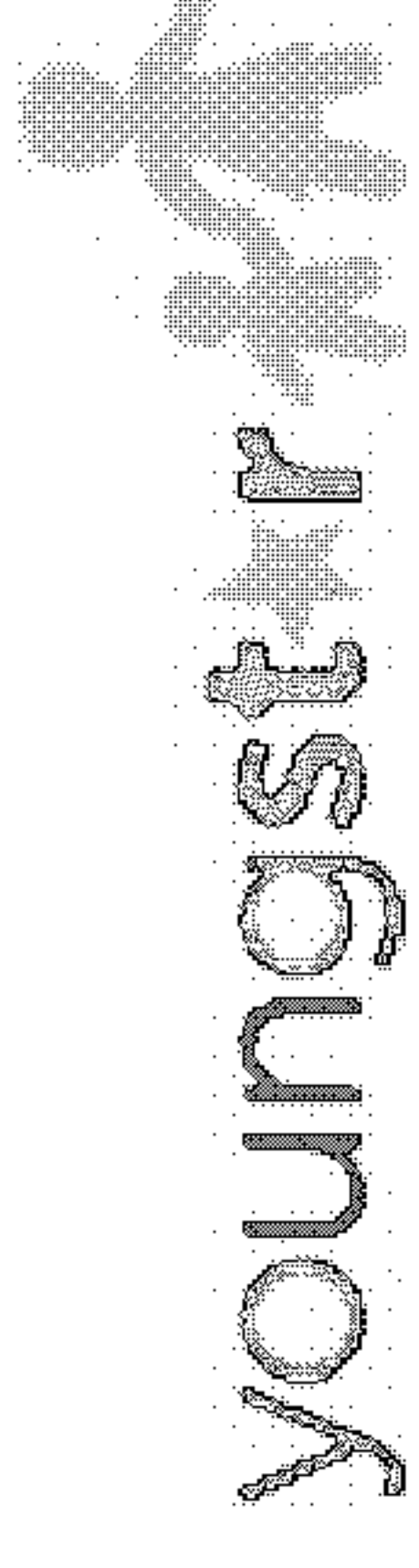
Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



LITERACY COMPONENTS		Not Met	Meets	Better	Best	Not Applicable
Amount of talking to children in routines and play	<input type="checkbox"/> Little or no talking <input type="checkbox"/> Loud noises often interfere with children's ability to hear language	<input type="checkbox"/> Moderate amount <input type="checkbox"/> Reasonable quiet in the room so children can hear language	<input type="checkbox"/> Frequent talking <input type="checkbox"/> Uses signing or alternative communication when needed	<input type="checkbox"/> All children are conversed with <input type="checkbox"/> Staff talks about many and varied topics with children		
Staff tone of voice with children	<input type="checkbox"/> Unpleasant manner of talk to children <input type="checkbox"/> Limited vocabulary	<input type="checkbox"/> Neutral or pleasant tone of voice usually to children <input type="checkbox"/> Content of talk is generally encouraging and positive	<input type="checkbox"/> Talk is meaningful to children and personalized <input type="checkbox"/> Staff uses descriptive words for objects and actions	<input type="checkbox"/> Staff uses a wide range of exact words in communicating <input type="checkbox"/> Complexity adjusted for language to match children's abilities		
Staff vocabulary usage in talking to children	<input type="checkbox"/> Children's communication is discouraged much of the day <input type="checkbox"/> No encouragement	<input type="checkbox"/> At least half of the time when children are attempting to communicate, a positive response is given <input type="checkbox"/> Some encouragement	<input type="checkbox"/> Staff generally responds in a timely and positive manner and follows through appropriately <input type="checkbox"/> Frequent encouragement	<input type="checkbox"/> Staff adds more words and ideas to what children say (verbal play, written language, additional topics) <input type="checkbox"/> Staff asks questions to encourage more complex answers		
Encouragement of children's communication by provider	<input type="checkbox"/> Talking used only to control children's behavior <input type="checkbox"/> Little or no positive response to language <input type="checkbox"/> No talk with children about logical relationships	<input type="checkbox"/> Some social talking with children by staff, children allowed to talk much of the day <input type="checkbox"/> Some concepts are introduced (use of words and experiences)	<input type="checkbox"/> Encouragement of children to communicate with one another, staff has turn-taking conversations <input type="checkbox"/> Encourage talking through or explanation of reasoning when solving problems	<input type="checkbox"/> Staff maintain good balance between listening and talking, links older children's talk with writing <input type="checkbox"/> Encourage children to use reasoning with actual events of the day for concept development		
Using language to communicate and develop reasoning skills	<input type="checkbox"/> Fewer than 6 for each age group	<input type="checkbox"/> At least 6 and no less than 1 each for infant or toddler classrooms <input type="checkbox"/> Some available (1 for every 2 children 2 – 5 year olds)	<input type="checkbox"/> At least 12 but no less than 2 for each child in infant or toddler classrooms <input type="checkbox"/> At least 20 (for each 2 – 5 year old class)	<input type="checkbox"/> Books gathered together in one or more locations for convenient and comfortable use by children		

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



Condition of books	<input type="checkbox"/> Generally in poor repair	<input type="checkbox"/> Almost all books in good repair	<input type="checkbox"/> Wide selection of books accessible	<input type="checkbox"/> Books are added or changed to maintain interest	
Books read to children daily (should not contain material that is violent or could be frightening to children)	<input type="checkbox"/> Books not read	<input type="checkbox"/> Books read, participation encouraged only while children are interested; children not forced to participate	<input type="checkbox"/> Books read informally with individuals or very small groups of interested children	<input type="checkbox"/> Book times are pleasant and interactive and provider encourages children in all age groups to read at their ability level*	

Appropriate books:

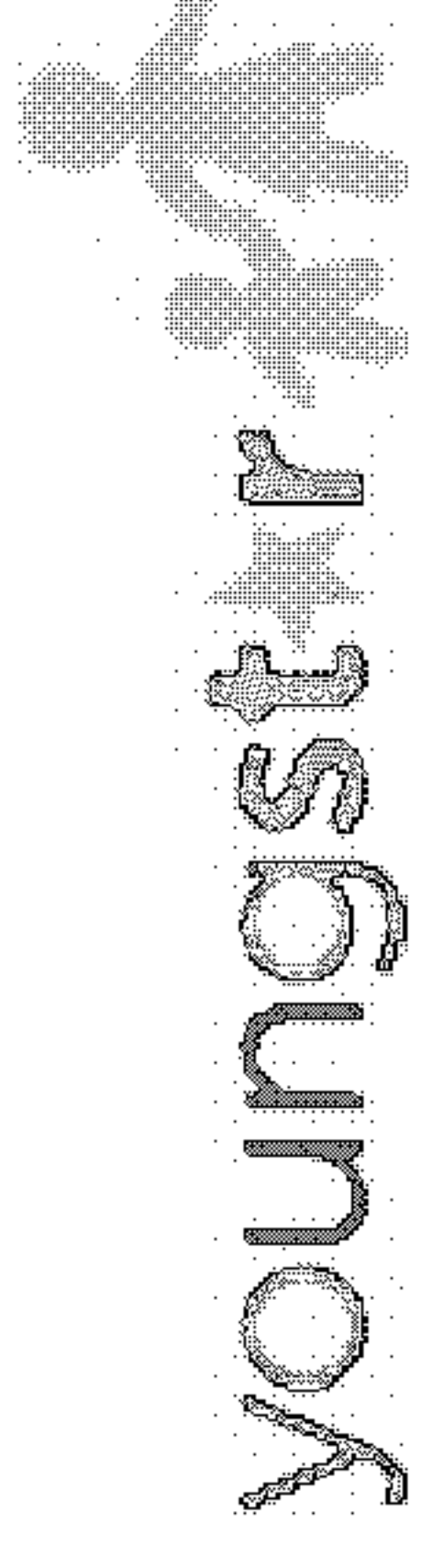
- Infants and Toddlers: Cloth or hard page books, pictures of familiar objects
- Two-year olds through 5 years: Children’s paper story books, beginning reading books
- School-agers: More challenging story books, beginning reading books, chapter books

Notes:

2. When helping children understand language, staff may have differing ways culturally and individually that they talk to children. Whatever the personal communication style of the staff, there can be some variation in the way that this is done.
3. When helping children use language, staff may change roles as the child becomes more competent in communication. The balance between listening and talking should become more equal, because the staff is encouraging children to use language.
4. Books include a variety and wide selection of topics for children including: familiar experiences, fiction/fantasy, factual information, animals, books that reflect different cultures, races, ages, and abilities.

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

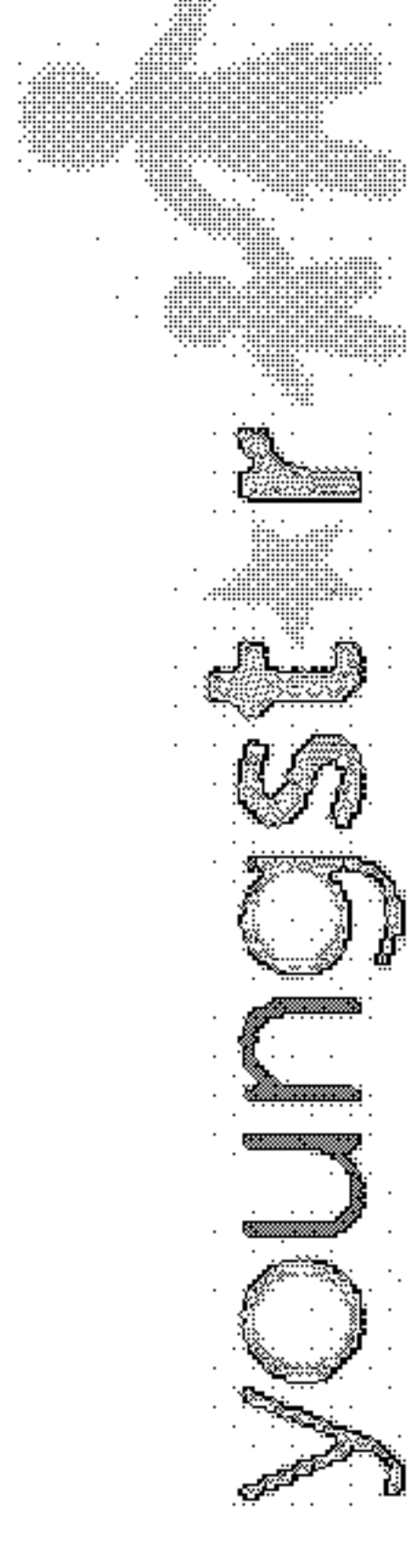
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



ACTIVITIES		Not Met	Meets	Better	Best	Not Applicable
<p>Appropriate number of materials for each age group enrolled, accessible for daily use;</p> <p>Materials are safe, challenging but not frustrating, and may include household items</p>	<p>No materials in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand and water play (no sand or water play available) 	<p>Some materials much of the day in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand or water play either indoor or outdoor 	<p>Many and varied materials much of the day in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand and water play either indoor or outdoor 1 hour daily 	<p>Additional materials rotated for variety in the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fine Motor <input type="checkbox"/> Art <input type="checkbox"/> Music and Movement <input type="checkbox"/> Blocks <input type="checkbox"/> Dramatic Play <input type="checkbox"/> Math/number <input type="checkbox"/> Nature/science <input type="checkbox"/> Sand and water play indoor and outdoor daily (Weather Permitting) 		
	<p>Condition, usage and storage of materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generally in poor repair <input type="checkbox"/> Materials are toxic or unsafe for children 	<ul style="list-style-type: none"> <input type="checkbox"/> Generally in good repair <input type="checkbox"/> Materials are nontoxic and safe for children <input type="checkbox"/> Some materials accessible for each group 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are well-organized for independent use, organized by type for independent use <input type="checkbox"/> Staff interacts with children in relation to their play with the materials and facilitates appropriate use of materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Space used for play is convenient <input type="checkbox"/> Access to materials is based on children's abilities <input type="checkbox"/> Three-dimensional art materials used at least monthly with 2 – 5 year old age groups 		

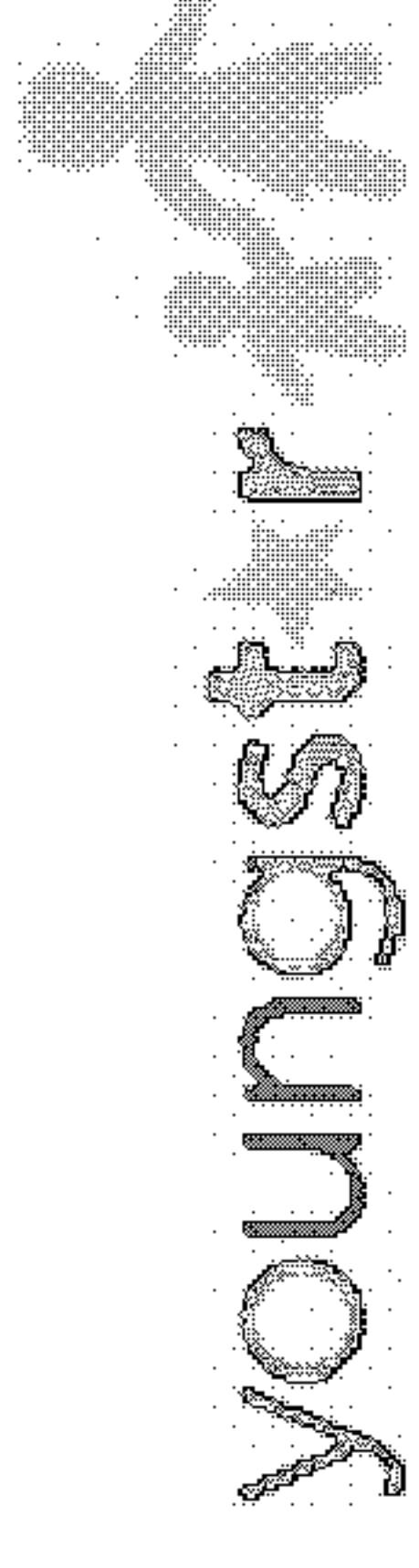
Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



ACTIVITIES		Not Met	Meets	Better	Best	Not Applicable
Interaction and experiences with the natural world	<ul style="list-style-type: none"> <input type="checkbox"/> No supervision or interaction by provider during activities <input type="checkbox"/> No opportunities for children to experience the natural world 	<ul style="list-style-type: none"> <input type="checkbox"/> Some opportunities to experience the natural world daily – indoors or outdoors <input type="checkbox"/> Staff use everyday events as a basis for helping children learn about nature/science <input type="checkbox"/> Supervision of sand/water play is appropriate for ages and abilities of children 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual expression encouraged <input type="checkbox"/> Outdoor experiences with nature provided at least 2 times a week <input type="checkbox"/> Some daily experiences with living plants or animals indoors <input type="checkbox"/> Sand or water activities set up to facilitate play 	<ul style="list-style-type: none"> <input type="checkbox"/> Creativity is encouraged <input type="checkbox"/> Activities that encourage interest and respect for nature are included <input type="checkbox"/> Materials for this activity are rotated at least monthly 		
Music and movement	<ul style="list-style-type: none"> <input type="checkbox"/> Content is inappropriate <input type="checkbox"/> Other noise or activities interfere with ongoing activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff initiates music and movement activity daily <input type="checkbox"/> Recorded music is used at limited times and has a positive purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff informally sings/chants daily with infants, toddlers, or preschoolers 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities to encourage creativity are offered (dance, clap, sing along) <input type="checkbox"/> Materials for this activity are rotated at least monthly 		
Dramatic Play	<ul style="list-style-type: none"> <input type="checkbox"/> No materials available for dramatic play 	<ul style="list-style-type: none"> <input type="checkbox"/> Some materials available for dramatic play <input type="checkbox"/> Storage separate for play materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Many and varied materials available <input type="checkbox"/> Some dramatic props (dress-up hats and clothes, play kitchens, etc.) are child-sized, <input type="checkbox"/> Theme based props available 	<ul style="list-style-type: none"> <input type="checkbox"/> Dramatic materials available to represent diversity <input type="checkbox"/> Staff facilitates dramatic play and enrich play with stories and trips <input type="checkbox"/> Props for outdoors 		
Sand and Water Play	<ul style="list-style-type: none"> <input type="checkbox"/> Not available 	<ul style="list-style-type: none"> <input type="checkbox"/> Available at least once every 2 weeks for infants/toddlers <input type="checkbox"/> Sand or water play either outdoors or indoors for 2 – 5 year old age groups 	<ul style="list-style-type: none"> <input type="checkbox"/> Available at least once a week for infants/toddlers <input type="checkbox"/> Sand and water play either outdoors and indoors and available for a least one hour daily (2 – 5 year old age groups) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provided daily for infants/toddlers <input type="checkbox"/> Sand and water play outdoors and indoors (weather permitting) (2-5 year old age groups) 		

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



Math/Numbers	<input type="checkbox"/> Math/number taught primarily through rote counting or worksheets <input type="checkbox"/> Staff does not talk with children during free play or routine times about number or math concepts – size and shape <input type="checkbox"/> No daily use	<input type="checkbox"/> Staff sometimes talks about math/number concepts during free play or routines <input type="checkbox"/> Accessible for daily use	<input type="checkbox"/> Staff talks about math/number concepts during both free play and routines <input type="checkbox"/> Special area set aside and accessible	<input type="checkbox"/> Activities that require more input from staff are offered <input type="checkbox"/> Materials for this activity are rotated at least monthly	
Blocks				<input type="checkbox"/> Block play available outdoors	

Definitions:

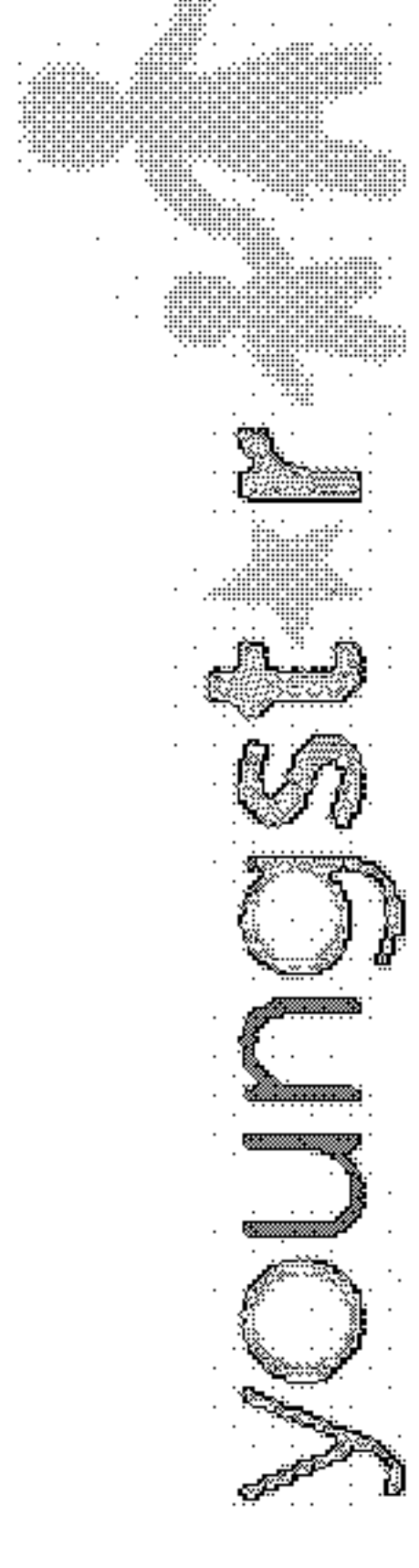
To meet the indicator of “**some**”, at least one example must be present unless stated as more than one; or for purposes of using, regular but not frequent observation is seen.

To meet the indicator of “**many**”, more than one example must be present and available to children to avoid any waiting to use Materials; or for purposes of using, regular and frequent observation is seen.

To meet the indicator of “**varied**”, differences of the materials that children can use daily and can choose from at one time and can be used for different purposes.

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



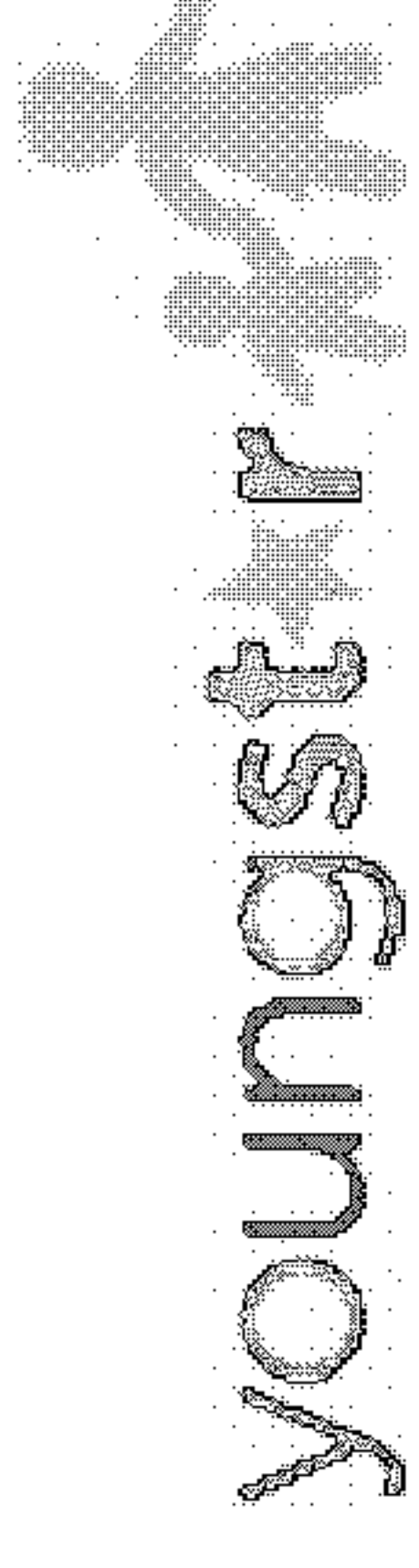
ACTIVITIES – SCREEN USE		Not Met	Meets	Better	Best	Not Applicable
Appropriateness of materials in use of TV, video, and/or computer – age appropriate, non-violent, and culturally sensitive	<input type="checkbox"/> Not appropriate	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Materials are limited to those considered “good for children”	<input type="checkbox"/> Most of the materials encourage active involvement and are used to support and extend children’s current interests and experiences		
Alternate activities accessible while TV/video/computer is being used	<input type="checkbox"/> Alternate activity is not allowed	<input type="checkbox"/> Alternative activity accessible	<input type="checkbox"/> Computer activities accessible for free choice by older age group (NA permitted)	<input type="checkbox"/> Children can participate in active play rather than spending time using TV, video, or computers		
TV, Video, and Computer use is limited	<input type="checkbox"/> Exposure is not limited	<input type="checkbox"/> Time allowed for children 24 months and older to use is limited appropriately for age of children	<input type="checkbox"/> Staff is actively involved with the children in use of TV, video, and computer	<input type="checkbox"/> Exposure is limited		

Definitions of Appropriate by Ages:

- Toddlers under the age of 24 months should not watch television, video, or other visual recordings, or view computers
- Children 2 years of age and older: TV, video and computer screen-time use is limited to 60 minutes per day

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



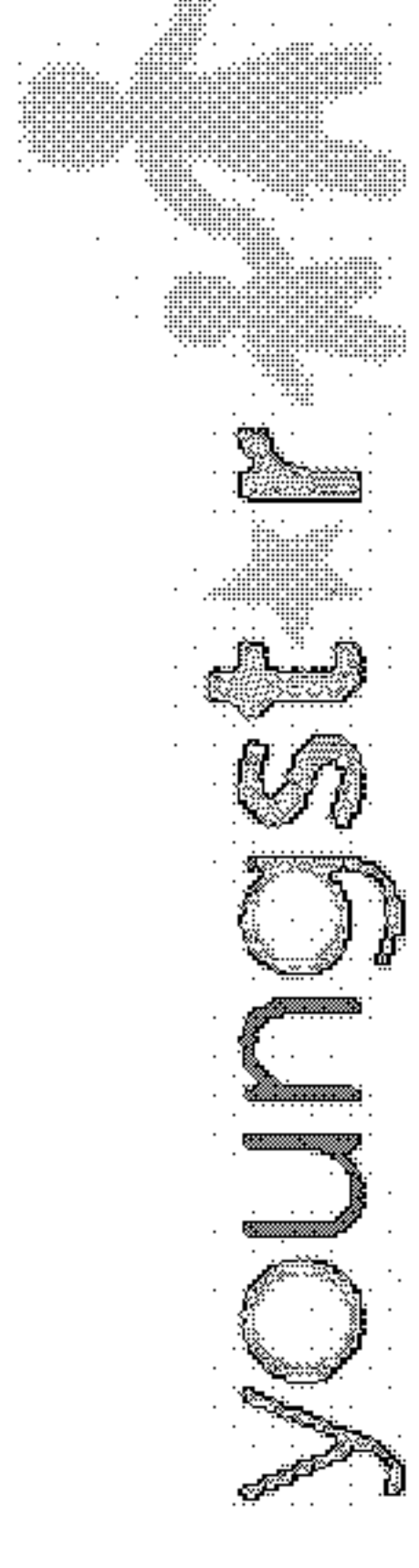
ACTIVITIES	Not Met	Meets	Better	Best	Not Applicable
Active physical play outdoor and indoor space available	<input type="checkbox"/> Outdoor or indoor space to use daily is not available	<input type="checkbox"/> Some uncrowded space, indoor or outdoor	<input type="checkbox"/> Outdoor area used 1 hour per day year-round, weather permitting	<input type="checkbox"/> Outdoor space has 2 or more types of surfaces permitting different types of play	
Safety of outdoor space	<input type="checkbox"/> Space is generally very dangerous	<input type="checkbox"/> Spaces are generally safe	<input type="checkbox"/> Large outdoor area is not crowded or cluttered and is easily accessible	<input type="checkbox"/> Outdoor area has some protection from the elements	
Quantity of appropriate materials/equipment for active physical play	<input type="checkbox"/> None for any age group in care	<input type="checkbox"/> Some suitable for each child in the group, used daily	<input type="checkbox"/> Ample for physical play to keep children active and interested	<input type="checkbox"/> Materials/equipment used daily stimulate a variety of large muscle skills	
Safe and appropriate equipment and materials for active physical play indoor and outdoor	<input type="checkbox"/> Equipment generally in poor repair	<input type="checkbox"/> Equipment generally in good repair	<input type="checkbox"/> All space and equipment are safe and appropriate for children who are allowed to use them	<input type="checkbox"/> Space is organized so that different types of activities do not interfere with one another	

Examples of appropriate materials and equipment by age:

- Infants: small push toys, balls, sturdy things to pull up on, blanket, ramps for crawling
- Toddlers: riding toys without pedals, large push-pull wheel toys, balls, slide, tunnels, cardboard boxes, age appropriate climbing equipment
- Preschoolers: climbing equipment, riding toys, wagons, balls, low basketball hoop
- School-age: riding equipment, jump ropes, hula-hoops, equipment for ball games

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

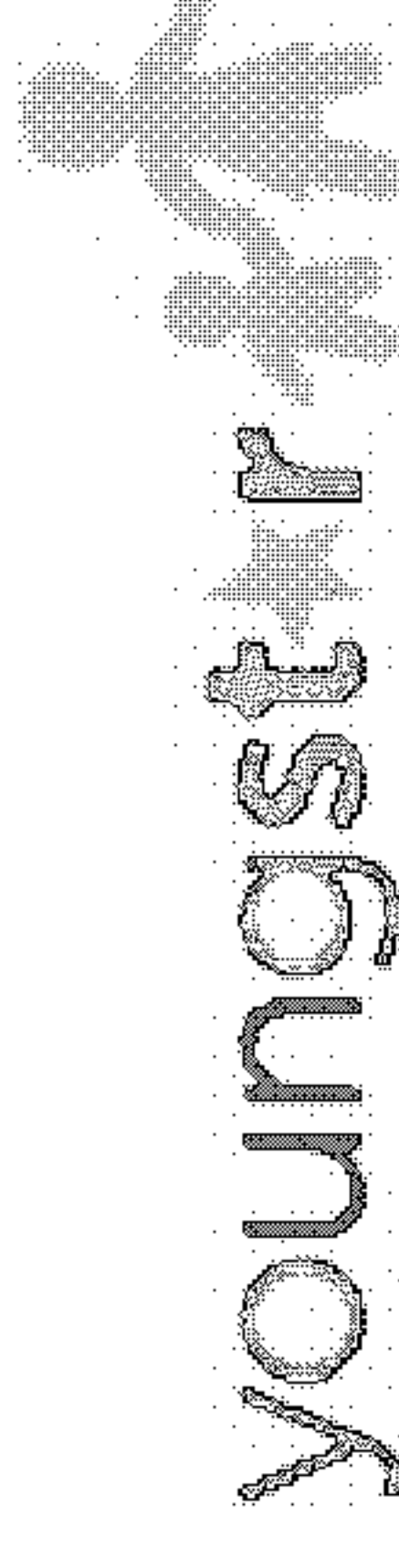
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



INTERACTION		Not Met	Meets	Better	Best	Not Applicable
Supervision appropriate for ages and abilities of children during play and learning	<input type="checkbox"/> Usually not sufficient <input type="checkbox"/> Most supervision is punitive or overly controlling <input type="checkbox"/> Not responsive to or involved with children	<input type="checkbox"/> Usually appropriate <input type="checkbox"/> Most supervision is non-punitive and control is exercised in a reasonable way <input type="checkbox"/> Actively supervises – other work interests do not take away from caregiving <input type="checkbox"/> Usually responsive and involved	<input type="checkbox"/> Consistently careful supervision <input type="checkbox"/> Shows awareness of the whole group even when working with one child or a small group <input type="checkbox"/> Reacts quickly to solve problems in a comforting and supportive way	<input type="checkbox"/> Usually acts to avoid problems before they occur <input type="checkbox"/> Talks to children about ideas related to their activities <input type="checkbox"/> Staff's input into learning is balanced with the children's need to explore independently		
Staff-child interactions	<input type="checkbox"/> Interactions are unpleasant, physical contact is not warm or responsive	<input type="checkbox"/> Few, if any, unpleasant interactions; no harsh verbal or physical staff-child interactions	<input type="checkbox"/> Participates in activities with children and shows interest in or appreciation of what they do <input type="checkbox"/> Shows respect for the children and responds sympathetically to help children who are upset, hurt, or angry <input type="checkbox"/> Uses frequent positive verbal and physical interaction with children throughout the day	<input type="checkbox"/> Is usually sensitive about children's feelings and reactions <input type="checkbox"/> Encourages the development of mutual respect between children and adults		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

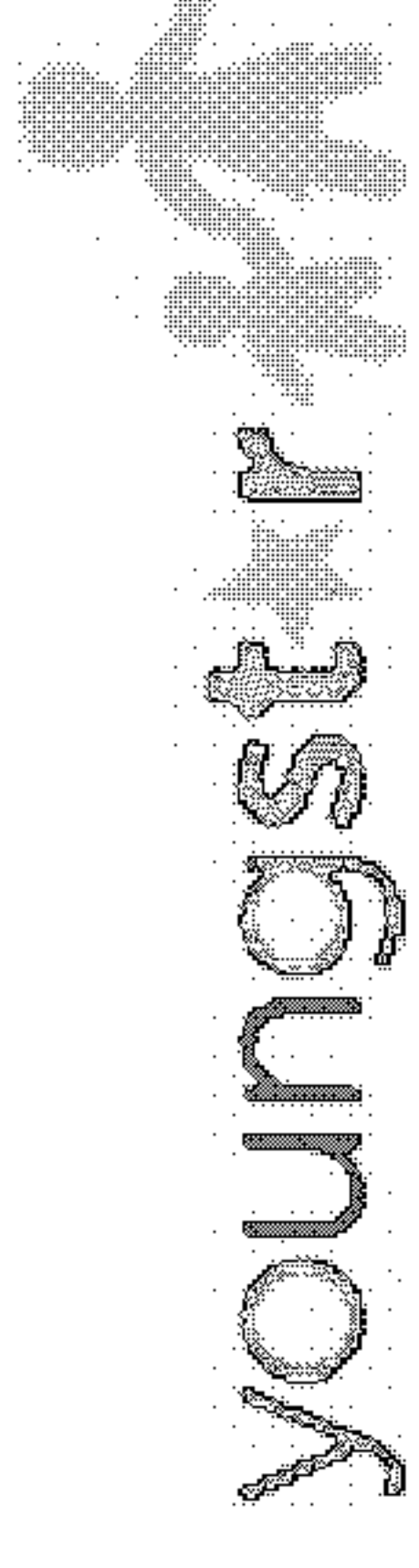
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



INTERACTION		Not Met	Meets	Better	Best	Not Applicable
Methods of discipline used by provider	<input type="checkbox"/> Physical punishment or severe methods used <input type="checkbox"/> So lax that there is little order or control	<input type="checkbox"/> Physical punishment or severe methods ever used <input type="checkbox"/> Usually maintains enough control to prevent problems – children hurting one another, endangering themselves, or being destructive	<input type="checkbox"/> Positive methods of discipline used effectively <input type="checkbox"/> Program is set up to avoid conflict and promote appropriate interaction <input type="checkbox"/> Attention frequently given when children are behaving well	<input type="checkbox"/> Helps children understand the effects of their actions on others <input type="checkbox"/> Actively involves children in solving conflicts and problems		
Discipline management by provider	<input type="checkbox"/> Physical punishment or severe methods used <input type="checkbox"/> So lax that there is little order or control	<input type="checkbox"/> Usually maintains enough control to prevent problems – children hurting one another, endangering themselves, or being destructive	<input type="checkbox"/> Positive methods of discipline used effectively <input type="checkbox"/> Program is set up to avoid conflict and promote appropriate interaction <input type="checkbox"/> Attention frequently given when children are behaving well	<input type="checkbox"/> Helps children understand the effects of their actions on others <input type="checkbox"/> Actively involves children in solving conflicts and problems		
Behavior expectations for age and developmental level of children by provider	<input type="checkbox"/> Usually inappropriate	<input type="checkbox"/> Realistic and with few, if any, exceptions	<input type="checkbox"/> Reacts consistently to children’s behavior	<input type="checkbox"/> Seeks advice from other professionals concerning behavior problems		
Interactions among children	<input type="checkbox"/> Not encouraged Interactions among children often negative	<input type="checkbox"/> Encouraged Most interactions among children are neutral or positive	<input type="checkbox"/> Staff consistently models good social skills	<input type="checkbox"/> Staff points out and talks about instances of positive social interaction among children or between adults and children		
Handling types of interactions by provider	<input type="checkbox"/> Ignore or handle harshly negative interactions among children	<input type="checkbox"/> Usually stops negative and hurtful interactions	<input type="checkbox"/> Facilitates positive peer interactions among children	<input type="checkbox"/> Initiates some appropriate activities that give children experience in working or playing together		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

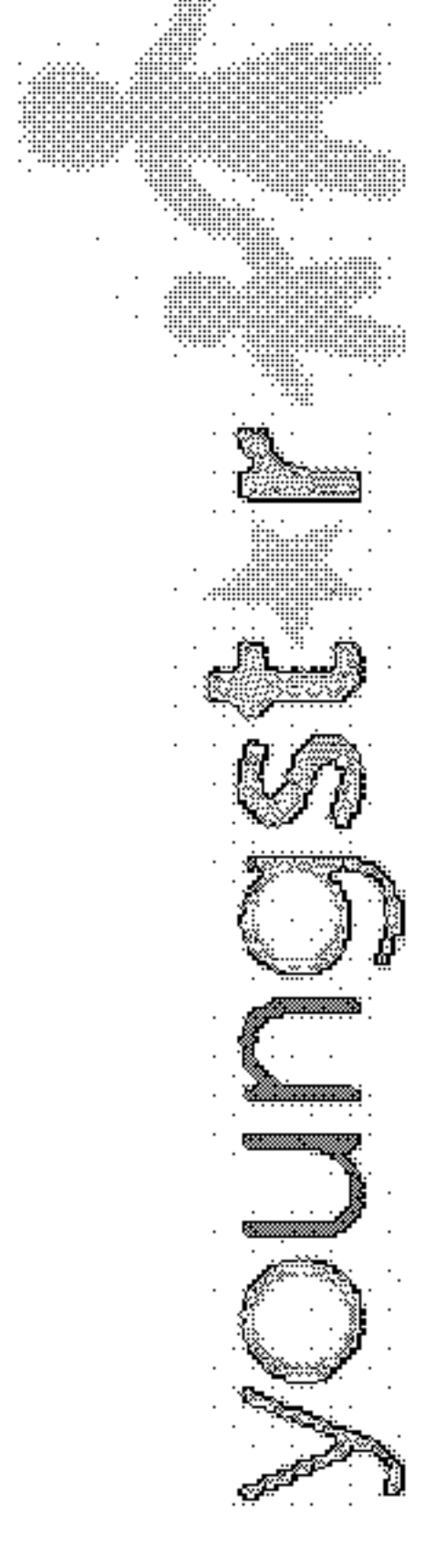
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



PROGRAM STRUCTURE		Not Met	Meets	Better	Best	Not Applicable
Schedule – how time is used	<input type="checkbox"/> Too rigid or too flexible – not satisfying needs of many children	<input type="checkbox"/> Basic schedule exists that is familiar to children and meets the needs of most children	<input type="checkbox"/> Individualized for infants, balance of structure and flexibility for older groups	<input type="checkbox"/> Staff can adjust so that the varying needs of group are met		
Balance of structure and flexibility	<input type="checkbox"/> Children’s routine needs are not met; Staff has no time to supervise children at play	<input type="checkbox"/> At least one indoor and one outdoor play period occurs daily <input type="checkbox"/> Both gross motor and less active play occur daily	<input type="checkbox"/> A variety of play activities occur each day – some initiated by provider <input type="checkbox"/> No long period of waiting during transitions between daily events	<input type="checkbox"/> Most transitions between daily events are smooth		
Opportunity for free play and amount of supervision	<input type="checkbox"/> <i>Either</i> little opportunity for free play <i>or</i> much of the day spent in unsupervised free play	<input type="checkbox"/> Free play occurs for at least one hour daily indoors <i>and</i> outdoors, weather permitting <input type="checkbox"/> Some supervision provided to protect children’s safety and to facilitate play	<input type="checkbox"/> Free play occurs daily for much of the day, some indoors and outdoors, weather permitting <input type="checkbox"/> Provider is actively involved in facilitating children’s play throughout the day	<input type="checkbox"/> Supervision used as an educational interaction		
Quantity of toys, materials and equipment provided for children to use in free play	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Adequate	<input type="checkbox"/> Ample and varied	<input type="checkbox"/> Materials added to stimulate interest during free play		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

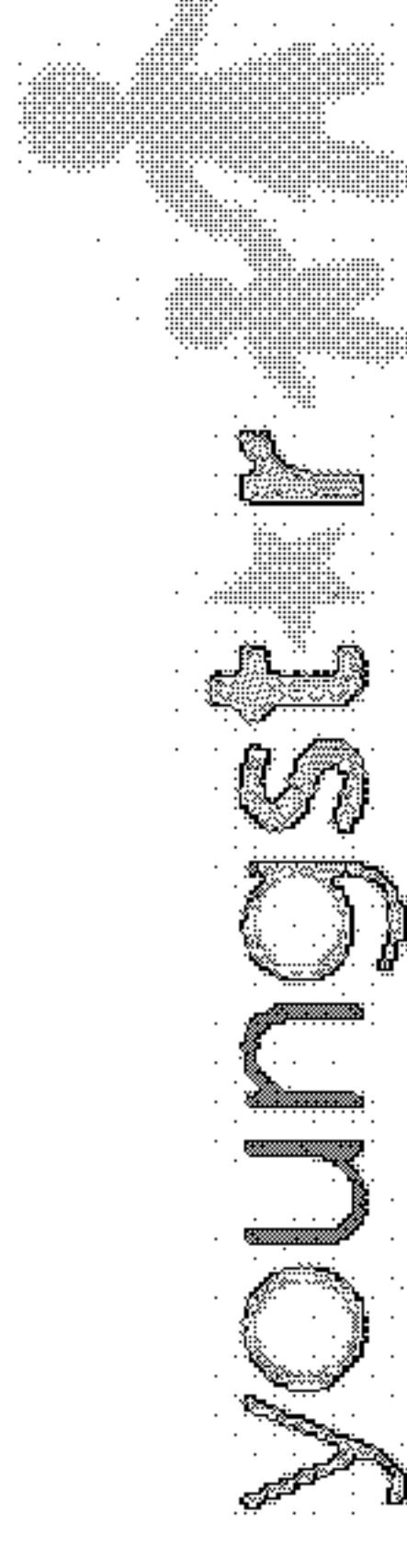
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



PROGRAM STRUCTURE		Not Met	Meets	Better	Best	Not Applicable
Group time	<input type="checkbox"/> Children usually kept together as a whole group	<input type="checkbox"/> Some opportunity for children to play individually, or be part of self-selected small groups	<input type="checkbox"/> Whole-group gatherings limited to short periods, suited to age and individual needs of children	<input type="checkbox"/> Whole-group activities are set up to maximize children's success		
Staff interaction during group time	<input type="checkbox"/> Very few opportunities to interact with individual children or small groups <input type="checkbox"/> When children do not participate well in whole group staff gets frustrated or upset	<input type="checkbox"/> Positive and acceptant with children during whole-group time	<input type="checkbox"/> Many play activities done in self-selected small groups or individually and provider engages in educational interaction	<input type="checkbox"/> Engages in educational interaction with small groups and individual children by guiding practice through conversations and introduction of new materials and resources to the program		
Activities done in whole group	<input type="checkbox"/> Usually inappropriate for children	<input type="checkbox"/> Usually appropriate	<input type="checkbox"/> Alternative activities are accessible for children not participating in whole-group activity	<input type="checkbox"/> Engages in educational interaction with the whole group		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



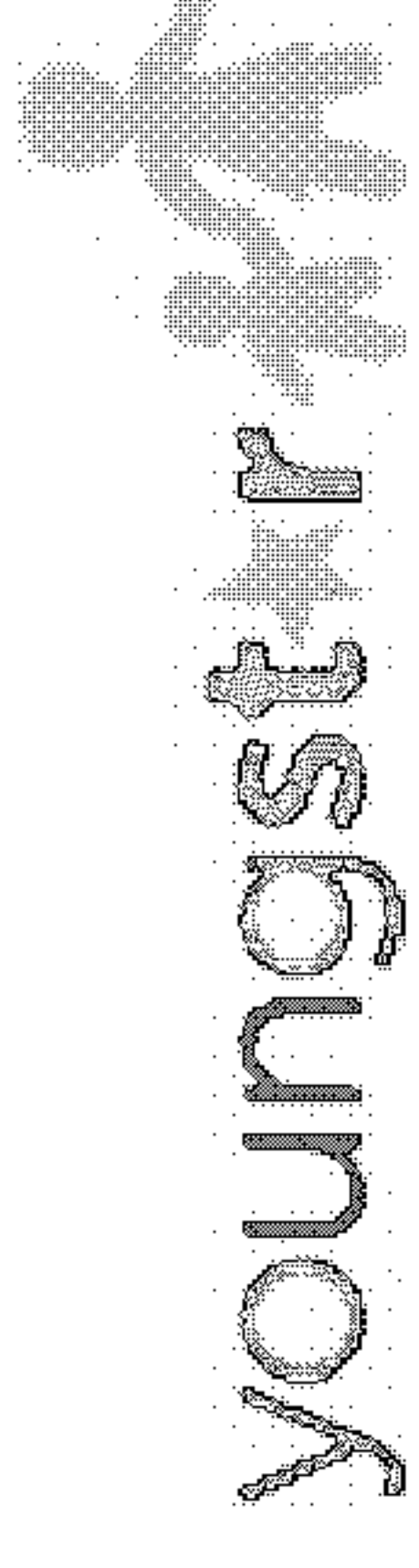
NOTE: This section is assessed only if there is a child in the group with an identified and diagnosed disability

PROVISIONS FOR CHILDREN WITH DISABILITIES		Not Met	Meets	Better	Best	Not Applicable
Information from available assessments	<input type="checkbox"/> Assessing children's needs or finding out about available assessments	<input type="checkbox"/> Staff has information from available assessments	<input type="checkbox"/> Staff follows through on recommended activities and interactions by other professionals	<input type="checkbox"/> Most of the professional intervention is carried out within the regular activities of the home		
Modifications made to meet the needs of children with disabilities	<input type="checkbox"/> Attempts to meet children's special needs are difficult to meet	<input type="checkbox"/> Minor modifications made to meet needs of children with disabilities	<input type="checkbox"/> Environment, program, and schedule modifications made so children can participate in many activities with others	<input type="checkbox"/> Children with disabilities are integrated into the group and participate in most activities		
Involvement of parents in helping staff understand children's needs or in setting goals for the children	<input type="checkbox"/> No involvement	<input type="checkbox"/> Some involvement	<input type="checkbox"/> Parents frequently involved	<input type="checkbox"/> Staff contributes to individual assessments and intervention plans		
Children with disabilities are involved with the other children	<input type="checkbox"/> Very little involvement with the rest of the group	<input type="checkbox"/> Some involvement in ongoing activities with other children	<input type="checkbox"/> Children participate in many activities with others	<input type="checkbox"/> Children with disabilities are integrated into the group and participate in most activities		

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

Compiled self-assessment checklist adapted from: Early Childhood Environment Rating Scale-Revised Edition, 2007 and Infant/Toddler Environment Rating Scale – Revised Edition. Thelma Harms, Debby Cryer, Richard M. Clifford, Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill.

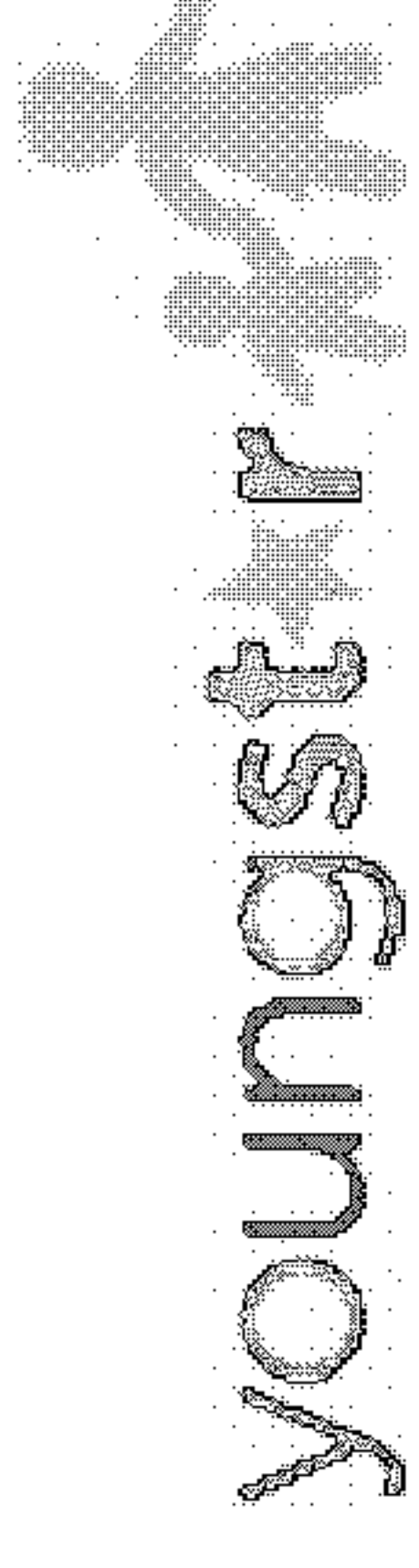
SELF-ASSESSMENT TOOL – GROUP CHILD CARE



HUMAN RESOURCE POLICIES and PRACTICES

This section is to be used as guidelines for assessing or developing policies and practices for employees.	YES	NO	COMMENTS
Confidentiality of all staff information is maintained.			
Center has a salary scale that is: <ul style="list-style-type: none"> distributed and available to employees identifies different levels of pay for different levels of education reviewed annually 			
Center staff receives an annual cost-of-living increase (reflected in increased fees) or other new sources of revenue.			
Center has a written center-parent contract that specifies: <ul style="list-style-type: none"> if all contracted hours are paid for in full, regardless of child's attendance fees are paid in full when program has an unexpected closure due to inclement weather days. 			
Staff is paid no less than the regular rate of pay for both direct care of children and other work that supports the care of children (staff meetings, planning time, conferences, paid leave, etc.)			
All work by staff that is over 40 hours per week is paid at the overtime rate of time and a half.			
Full-time employees receive 50 – 70% employer-paid health insurance. Part-time employees receive pro-rated.			
A salary package of up to 5% is offered for vision, life, dental, short/long term disability insurance, child care and family member health coverage.			
Staff can contribute to a pension plan which equals 2% of salary and includes option for employee contributions.			
Staff receive a minimum of 8 holidays paid each year as determined by staff and employers together. Holidays that fall on a weekend, the day before or after is the paid holiday.			
Staff receives at least twelve (12) paid days off per year. <ul style="list-style-type: none"> Sick or personal days <ul style="list-style-type: none"> Sick days can be used to take care of sick family members. Up to one year's unused sick days can be carried over to the following year. 			
Employees accrue vacation time: <ul style="list-style-type: none"> during the first year of employment of at least 5 days per year during second through fourth year, at least 10 days per year after five year, 15 days per year Up to 5 days of vacation time can be carried over to the following year Part-time employees earn pro-rated vacation days 			
Written policies describe conditions for unpaid leave of absences by employees.			
Unpaid leave of up to 8 weeks is allowed each year for birth or adoption of a child, acceptance of a foster child, or employee or family member illness. Continued health coverage for employee is guaranteed and return to the job at the same rate of pay and benefits prior to leave.			
Staff receive a copy of written job description and evaluation procedures and tools before beginning employment. <ul style="list-style-type: none"> Also, staff disciplinary policies, program policies, expectations for staff involvement with parents, community events and other activities Changes in policies and procedures allow staff input before changes are implemented. Supervision is individualized and staff receive clear expectations about job performance. 			
Job descriptions are: <ul style="list-style-type: none"> Accurate, specific, reviewed regularly and staff have input for revisions, include minimum qualifications for position. 			

SELF-ASSESSMENT TOOL – GROUP CHILD CARE

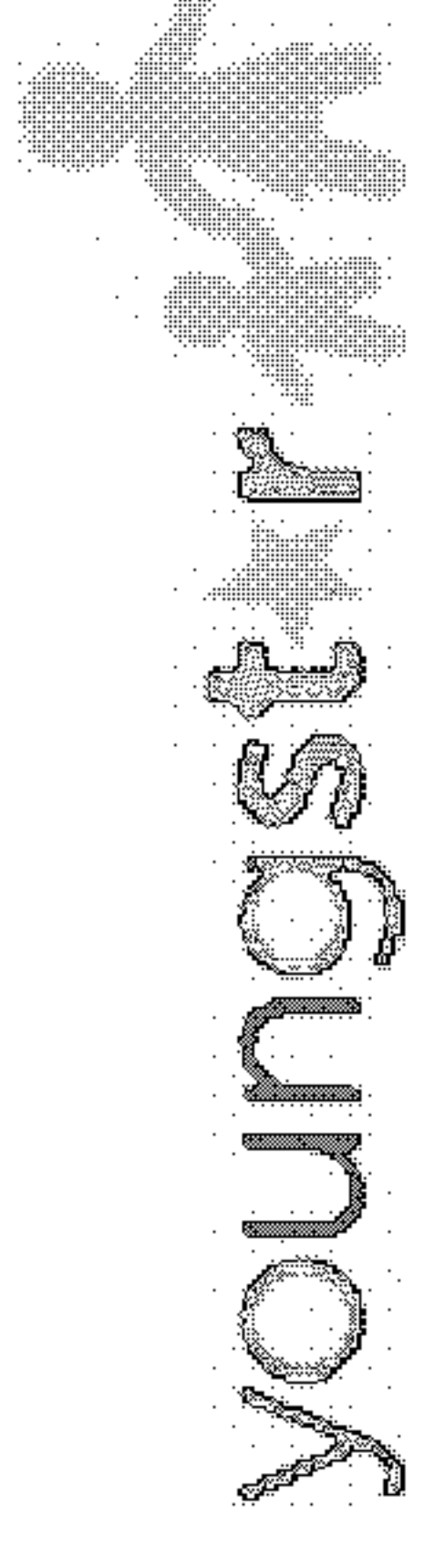


PROFESSIONAL DEVELOPMENT

This section is to be used as guidelines for assessing scheduling, communication, professional development and support.	YES	NO	COMMENTS
Work schedule and classroom coverage are given at time of hire. <ul style="list-style-type: none"> Classroom assignments are stable – no daily changes with child attendance changes 15 minute breaks for each 4-hour period are scheduled 30 minute lunch breaks are offered – covered by consistent staff 			
When changing work schedules: <ul style="list-style-type: none"> staff input is sought for temporary changes two weeks' notice is given for permanent changes staff's child care needs are considered when assigning classroom 			
Staff receive two (2) hours of paid planning time a week. Used for observation and assessment, curriculum planning, staff collaboration, committee work, preparation of materials, etc.			
For long-range planning and physical environment reconditioning, the program closes for at least one (1) day each year.			
Paid staff meetings are held at least once per month to support an effective communication system so that all staff can be informed on policies, events, procedures, and to work collaboratively together.			
Decision making and problem solving is a team practice. Staff can identify priorities to meet goals and share vision and program philosophy.			
Participation in continuing education. Professional development time may be used for state-mandated training, credit-based courses, professional conferences, observation time in other child care programs, and/or release time for early care and education advocacy activities.			
Staff participation in ongoing diversity training with a focus on working with both adults and children.			
Program budget has annual fund for professional development expenses.			
<ul style="list-style-type: none"> Budget covers cost of training and expenses to attend training. Staff have a minimum of twenty-five (25) hours of paid professional time each year 			
Staff have opportunity for recognition and reward to achieve higher levels of formal education and grant programs or other programs.			
An assessment of program quality is done annually with parent feedback. Center uses results to plan professional development activities.			
A peer/mentor support network (informal or formal) is available to engage in problem-solving with peers to benefit from experience and encouragement.			
Staff participates in a professional association, support group or early childhood organization.			
Staff is aware of community supports to enhance professional development.			

Identified Areas for Improvement / Brainstorming	Person Responsible	Resources Needed	Target Date of Completion

SELF-ASSESSMENT TOOL – GROUP CHILD CARE



Compiled self-assessment checklist adapted from: Creating Better Child Care Jobs: Model Work Standards for Teaching Staff in Center-Based Child Care. Center for the Child Care Workforce. (1999). Washington, D.C.

Appendix 17

Wisconsin Cross-Department Professional Development Infrastructure

The WMELS infrastructure has build a basic foundation to provide professional development to those touching the lives of children from birth to 1st grade. This structure is designed to reach those in home visiting, child care, Head Start, 4 and 5 year old kindergarten, IDEA services, and others. The components support state level development, regional coordination, and local implementation. Wisconsin is poised to expand this structure to provide a consistent approach to early learning professional development by expanding this infrastructure. Key components of the structure include:

- A strong licensing and certification structure as described in section D.
- Utilization of the Registry system and a commitment to improve the systems for cross sector utilization, see section A. commitment to the promotion of evidence based professional development practices including community of practice (CoP), coaching, mentoring, reflective practices, on-line networks, and/or others. For example those promoted through the WI DPI State Professional Development Model.
- Designed to promote cross system professional development on the state, regional, and local level, training modules are intended for cross sector audiences and provided through trainers from more than one system.
- A state level process and content coaches assure the standards and training material and support evidence based practices among the 3 state departments.
- Regional Collaboration Coaches coordinate regional training schedules, host trainer community of practices, and support regional professional development planning.
- A structure for training delivery and communities of practice with the approve trainers.

Appendix 18 Content Specific and Targeted Training Modules

Existing and Proposed Professional Development Modules: Working Draft							
Content Area	Status	Registry	Delivery	Trainer Structure	TA Practice	Material Access	Specific Responsibility /Alignment
WMELS	Trainings across the state for child care, Birth to 3, Preschool, Head Start, 4K, 5K Cross sector as well as specific sector trainings are taking place throughout the state. All trainings follow the 2011 Training Guide with fidelity.	yes	2011 Training Guide contains Activities, Handouts, Power Point Materials for 15 hour training.	80 State Approved Trainers ECAC funds to support mentors for trainer candidates in process of becoming an Approved Trainer	Process Coach provides ongoing support to Approved Trainers and Regional Coaches Regional Coaches provide ongoing support to Approved Trainers and for CoP networking meetings	WECCP Website provides access to complete 2011 Training Guide and related information needed to provide and support trainings. WECCP Website contains documents related to Approved	Braided Funding Teams & Assessment Center

Knowledge: Early Math										
Target Cross Domain Content addressing special needs:										
Screening and Assessment	Project specific efforts within each program: YoungStar, IDEA Part B, IDEA Part C, 4K, 5K, Project Launch, & others	some	Not consistent. ECAC focus to align systems						Healthy Children Committee and Standards and Assessment Center	
Community Partnerships and 4K	Included in Braided funding activities								DPI Policy Bulletin websites	DPI
Dual Language Learners	IDEA Part B project to develop modules									
Serving children with disabilities in community settings	IDEA Part B funded									

Family outreach and partnerships									
Serving children who are homeless and in poverty	Preliminary structure exists	for a community based content and networking for school, Head Start, community shelters and organization	Coach						

Notes: Licensing and certificate programs are not included in this infrastructure

Epstein's Framework of Six Types of Involvement
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TYPE 1 PARENTING Help all families establish home environments to support children as students.
Sample Practices
<ul style="list-style-type: none"> • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • Family support programs to assist families with health, nutrition, and other services. • Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.
Challenges
<ul style="list-style-type: none"> • Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • Enable families to share information with schools about culture, background, children's talents and needs. • Make sure that all information for and from families is clear, usable, and linked to children's success in school.
Redefinitions
<ul style="list-style-type: none"> • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.</i>
Results for Students
<ul style="list-style-type: none"> • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school.
Results for Parents
<ul style="list-style-type: none"> • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents.
Results for Teachers
<ul style="list-style-type: none"> • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development.

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<p>TYPE 2 COMMUNICATING</p> <p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Conferences with every parent at least once a year, with follow-ups as needed. • Language translators to assist families as needed. • Weekly or monthly folders of student work sent home for review and comments. • Parent/student pickup of report card, with conferences on improving grades. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions.
<p>Challenges</p> <ul style="list-style-type: none"> • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications. • Consider parents who do not speak English well, do not read well, or need large type. • Review the quality of major communications (newsletters, report cards, conference schedules, and so on). • Establish clear two-way channels for communications from home to school and from school to home.
<p><i>Redefinitions</i></p> <ul style="list-style-type: none"> • <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress.

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TYPE 3 VOLUNTEERING Recruit and organize parent help and support.
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • School and classroom volunteer program to help teachers, administrators, students, and other parents. • Parent room or family center for volunteer work, meetings, resources for families. • Annual postcard survey to identify all available talents, times, and locations of volunteers. • Class parent, telephone tree, or other structures to provide all families with needed information. • Parent patrols or other activities to aid safety and operation of school programs.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome. • Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. • Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Readiness to involve families in new ways, including those who do not volunteer at school. • Awareness of parents' talents and interests in school and children. • Greater individual attention to students, with help from volunteers.

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<p>TYPE 4 LEARNING AT HOME</p> <p>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</p>
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Information for families on skills required for students in all subjects at each grade. • Information on homework policies and how to monitor and discuss schoolwork at home. • Information on how to assist students to improve skills on various class and school assessments. • Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. • Calendars with activities for parents and students at home. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives <i>students</i> responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</i> • <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support.

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TYPE 5 DECISION MAKING Include parents in school decisions, developing parent leaders and representatives.
Sample Practices
<ul style="list-style-type: none"> • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • Independent advocacy groups to lobby and work for school reform and improvements. • District-level councils and committees for family and community involvement. • Information on school or local elections for school representatives. • Networks to link all families with parent representatives.
Challenges
<ul style="list-style-type: none"> • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. • Include students (along with parents) in decision-making groups.
Redefinitions
<ul style="list-style-type: none"> • <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i> • <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i>
Results for Students
<ul style="list-style-type: none"> • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students.
Results for Parents
<ul style="list-style-type: none"> • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies.
Results for Teachers
<ul style="list-style-type: none"> • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles.

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<p>TYPE 6</p> <p>COLLABORATING WITH COMMUNITY</p> <p>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Information for students and families on community health, cultural, recreational, social support, and other programs or services • Information on community activities that link to learning skills and talents, including summer programs for students. • Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. • Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others). • Participation of alumni in school programs for students.
<p>Challenges</p> <ul style="list-style-type: none"> • Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities. • Inform families of community programs for students, such as mentoring, tutoring, business partnerships. • Assure equity of opportunities for students and families to participate in community programs or to obtain services. • Match community contributions with school goals, integrate child and family services with education.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.</i> • <i>"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.</i> • <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Increased skills and talents through enriched curricular and extracurricular experiences. • Awareness of careers and of options for future education and work. • Specific benefits linked to programs, services, resources, and opportunities that connect students with community.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services • Interactions with other families in community activities. • Awareness of school's role in the community and of community's contributions to the school.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Awareness of community resources to enrich curriculum and instruction. • Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices. • Knowledgeable, helpful referrals of children and families to needed services.

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