# Point Detail Report

## Provider Details

| | | |
|---|---|---|
| **Provider #** | 0000557990 | **CARING CENTER LTD** |
| **Location #** | 001 | 402 W Verona Ave |
| **Facility #** | 120024 | Verona WI 53593 |
| **Categories** | Licensed Group | Dane County (Southern Region) |
| **Contact Name** | REGINA KANE | |
| **Rating Track** | Group - Track 2 | |

## Rating Summary

18 Points Out Of 40 Points Maximum

Rating Calculate 10/16/2016

Rating Process : Technical Rating (2015 Criteria Version)

| Category | Points Earned | Possible Points |
|---|---|---|
| **Education and Training** | **8** | **15** |
| **Learning Environment and Curriculum** | **3** | **13** |
| **Business and Professional Practices** | **5** | **7** |
| **Health and Wellness** | **2** | **5** |

## Rating Details

| Quality Indicator | Explanation | Achieved | Points Earned | Possible Points |
|---|---|---|---|---|
| | **Education and Training** | | | |
| A.1) | **Lead Teachers with 6 related credits for 50% of all classrooms - Required for 3 Stars** | ✓ | **2** | **9** |
| A.2) | **Director has Bachelor's degree (related) and Administrator Credential or Master's degree or higher** | ✓ | **6** | **6** |
| **Total :** | | | **8** | **15** |

youngstar

WISCONSIN DEPARTMENT OF CHILDREN AND FAMILIES

# Point Detail Report

**Rating Details**

| Quality Indicator | Explanation | Achieved | Points Earned | Possible Points |
|---|---|---|---|---|
| | **Learning Environment and Curriculum** | | | |
| B.1.1) | **Self-assessment of program is performed - Required for 3 Stars** | ✓ | 1 | 1 |
| B.1.2) | **Quality Improvement Plan that is informed by the self-assessment is developed in accordance with authentic quality improvement tool** | ✓ | 1 | 1 |
| B.1.3) | **Quality Improvement Plan is verified by outside independent entity OR at least two additional hours of time is spent working with a Professional Development Approval System-approved Technical Consultant on an item from the program's Quality Improvement Plan** | | 0 | 1 |
| B.2.1) | **At least 50% of Lead Teachers/Group Leaders have received training in the Wisconsin Model Early Learning Standards (WMELS) or the Wisconsin Afterschool Network School-Age Curricular Framework** | ✓ | 1 | 2 |
| B.2.2) | **Program's curriculum is aligned with Wisconsin Model Early Learning Standards (WMELS) and/or Wisconsin Afterschool Network School-Age Curricular Framework if school-age children are enrolled** | | 0 | 1 |
| B.3.1) | **Program uses individual child portfolios to document child's development and plan for effective activities** | | 0 | 1 |
| B.3.2) | **Program uses intentional planning to improve child outcomes including the use of individual child assessment tools** | | 0 | 1 |
| B.3.3) | **Program tracks individual child outcomes through the use of portfolios, lesson plans and individual child assessments** | | 0 | 1 |
| **Total :** | | | 3 | 13 |

Note : Programs that choose a Technical Rating do not have an Environment Rating Scale (ERS) performed on them. Therefore, they are only eligible to earn up to 9 points in the Learning Environment and Curriculum category and 36 points overall.

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**Rating Details**

| Quality Indicator | Explanation | Achieved | Points Earned | Possible Points |
|---|---|---|---|---|
| | **Business and Professional Practices** | | | |
| C.2.1) | **Program demonstrates all of the following: ongoing annual line-item budget; review of their budget; high quality record-keeping practices; and accurate and timely completion of taxes - Required for 3 Stars** | ✓ | 1 | 1 |
| C.2.2) | **Program has a written copy of their employment policies and procedures which includes all of the following: job descriptions and hiring practices; personnel policies; salary/benefit schedules; evaluation procedures; staff disciplinary policies; grievance procedures; program policies and staff expectations - Required for 4 Stars** | | 0 | 1 |
| C.2.3) | **Program offers evidence of using Model Work Standards for administration of business including hiring, staffing and business planning - Required for 5 Stars** | | 0 | 1 |
| C.3.1-5) | **Professional Development - Optional Points. If two or more of the following practices are verified, center receives one point** | ✓ | 1 | 1 |
| | Annual staff evaluation plan includes professional development goal-setting. | ✓ | | |
| | Program offers staff access to professional development funding to cover the cost of training opportunities that meet the goals of the individual staff person's professional development plan | ✓ | | |
| | Program offers staff access to professional resource materials available on-site | ✓ | | |
| | Director or Administrator has an active membership in a professional association focused on early care and education or school-age (if applicable) | | | |
| | Program has a 75 percent or higher retention rate of well educated (Associate's degree or higher) Lead Teachers and Program Administrators over three-year period | ✓ | | |

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**Rating Details**

| Quality Indicator | Explanation | Achieved | Points Earned | Possible Points |
|---|---|---|---|---|
| C.4.1-4) | **Staff Benefits - Optional Points. If two or more practices are verified, program receives one point** | ✓ | 1 | 1 |
| | Program provides access to health insurance with an employer contribution of 25% or more for full-time employees | ✓ | | |
| | Program provides access to a pension/retirement plan with employer contribution for full-time employees | ✓ | | |
| | Lead teaching staff has paid time off equivalent to 18 or more days annually | ✓ | | |
| | Program conducts all-staff meetings once per month and Lead Teaching staff have 2 hours paid planning time per week | ✓ | | |
| C.5.1-6) | **Parent/ Family Involvement - Optional Points. If three or more practices are verified, program receives two points.** | ✓ | 2 | 2 |
| | Program does all of the following: (a) A written description of the program's philosophy is available to all families; (b) materials and resources are available in a process or communication style that meets the needs of families; (c) orientation opportunities are available to all families prior to enrollment; and (d) parents are encouraged to observe program | ✓ | | |
| | Families have an opportunity to provide input on program policies and procedures and the program provides the opportunity for parents to be on an advisory committee/parent board membership | | | |
| | Parent conferences are held at least annually and more often if needed to discuss children's progress | ✓ | | |
| | Program provides evidence of frequent, regular, on-going communication between staff and families so as to convey trust and respect, and to help ensure smooth transitions from home to program, or one program to another; communication occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates. If there are children in the program that attend school, communication between staff and school staff helps ensure smooth transitions from school to program and program to school. | ✓ | | |
| | Parent and family outreach, educational and social opportunities are available at least twice annually | ✓ | | |
| | 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 | ✓ | | |
| **Total :** | | | 5 | 7 |

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|---|---|---|---|---|
| | **Health and Wellness** | | | |
| D.1.1) | **Program must either participate in the Child and Adult Care Food Program (CACFP) or serve meals and snacks that meet CACFP guidelines. The program must also have policies and procedures to address children's allergies and accommodate dietary restrictions - Required for 3 Stars** | ✓ | 1 | 1 |
| D.1.2) | **Program provides at least 60 minutes of physical activity per day. Note: The sixty minutes is prorated for programs that operate for fewer than eight hours per day.** | | 0 | 1 |
| D.1.3) | **At least 50% of Lead Teachers and Director have received training in social and emotional competence or inclusion practices** | ✓ | 1 | 2 |
| D.1.4) | **At least 50% of Lead Teachers/Director are trained in protective factors around working with parents through the Strengthening Families Initiative 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** | | 0 | 1 |
| **Total :** | | | 2 | 5 |