

YoungStar
Frequently Asked Questions
April 13, 2012

Note: Recently added question and answers are highlighted in light blue.

YoungStar is a five-star quality rating and improvement system for child care and school-age care providers based on education, learning environment & curriculum, business & professional practices and the health and well-being of children. Through this rating system the state will address several key issues in Wisconsin's child care system. It will:

- Improve the overall quality of child care
- Create multiple pathways to professional development opportunities and better quality for child care programs and centers
- Focus on improving outcomes for children
- Create a clear, understandable tool for parents to choose quality child care
- Create incentives and provide support for programs to improve services, particularly for low-income children
- Improve accountability for the Wisconsin Shares system

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- 3-L. Why do group child care centers have higher point rating expectations than family child care? Wouldn't family child care easily attain a higher rating compared to group child care due to fewer requirements?
- 3-M. Are you looking at doing state rewards outside the Shares program as an incentive? To have to do college courses in order to be viewed as a five-star, in my busy day taking care of the children, would be hard for me! I have no WI Shares people for state assistance. I can only charge parents so much before they can't afford to go to work. How will this actually benefit me?
- 3-N. Does being licensed vs. certified increase your score?
- 3-O. Are you going to practice Young Star Program on centers?
- 3-P. What is meant by optional points and where are they described?
- 3-Q. How will providers prove that they have met the requirements for some of the points? Will documentation need to be provided?
- 3-R. Could a program that does not serve families who receive Wisconsin Shares go through YoungStar training and assessment, then decide to opt out? Or could a program quit YoungStar at a future date if they don't have any Wisconsin Shares families enrolled?

4. Accreditation

- 4-A. What is accreditation?
- 4-B. How will programs accredited by the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), the National Association for Family Child Care (NAFCC), the Council on Accreditation (COA) or the City of Madison, or programs meeting Head Start Performance Standards earn points in this system?
- 4-C. NAEYC accreditation requires that 75% of teachers are working toward an Associate Degree and the five-star requirement for education is that all Lead Teachers have Associate Degrees, why aren't the standards the same?
- 4-D. If you are accredited by NAEYC, do you still have to have the ECERS-R/ITERS-R review?!
- 4-E. Do NAEYC accredited centers need to supply a person who is trained in the Pyramid Model?
- 4-F. Centers can go through NAC accreditation after six months, so, if they receive NAC accreditation, would they be eligible to receive a five-star rating before the requirement of being in operation for one year under the new license?

5. Regulatory Compliance

- 5-A. How is Regulatory Compliance defined?
- 5-B. Will programs receive additional points if they remain in compliance over a set period of time?
- 5-C. Will the number of licensors increase with YoungStar implementation?
- 5-D. If there is a complaint regarding a regulated child care program, where should it be directed?
- 5-E. Will licensors be involved in determining the star rating of a center?

6. Training and Educational Qualifications

- 6-A. Why are teacher qualification points based on the whole center rather than each individual teacher receiving points for the center? A center would not move past three points if one teacher does not have the credits. Example: I have a lead teacher with hours and hours of education and over 10 years of experience but no college credits; therefore my center would not receive more than three points though I have a majority of staff with Bachelor's Degrees.
- 6-B. Are we going to have to do college courses in order to get a five-star rating? I feel my daycare is run professionally both in the business area and for the children. How will I be able to keep the standards I have if I have to take time to finish college classes? It will take the time I have set aside for our curriculum and force me to work on college credits instead.
- 6-C. Who verifies credentials for Wisconsin child care workforce?
- 6-D. What is the verification process for teacher and director educational qualifications?
- 6-E. Is a GED considered equivalent to a high school diploma in YoungStar?
- 6-F. Do the teacher/director qualifications have to be in early childhood education?
- 6-G. How will the education of a teacher be counted if s/he works in more than one classroom? Will it be counted for each classroom?
- 6-H. Will assistant teacher education be used when calculating points for the education qualifications?
- 6-I. What is the significance of the CDA? Will it need to be current?
- 6-J. What if a teacher in a small, part-time program serves as both the Director and the Lead Teacher?
- 6-K. How will a teacher/provider with a one-year diploma in early childhood fit into the provider qualifications section?
- 6-L. How will the education levels of lead teachers/ providers who are currently completing a credit-based educational program be viewed?

¹ Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

- 6-M. Is participation on The Registry a requirement for all lead teachers and directors?
- 6-N. I have a DPI license and was told by licensing that I was not required to have a current Registry certificate. Will I still have to get a current certificate for YoungStar?
- 6-O. Will it be a requirement to renew The Registry certificate each year?
- 6-P. What happens if a teacher leaves a center and begins working at a new program?
- 6-Q. What if turnover occurs just before or after a rating occurs?
- 6-R. What is the cost to apply for a Registry Certificate?
- 6-S. Are grants available to teachers/providers to complete higher education?
- 6-T. Does education really relate to quality infant care?
- 6-U. If my center is looking at training, would it be wise to consider credit-based options?
- 6-V. Who is the lead teacher when two teachers share a classroom, one working two days a week and the other working three days a week?
- 6-W. If you are recognized as an Administrator for a program in The Registry, is it true that you must earn an Administrator Credential? How does Administrator Credential apply to YoungStar?
- 6-X. How will programs that operate more than one shift have teacher qualifications recognized for YoungStar point calculations?
- 6-Y. Are there micro-grants to cover the cost of getting Registry Certificates? My center has almost 100 teachers.
- 6-Z. What is the YoungStar policy on religious and cultural materials?
- 6-AA. If a child care program/provider earns more points in the educational qualifications than the minimum points required to be at a certain star level, can the additional points above the required minimum be counted as optional points?
- 6-BB. If a director/provider/lead teacher earns a degree, does their YoungStar rating go up and what is the process for this to happen?

7. On-site Assessment and Observation

- 7-A. Will prior notification to schedule an appointment be given to programs in advance of program observation to assess quality indicator points?
- 7-B. How often will on-site ratings occur?
- 7-C. How will child care programs request a star observation rating?
- 7-D. What observation tool will be used for family child care programs?
- 7-E. How will observation ratings be accomplished?
- 7-F. How is curriculum planned and delivered in programs serving infants and toddlers and how will program observation occur?
- 7-G. What qualifications must a person have to become a Technical Consultant or an observation rater in a child care program?
- 7-H. Who is considered an independent observer that can verify a quality improvement plan?
- 7-I. Which programs will get a formal ECERS/ITERS/FCCERS-R rating with observation? Will a group center get to choose which classrooms are observed?
- 7-J. If a program has not been in business for a full year, can they receive a Formal Rating with Observation?
- 7-K. Can a YoungStar rating at one address be transferred to relocate to a new address?
- 7-L. When a program closes, is a withdrawal of application needed?
- 7-M. Is the provider required to submit a new application if they move to a new address?
- 7-N. What is the process for programs/providers to receive technical consultation when a program is moving?
- 7-O. Can accreditation at one address be transferred to relocate to a new address?
- 7-P. If the date for a move has not been determined (e.g., a program/provider haven't signed a lease yet; the building is still being constructed; or the renovations to the existing building that program/provider is moving to does not have a "definite" move date), will technical consultation continue as if a program is not moving?
- 7-Q. Is there a cut-off date for YoungStar purposes by which programs have to determine if they are moving to a new site in order to be given an accurate YoungStar rating?
- 7-R. If a part of the program is moving in June but another part of the program is not moving until September or later, what are the requirements?

8. Learning Environment and Curriculum

- 8-A. How will the person who comes into the child care program understand what a quality program looks like?
- 8-B. How will you verify that the center has completed full Wisconsin Model Early Learning Standards (WMELS)/School-Age Curricular Framework (SACF) and has implemented a curriculum aligned with WMELS/SACF?
- 8-C. How will the Wisconsin Model Early Learning Standards, School-Age Curricular Framework and cross discipline training opportunities be reflected within the program score?
- 8-D. Will we be required to use a certain curriculum?
- 8-E. What if a center has already had an ECERS-R done on its program?

- 8-F. Define smaller teacher ratios. What is the suggested class size? Will YoungStar require child-teacher ratios to become smaller?
- 8-G. What exactly will you look for when it comes to the space and furnishings?
- 8-H. In our 2 to 3 year old classroom, most children are 2 – 2 ½ in the fall and 2 ½ to 3 years old by spring. Will the observation rater use the ECERS-R or ITERS-R scale in that classroom?
- 8-I Public schools use set curriculum, set standards, and set assessment tools from pre-K through 12th grade. Will YoungStar be tied to uniform curriculum, evaluative outcomes, and getting children ready for school?

9. Business and Professional Practices

- 9-A. Are PAS & BAS rating scales relevant to family child care centers or are they specific to group facilities and their business practices?
- 9-B. Is there a format that has to be followed to meet the criteria of each section? Do I have to state it in a certain way to meet the criteria? An example would be the staff salary. Is there a certain amount of detail that has to go into it or will I meet the criteria if I have a salary range listed in my employee handbook for each position?
- 9-C. Will health care insurance now be available to child care teachers and providers?
- 9-D. How were the standards for holiday, sick, vacation and other leave time developed?
- 9-E. Will parent satisfaction surveys be utilized as an indicator to receive points for a program?
- 9-F. How will a program compensate higher educated staff at current program prices?
- 9-G. Can paid sick time be considered a professional practice that can earn a point in this quality indicator?
- 9-H. Will part-time programs have to meet the same quality criteria in order to receive points in the professional practices component areas of full time benefits, etc?
- 9-I. Will programs receive points for parent involvement activities?
- 9-J. What professional organizations are counted toward the optional point for “Membership in a professional association focused on early care and education”?
- 9-K. If my program is part of a larger organization and I don’t have an individualized budget, can I still earn the point for having a budget?

10. Child Health and Well-Being

- 10-A. Will programs that serve healthy meals and snacks, but do not participate or are not eligible to participate in the CACFP, be eligible to receive a point?
- 10-B. Are programs that are trained to serve children with physical, developmental, or social and emotional special needs eligible to receive increased points?
- 10-C. Are there any requirements for teacher training in special education? Child care centers need to have staff prepared to work with children across a spectrum of special needs. The star rating could assist districts in knowing if there is qualified staff in that center.
- 10-D. I have a DPI certification in adaptive education with numerous credits in inclusion and children with special needs. How do I get that approved for a credit-based inclusion training as an equivalency to the Pyramid Model? Does this approval mean I am an internal coach? I would like examples of who an external coach is. I understand what one is; but how do I get one?
- 10-E. What specific training is required to meet the social and emotional quality indicator in the Health and Child Wellness area: “Lead teacher or director with credit-based inclusion training, completion of the Center for the Social and Emotional Foundations for Early Learning Pyramid Training Model, or verified equivalency to either of these credentials”?
- 10-F. It was stated that centers should have both an internal coach and an external coach for the Pyramid Model. Are there trainings available for internal coaches? How will potential external coaches be informed of the web-based training on the Pyramid Model? Do you have the dates/time set yet?
- 10-G. Do you believe that the high four-year-old expulsion rate is due to four-year-old kindergarten being implemented in the schools? We have four-year-olds that are bused from our program to other programs. I believe that this causes them a lot of emotional stress.
- 10-H. How many hours of training will be involved in each of the CSEFEL trainings -- Preschool, Infant/Toddler, Family?
- 10-I. What specific training is required to meet the child abuse prevention/strengthening families quality indicator in the Health and Child Wellness area?
- 10-J. What specifically constitutes “physical activity” to fill the 60 minute requirement -- obviously outside time, dancing, and actual exercise -- anything else?

11. Parent Information and Involvement

- 11-A. How will parents be informed of this quality rating system?
- 11-B. Will parents be notified of the points accumulated not just the stars?
- 11-C. How will parents be assisted in understand that this is a new program?
- 11-D. How will parents know how to become more involved in the child care program they choose?

- 11-E. Will child care programs that receive quality incentive payments based on higher star ratings be required to reduce the parent co-payment responsibility, or will they receive this payment in addition to the current parent co-payment responsibility?
- 11-F. Will programs be required to charge private pay parents the same amount as the quality incentive payments amount in order to collect those dollars?
- 11-G. What training events will be made available to child care programs and parents to describe YoungStar and identify the goals of the initiative?
- 11-H. How will this help parents select child care?
- 11-I. Will the child care program rating be included on the DCF child care search website?
- 11-J. Will each group child care program have a star rating listed next to their location site?

12. Training and Technical Assistance

- 12-A. What supports are available to help a child care program move from one star level to the next star level?
- 12-B. How will child care programs access technical assistance and consultation?
- 12-C. Will there be a cost for technical assistance and observation rating?
- 12-D. How many family providers are participating in the TQG (Together Quality Grows) pilot project?
- 12-E. When seeking the WMELS training, it became a problem that the classes were on several specific Saturdays in a row. None of my staff had ALL those dates free. Is there any other way we can obtain this training?
- 12-F. Who is eligible for micro-grants and what is the application process?
- 12-G. What are some examples of how micro-grants could be used?
- 12-H. Will I have access to technical assistance - prior to being rated -to come into my family child care, look over my center, review my education, and my center as a whole to inform me about what I could improve?

13. Wisconsin Shares Reimbursement Rates

- 13-A. How will programs be reimbursed for quality?
- 13-B. What is the scale for determining quality incentive payments?
- 13-C. Currently accredited programs receive a 10% quality incentive payment through the subsidy program; will this be added to or part of the quality incentive payment for five-star programs?
- 13-D. When a program receives a quality incentive payment, will there be specifications on how that money should be used?
- 13-E. If you are licensed, is there a separate WI Shares form/contract that needs to be completed for family/group care and if so who do we contact for this?
- 13-F. As we put in the money and time to maintain quality care for our families, will YoungStar do anything about the families who receive child care assistance and then center hop to avoid their co-pays, leaving big balances for the centers to swallow?
- 13-G. When will quality incentive payments begin?
- 13-H. What will happen if a program has not applied and/or is not rated as of July 1, 2011?
- 13-I. Will child care programs that receive quality incentive payments based on higher star ratings be required to reduce the parent co-payment responsibility, or will they receive this payment in addition to the current parent co-payment responsibility?
- 13-J. Will programs be required to charge private pay parents the same amount as the increased support from the quality incentive payment in order to collect those dollars?
- 13-K. Will there be some kind of accountability built into YoungStar for programs receiving additional money, such as an annual report?
- 13-L. Is it fair to use Wisconsin Shares payments as a basis for quality incentives? In our case, we have only about 3%. Another center a few miles away has 80+%. If we are both five-star, this other center gets a much higher quality incentive payment to help enhance their program than we would.
- 13-M. How will quality incentive payments be paid to three, four and five-star programs? Will quality incentive payments be included in the regular Wisconsin Shares reimbursement or paid by separate check?

14. Reapplication and YoungStar for 2012

- 14-A. How does YoungStar renewal/reapplication work?
- 14-B. Where and when will I get a YoungStar Contract Renewal?
- 14-C. What if I lose my YoungStar Contract Renewal or never receive one?
- 14-D. How can I prepare for YoungStar 2012?

15. School-Age YoungStar

- 15-A. Are certified school-age programs included?
- 15-B. Will part-day school-age programs receive points in the same way points are calculated for full day programs?
- 15-C. Will programs receive multiple ratings, one for early childhood and one for school age?
- 15-D. If I am a director of more than one center, will each center be rated separately?

- 15-E. How will accredited school-age programs earn points in YoungStar?
- 15-F. Do NAEYC/ COA/ NAFCC/NAC/City of Madison accredited centers need to supply a person who is trained in the PBIS/ TRIBES or Guiding Children's Behavior in School-Age Programs?
- 15-G. For school-age staff, do teacher/ director qualifications need to be early childhood?
- 15-H. How will the education of a Group Leader be counted if s/he works in more than one program?
- 15-I. What happens if a Group Leader leaves a program and begins working at a new program?
- 15-J. Who is the Group Leader when two group leaders share a group, one working two days a week and the other working three days a week?
- 15-K. Can a person be counted as BOTH a Site Supervisor AND a Group Leader in a program?
- 15-L. What environment rating scale tool will be used for formal rating observations in school-age programs?
- 15-M. How is curriculum planned and delivered in programs serving school-age children and how will program observation occur?
- 15-N. What environment rating scale would a center use that has a classroom that is used by 4 year olds the whole day and school agers are integrated into the room before and afterschool?
- 15-O. If a school district contracts with my organization to provide community-based before and afterschool programming, can my program participate in YoungStar and receive Wisconsin Shares funding?
- 15-P. My program is a run by a school district and is exempt from licensing requirements. What do I need to do to participate in YoungStar?
- 15-Q. What job titles are equivalent to a Lead Teacher and a Director in a school-age program?
- 15-R. What does regular attendance in school age programs mean?

Answers

1. Quality Rating Improvement System Overview

Question	Answer
<i>1-A. What was the legislative process to pass YoungStar?</i>	<p>YoungStar passed the Joint Finance Committee on June 23, 2010. <u>Motion 38</u> spells out how YoungStar will be implemented, including immediate training and technical assistance opportunities that the Department offered in Fall 2010.</p> <p>A consortium comprised of the Supporting Families Together Association, the Wisconsin Early Childhood Association, and the Celebrate Children Foundation was selected to administer the YoungStar contract in the twelve local YoungStar offices. Information on local YoungStar offices can be found at http://dcf.wisconsin.gov/youngstar/map/default.htm. A contract was signed on November 1, 2010.</p> <p>The department submitted a <u>five year plan</u> on November 22, 2010 that formally requested transfer of resources for full operation of the YoungStar Program.</p> <p>On December 14: The Joint Committee on Finance approved the Department's Five Year Plan (see motion to approve)</p> <p>On June 30th, 2011 the 2011-2013 State Biennial Budget went into effect. This Act modified timelines for implementation of YoungStar to the following:</p> <ul style="list-style-type: none"> o Spring 2012: School-age programs are included in YoungStar o July 2012: Wisconsin Shares tiered reimbursement begins o January 2015: Integration of YoungStar data into Department of Public Instruction Longitudinal Data Study
<i>1-B. What is a Quality Rating System?</i>	<p>A method to observe, assess, rate, and improve the quality of child care programming, and to communicate the level of child care quality to parents and families as they choose early care and education settings. A QRIS defines quality indicators and provides a framework of accountability for child care programming. Networks and collaborations are made available to child care providers to provide support and technical assistance, including mentoring and coaching, to help programs increase and sustain quality efforts.</p> <p>Financial incentives are linked to quality ratings. YoungStar includes four key components: training and technical assistance; child care observation and rating; tiered Wisconsin Shares reimbursement based on the observation rating; and communication to parents regarding the rating system.</p>
<i>1-C. What will a Quality Rating Improvement System accomplish?</i>	<p>YoungStar will drive quality improvement in child care throughout the state of Wisconsin by supporting providers who want to improve, by creating financial incentives to deliver better services to children, and by giving parents meaningful information to select child care for their children. YoungStar will support ongoing child care quality improvement by linking higher quality to higher Wisconsin Shares payment, and it will help prevent fraud in the Wisconsin Shares program.</p>
<i>1-D. What is quality in an early childhood setting?</i>	<p>Research typically points to two dimensions of quality: structural features and process features. The structural elements of a child care environment establish the foundation for optimal process conditions. Structural features refer to the way in which the program is organized such as staff-to-child ratio and teacher qualifications. Process quality refers to the experiences children have in child care and include such aspects as adult–child interactions, children's exposure to and involvement with learning materials, and parent– caregiver relationships. These are critical components that directly affect children's behavior and learning experiences in the child-care setting. The most important process element in quality child care is the human relationships between the teaching staff and children and their families (Uttal, 2002). <i>Excerpt from Families, Schools, and Communities: Building Partnerships for Educating Children, by C. Barbour & N. H. Barbour & P.A. Scully, 2008 edition, p. 130-134.</i></p>
<i>1-E. Why does quality</i>	<p>Research confirms that improving quality is the right thing to do to improve child outcomes.</p>

<i>matter?</i>	<p>Children who participate in higher quality early childhood education programs demonstrate higher school readiness, lower subsequent participation in special education, less criminal activity, higher high school graduation rates, and higher lifetime wages.</p> <p>In terms of children's everyday experiences, children appear happier and more cognitively engaged in settings in which caregivers are interacting with them positively and in settings in which child: adult ratios are lower. There also is evidence of concurrent relations between child care quality and children's performance in other settings. Children who attend higher-quality child care settings (measured by caregiver behaviors, by physical facilities, by age-appropriate activities, and by structural and caregiver characteristics) display better cognitive, language, and social competencies on standardized tests and according to parents, teachers, and observers.</p> <p>Finally, there is evidence that child care quality is related to children's subsequent competencies. The relationship is more evident when cumulative measures of child care quality are analyzed, rather than one-time assessments, and when quality and child outcome measures have strong psychometric properties. <i>Excerpt from Child Care Quality: Does It Matter and Does It Need to be Improved? Deborah Lowe Vandell and Barbara Wolfe, Institute for Research on Poverty, University of Wisconsin-Madison 5/24/00.</i></p>
<i>1-F. How many other states have Quality Rating and Improvement Systems?</i>	<p>Twenty-two other states have adopted QRIS programs, including Arkansas, Colorado, Delaware, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, Montana, New Hampshire, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Vermont and the District of Columbia. Wisconsin will be the 23rd state to implement a state-wide quality rating and improvement system. Every other state in the United States (27 states) is in the process of developing Quality Rating and Improvement Systems.</p>
<i>1-G. Where is the money coming from to support YoungStar</i>	<p>Detailed information is provided in the YoungStar Proposal DCF submitted to the Joint Finance Committee of the legislature.</p>
<i>1-H. Is there a cost to the center for YoungStar?</i>	<p>There is no cost to child care centers to be in the YoungStar program. In fact, YoungStar will help centers by providing training, technical assistance, and small, targeted micro-grants to help them get the things they need to improve and help kids learn even more effectively. However, quality improvement does cost money, such as when a program chooses to invest in higher education for its staff or purchase additional learning materials for children. Providers can access the Wisconsin Early Childhood Association for their T.E.A.C.H. Early Childhood Wisconsin Scholarship Program. Programs may elect to pursue additional resources to those available through the YoungStar program.</p>
<i>1-I. Have other states achieved outcomes for program quality and children as a result of QRIS?</i>	<p>Yes. Examples include the states of Oklahoma, Pennsylvania, Missouri and North Carolina, which have demonstrated improvements in the quality of child care available. Specifically, Oklahoma demonstrated improvements in the quality of their subsidized child care program, and Missouri's 2009 study showed improvement in children's social emotional and early literacy skills. The National Child Care Information Center has catalogued more detail on the success of QRIS efforts at http://nccic.acf.hhs.gov/poptopics/qrs-impactqualitycc.html.</p>

2. Participation

Question	Answer
<i>2-A. Is participation of YoungStar required of all child care providers?</i>	<p>Participation in YoungStar is voluntary. However, licensed and certified child care providers that accept Wisconsin Shares payments are required to submit an application to participate by June 1, 2012. A provider who has not submitted an application by July 1, 2012 will no longer be eligible to receive Wisconsin Shares payments also known as county subsidies for child care.</p>
<i>2-B. Are certified school-age programs included?</i>	<p>Yes. The Department collaborated with the Wisconsin Afterschool Network and a many other school-age providers who provided input into the design and implementation of the school-age version of YoungStar. School-age providers can now apply to be part of YoungStar.</p>

<p><i>2-C. Will child care programs that are part of 4K community collaborations be included in the YoungStar?</i></p>	<p>Licensed group, licensed family, and certified programs that are serving children receiving Wisconsin Shares will be included in YoungStar. However, the publicly-funded 4K classrooms and/or portion of the day will not be evaluated for YoungStar. YoungStar staff will not provide technical assistance or rating for any activities or classrooms that are funded through 4K collaboration or public school dollars at this time.</p>
<p><i>2-D. What are the different models school districts use to provide 4 Year Old Kindergarten programs?</i></p>	<p>School districts across Wisconsin may offer four-year-old kindergarten (4K) under state statutes that require 437 hours of instruction to age eligible four year olds. Districts use a wide variety of approaches when they provide 4K programming: Many districts, especially rural programs offer 4K in the local school district building (commonly called Model 1). Other school districts use community models that bring the school district kindergarten program into child care classrooms. In these models, the school may hire the teacher (Model 2) or the district may fund the community site to hire the teacher (Model 3). With each site model, classroom set up varies between stand-alone classrooms to integrated and comprehensive scheduling in one classroom.</p>
<p><i>2-E. When does YoungStar take effect?</i></p>	<p>Child care programs that have at least one (1) hour of child care per day in addition to school district-funded 4K programming can volunteer to participate in YoungStar. If the child care program is receiving Wisconsin Shares, the program must apply to participate in YoungStar before July 1, 2012 in order to continue to receive Wisconsin Shares authorizations after July 1, 2012.</p>
<p><i>2-F. Does it matter for YoungStar if the 4K teacher is a public school employee or child care employee?</i></p>	<p>No, YoungStar is looking at the educational qualifications of the Lead Teacher who is in the classroom during the non-4K hours. If the teacher is both the child care teacher and the 4K teacher, the teacher must hold an appropriate Wisconsin DPI 4K teacher license.</p>
<p><i>2-G. When the school district provides 4K in the school district building, are there requirements for YoungStar?</i></p>	<p>Stand-alone 4K programs in public school buildings with no wrap-around child care may not participate in YoungStar.</p>
<p><i>2-H. Can a child care program in a 4K community approach model participate in YoungStar?</i></p>	<p>Child care/4K collaborations may participate in YoungStar if at least one (1) hour of child care service is provided per day outside of/beyond the 4K service delivery timeframe. However, the educational qualifications of the 4K teacher may only be counted for YoungStar purposes if the teacher is in the classroom beyond the school district-funded hours, and is providing child care teaching responsibility during the alternate hours of the day.</p> <p>When the 4K program is in the classroom, <u>and</u> the remainder of the day the program is considered the 4 year old classroom, <u>and</u> the same teacher remains in the classroom throughout the day, the teacher should be listed on the Registry Program Profile and linked to the classroom so that his/her educational qualifications can be counted for YoungStar.</p> <p>The classroom teacher can receive technical consultation services if the child care program has requested technical consultation.</p>
<p><i>2-I. When does YoungStar apply when the 4K is arranged as stand-alone 4K classroom and is separate from child care classes within a community site?</i></p>	<p>When the district 4K classroom is in a separate room at a child care site, and has different teachers, that portion of the child care site will not receive YoungStar technical consultation services and will not be rated in YoungStar. Only the child care program classroom settings may participate in YoungStar. The child care may have a YoungStar Formal Rating Observation performed and the teachers in these child care classrooms would be considered for teacher qualifications.</p> <p>For example, the 4K program is in Classroom A between 8:00 and 11:30 a.m., and the children leave the Classroom A to return to their child care Classroom B with a different teacher for the remainder of the day: Classroom A <u>would not be reviewed</u> for YoungStar but Classroom B would.</p> <p>For example, the 4K teacher is in the classroom between 8:00 and 11:30 a.m. for the 4K part of the day, and the remainder of the day the program is considered the 4 year old child care classroom with a different teacher: this classroom <u>would be reviewed</u> for YoungStar and the child care teacher for the hours that the classroom is a child care classroom should be listed on The Registry Program Profile.</p>

<p>2-J. When can the 4K classroom teacher participate in YoungStar and when can the classroom receive a Formal Rating Observation in YoungStar?</p>	<p>In a community approach service delivery when all of the following qualifications are met:</p> <ul style="list-style-type: none"> • The 4K program is integrated into the child care programming throughout the day; • The 4K teacher is providing the 4K curriculum AND additionally, providing child care teacher responsibility during the alternate hours of the child care day; and • Private pay and/or Wisconsin Shares Child Care Subsidy funding is used to fund hours of care outside of school district-funded 4K time. <p>This DPI licensed teacher should be linked to the classroom on The Registry Program Profile. This classroom is eligible to have a YoungStar Formal Rating Observation (if the entire child care program meets the other minimum requirements for a Formal Rating Observation).</p> <p>When the 4K teacher is only available during the portion of the day that is funded solely by school district funding, the classroom cannot participate in YoungStar. During this portion of the day, the classroom is not eligible to have a YoungStar Formal Rating Observation nor should the stand-alone 4K teacher be linked to the classroom on The Registry Program Profile.</p>
<p>2-K. Can the 4K collaborative classroom receive a Formal Rating Observation for the child care programming hours (beyond the 4K school district-funded hours)?</p>	<p>Yes, if the classroom is utilized for two (2) or more consecutive hours of child care (beyond the 4K school district-funded hours), then the classroom is eligible for a Formal Rating Observation as long as the entire child care program meets the other minimum requirements for a Formal Rating Observation.</p> <p>For example, if the 4K program is in the classroom between 8:00 and 11:15 a.m., the remainder of the day the program is considered the 4 year old child care classroom and if the rest of the minimum requirements are met, that child care classroom could have a Formal Rating Observation performed.</p>
<p>2-L. How many hours does a classroom have to operate outside of 4K hours to be counted for YoungStar purposes?</p>	<p>One (1) or more hours of child care service delivery that is not school district-funded.</p>
<p>2-M. What if a 4K program has already had a school district-funded Early Childhood Environment Rating Scale-Revised (ECERS-R) done on the classroom?</p>	<p>The school district-funded observation (when completed by a PDAS-approved technical consultant) may help the child care program earn the <u>optional point B.1.3: Additional work on Quality Improvement Plan</u> if documentation can be presented to verify this was part of the child care program’s quality improvement plan.</p> <p>Formal environment rating scale observations completed as a minimum requirement to reach a 4 or 5 star YoungStar rating will be completed by the YoungStar formal rater assigned to the program, to ensure that the rating is valid and reliable across all classrooms within a single child care program.</p>
<p>2-N. If there a “minimum number of children served” eligibility requirement for a program to request Technical Consultation and a micro-grant for YoungStar?</p>	<p>In order for a child care program to request technical consultation and to receive a micro-grant a program must be serving at least one child.</p>
<p>2-O. Where can someone get information related to 4K Community Collaborations and Resources?</p>	<p>For further information related to 4K Community Collaborations and resources please refer to: http://www.collaboratingpartners.com/4k-community-approaches-resources.php</p> <p>For additional information related to 4K programming, see the DPI 4K Bulletin: http://dpi.wi.gov/fscp/pdf/4kbul08.pdf “Policy and Information Advisory 08.01, February 2008</p>
<p>2-P. Will Head Start programs be included?</p>	<p>Yes.</p> <p><u>Stand-Alone Head Start</u></p> <p>A stand-alone Head Start program that is in compliance with Head Start Program Performance Standards and other regulations MAY participate in YoungStar. If the program chooses to</p>

	<p>participate, it will receive a five-star rating through an automated process. The program will submit their YoungStar Contract directly to DCF. The program WILL NOT be eligible for Technical Assistance.</p> <p><u>Head Start with Three or Fewer Hours of Child Care Per Day</u></p> <p>A Head Start/child care partnership where three or fewer hours of child care provided daily is REQUIRED to participate in YoungStar if they accept Wisconsin Shares funding. If the program does not accept Wisconsin Shares funding they MAY participate in YoungStar voluntarily. If the program participates, it will receive a five-star rating through an automated process. These programs will submit their YoungStar Contracts directly to DCF. These programs WILL NOT be eligible for Technical Assistance.</p> <p><u>Head Start with More Than Three Hours of Child Care Per Day</u></p> <p>A Head Start/child care partnership where more than three hours of child care are provided daily is REQUIRED to participate in YoungStar if they accept Wisconsin Shares funding. If the program does not accept Wisconsin Shares funding they MAY participate in YoungStar. These programs will submit their YoungStar Contract directly to DCF and will go through the normal YoungStar process for receiving a rating. These programs WILL be eligible for Technical Assistance, if requested.</p> <p>A Head Start tip sheet is available for providers to use at the following address: http://dcf.wisconsin.gov/youngstar/pdf/head_start_tipsheet.pdf</p>
<p><i>2-Q. Will child care programs that do not serve subsidized children be rated?</i></p>	<p>Such programs may volunteer to be rated. Ratings will be required for all programs receiving Wisconsin Shares Child Care Subsidies. If a program wants to participate in YoungStar, they must agree to accept children who utilize Wisconsin Shares.</p>
<p><i>2-R. Will child care programs that serve subsidized children be able to choose not to be observed and choose not to receive a rating?</i></p>	<p>If a program is in regulatory compliance, they may choose to have an Automated Rating so they would not receive an on-site observation, but the program would receive a two-star rating. In order to participate in Wisconsin Shares, the program will have to be in regulatory compliance and will have to participate in YoungStar.</p>
<p><i>2-S. If a program does not want to participate in YoungStar and it cares for no children receiving Wisconsin Shares and then a family in Wisconsin Shares asks to enroll a child, will the program be required to enroll the child and join YoungStar to avoid discriminating against the family?</i></p>	<p>If a program is not currently taking children who receive Wisconsin Shares and does not want to participate in YoungStar, they do not have to. However, if they accept a child in Wisconsin Shares, they would be required to participate in YoungStar. This means that they must be willing to accept Wisconsin Shares children, comply with the contract they've signed with DCF and with Licensing/Certification regulations. They must also have an annual YoungStar rating. If a program wishes to participate in YoungStar and does not serve children in Wisconsin Shares, they must sign a contract that says they would be willing to serve children if they enrolled.</p>
<p><i>2-T. What happens if a provider chooses a Technical or formal rating and then the local YoungStar offices cannot contact the provider?</i></p>	<p>When a provider chooses to have any type of rating, other than Automated, the local YoungStar offices will attempt to contact the provider four times using various methods (email, phone, U.S. Mail). The final contact attempt must be by certified mail. This final contact will give the provider one week to contact the local YoungStar office. If the provider does not contact the local YoungStar offices within one week, the provider's rating type will be changed to Automated and the provider will receive a two-star rating.</p>

3. YoungStar Basics

Question	Answer
<p><i>3-A. Will part-day preschool programs receive points in the same way points are calculated for full day programs?</i></p>	<p>Yes. If providers choose a Technical Rating or a Formal Rating with Observation, on-site observations will be completed at all group child care programs, including programs that have part-day preschool programs. Licensed family child care and certified programs will also be eligible to participate in the program. Activities and benchmarks outlined in YoungStar such as 60 minutes of physical activity will be prorated to fit a shorter day schedule. However, any classrooms or times of the day that are paid for with public school 3K or 4K funds will not be observed and the education of the teachers who teach solely in those classrooms (and in no other classrooms in the child care program) will not be counted for the purposes of YoungStar.</p>
<p><i>3-B. Will programs have to charge parents a higher co-payment if they are rated at the one or two star level?</i></p>	<p>No. Star ratings will not affect co-payments. Child care programs are owner operated, and programs set their own prices. The star rating will be an important marketing factor for child care programs, and parents are encouraged to choose programs that demonstrate quality practices and have earned points within the quality indicator areas identified.</p>
<p><i>3-C. What is the timeline for programs to participate in YoungStar?</i></p>	<p>Please refer to answer 1-A. Quality incentive payments attached to quality ratings would begin after July 1, 2012.</p>
<p><i>3-D. How will years of experience be counted in this system?</i></p>	<p>DCF will award points for providers with a CDA. CDA is an experience and competency based credential in child development. Years of experience and training received in a non-credit and/or informal format will also be valuable to child care teachers, directors, and family child care providers as they establish their classroom environment and professional practices. The ability of a child care professional to put into practice the competencies gained through direct teaching experiences and informal training received can result in points earned in the quality indicator areas of early learning environment and professional practices.</p> <p>Motivated individuals may also earn points by contacting the technical college, university, or private college system to determine if their personal life experiences can equate to specified credit value through the completion of a portfolio process that demonstrates competencies already met. T.E.A.C.H. Early Childhood® Wisconsin scholarships can help finance this and can help individuals to complete further professional credit-based training.</p>
<p><i>3-E. How will programs be notified of points earned and star level award?</i></p>	<p>If a provider chooses an Automated Rating, as long as they are in regulatory compliance, they will be awarded two stars and no notice will be sent. If a provider chooses to have a Technical Rating or a Formal Rating with Observation, prior to a rating being published, a Technical Consultant or rating observer will have contact with the provider to explain the rating given. The provider will also receive a certificate and window cling in the mail when they are awarded their star rating. The YoungStar public child care search will also display the rating to the public.</p>
<p><i>3-F. What can a program do to prepare for an observation rating?</i></p>	<p>Programs should examine their own quality through the use of a program self-assessment tool. The self-assessment can be used to identify the strengths of the child care program and areas that may need improvement. YoungStar quality indicator areas are: teacher/director/provider educational qualifications, the learning environment & curriculum, business & professional practices, and the health and well-being of children. Star ratings, quality improvement plans, technical consultation, and/or resource development will focus on these four key areas. Examples of program self-assessment tools can be found at: http://ers.fpg.unc.edu/ and http://cecl.nl.edu/evaluation/pas.htm and http://cecl.nl.edu/evaluation/bas.htm. See the YoungStar website www.youngstar.wi.gov for links to self-assessments, tips, tools and approved training and technical assistance opportunities.</p>
<p><i>3-G. Who would you go to for information about becoming an observation rater?</i></p>	<p>See question 1-A. Observation raters will be housed at the local YoungStar offices. These Offices will provide information on how to become an observation rater. Information for locating the local YoungStar offices can be found at: http://dcf.wisconsin.gov/youngstar/map/default.htm.</p>

<p><i>3-H. How does YoungStar address continuity of care for a child as a strong indicator of quality?</i></p>	<p>Child care centers with infant/toddler programs will have ITERS-R (<i>Infant/Toddler Environment Rating Scale-Revised</i>) Rating Observations. ITERS-R Indicator 37 on Staff Continuity is where consistency of care will be rated.²</p> <p>The YoungStar Quality Indicator Point Detail also promotes consistency of care in Section III on Business and Professional Practices by giving group centers points for providing good staff benefits and for retaining well-educated teachers and administrators. YoungStar's quality incentive payments will help administrators offer better staff compensation packages and thus decrease staff turnover.</p>
<p><i>3-I. What areas of a child care program will be rated?</i></p>	<p>Criteria selected are research-based indicators linked to quality and include:</p> <ul style="list-style-type: none"> ▪ Lead Teacher and Director/Provider educational qualifications ▪ Learning Environment & Curriculum ▪ Business & Professional Practices – including business practices, staff benefits and family involvement ▪ Child Health and Well-Being
<p><i>3-J. If I am a director of more than one center, will each center be rated separately?</i></p>	<p>Yes, multi-sites with individual licenses will have independent ratings. Additionally, if you were the director for more than one site, your educational qualifications can only count toward points for one center.</p>
<p><i>3-K. How will programs accumulate points?</i></p>	<p>The YoungStar Quality Indicator Points Detail documents describe the multiple ways programs can accumulate points. YoungStar has established minimum point requirements in each of the four areas to ensure that programs have a balanced approach to quality and are making improvements in all areas of programming not just in one or two areas.</p> <p>The Points Detail documents are available here:</p> <p>Family: http://dcf.wisconsin.gov/youngstar/pdf/point_detail_family.pdf</p> <p>Group: http://dcf.wisconsin.gov/youngstar/pdf/point_detail_group.pdf</p> <p>School-Age: http://dcf.wisconsin.gov/youngstar/pdf/point_detail_schoolage.pdf</p>
<p><i>3-L. Why do group child care centers have higher point rating expectations in the education category than family child care? Wouldn't family child care easily attain a higher rating compared to group child care due to fewer requirements?</i></p>	<p>Points vary between group and family child care because group centers have more teachers and classrooms and also more complex administrative requirements.</p>

² Harms, Thelma, Debby Cryer, and Richard M. Clifford. *Infant/Toddler Environment Rating Scale, Revised Edition, Updated*. New York: Teachers College Press, 2006.

<p><i>3-M. Are you looking at doing state rewards outside the Shares program as an incentive? To have to do college courses in order to be viewed as a five-star, in my busy day taking care of the children, would be hard for me! I have no WI Shares people for state assistance. I can only charge parents so much before they can't afford to go to work. How will this actually benefit me?</i></p>	<p>Programs participating in YoungStar will be eligible for on-site training and technical assistance, local training opportunities, and a micro-grant to support quality improvement plans that may identify professional development as the targeted quality improvement activity. T.E.A.C.H. ® scholarships are also available to support child care providers, center teachers, and directors to access credit-based instruction.</p> <p>Programs not currently serving families that receive Wisconsin Shares can choose to voluntarily participate in YoungStar. Programs will be required to sign an agreement that indicates that the program is willing to accept Wisconsin Shares families as openings become available in the future.</p>
<p><i>3-N. Does being licensed vs. certified increase your score?</i></p>	<p>No. You have two stars if you are in full compliance with licensing and/or certification rules. That is the floor. Being licensed does not increase your points. However, current Wisconsin Shares reimbursement levels are different for certified and licensed programs. This would remain the same.</p>
<p><i>3-O. Are you going to practice this Young Star Program on centers?</i></p>	<p>Child Care Resource and Referral Agencies have piloted quality rating and improvement across the state, using Environment Rating Scales, and developing quality improvement plans. Information on the Together Quality Grows program can be found at: http://www.dcf.wi.gov/child_care/quality/togetherqualitygrows.pdf .</p> <p>As described in Motion 38, DCF worked with current contract agencies to make immediate training and technical assistance available to programs through March 31, 2011.</p>
<p><i>3-P. What is meant by optional points and where are they described?</i></p>	<p>Optional points are described in the YoungStar Quality Indicator Point Detail document. The Point Detail document gives required minimum points for three, four, and five-stars in each of four categories: Director/Teacher/Provider Qualifications, Learning Environment and Curriculum, Business and Professional Practices, and Health and Wellness. The Point Detail also lists many optional quality indicators programs can choose from to earn additional points in those areas.</p>
<p><i>3-Q. How will providers prove that they have met the requirements for some of the points? Will documentation need to be provided?</i></p>	<p>Documentation related to education and training completions will be verified by The Registry. All other verification will be done using the Evaluation Criteria documents, developed by DCF. They are available here:</p> <p>Family: http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_family.pdf</p> <p>Group: http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_group.pdf</p> <p>School-Age: http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_schoolage.pdf</p>
<p><i>3-R. Could a program that does not serve families who receive Wisconsin Shares go through YoungStar training and assessment, then decide to opt out? Or could a program quit YoungStar at a future date if they don't have any Wisconsin Shares families enrolled?</i></p>	<p>Programs that sign a YoungStar Contract must be willing to accept Wisconsin Shares children, comply with the contract they've signed with DCF and with Licensing/Certification regulations, and have an annual YoungStar rating. The contract lasts one year and during that time, they will have their rating listed on the YoungStar public child care search website: http://childcarefinder.wisconsin.gov/Search/BasicSearch.aspx?YoungStarProviders=true</p> <p>If the provider has taken any Wisconsin Shares payments during the time of the contract, they must remain on the YoungStar public child care search website until the end of their contract. If a program has received a micro-grant, they need to remain in YoungStar for three years or pay back the micro-grant.</p>

4. Accreditation

Question	Answer
4-A. What is accreditation?	Accreditation is a voluntary process designed to improve the quality of early and school-age care programs. Accreditation systems require programs to meet standards that exceed minimum State regulatory requirements. Achieving accreditation involves extensive self-study and validation by professionals outside the program to verify that quality standards are met. Research has demonstrated that accreditation positively impacts early and school-age care program quality, including benefits to children, families, and staff.
4-B. How will programs accredited by the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), the National Association for Family Child Care (NAFCC), the Council on Accreditation, or the City of Madison, or programs meeting Head Start Performance Standards earn points in this system?	<p>Group Child Care Providers The following accreditations will be an alternative path to a five-star rating for <u>group</u> child care: National Association for the Education of Young Children (NAEYC), National Accreditation Commission (NAC), the City of Madison, and Head Start Performance Standards with no non-compliances or findings.</p> <p>Group centers that are accredited through the Council on Accreditation (COA) will receive an automatic four-star rating. With credit-based education, COA-accredited group child care providers could qualify for a five-star rating.</p> <p>The rationale for counting accreditation as a four or five-star rating is that these standards are nationally recognized as linked to quality and require on-site observations and verification of characteristics similar to those laid out in YoungStar. Because NAEYC accreditation has now moved to being renewed every five years, DCF will verify annual reports of accredited centers and will consider other possible site visits to verify continued meeting of 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.</p> <p>Head Start Programs See question 2-D.</p> <p>Family Child Care Providers The following accreditations will be an alternative path to four stars for <u>family</u> child care: National Association for Family Child Care (NAFCC) and City of Madison. The rationale for counting NAFCC and City of Madison accreditation as a four-star status is that these standards are nationally recognized as linking to quality and require on-site observations and verification of characteristics similar to those laid out in YoungStar. They do not, however, require any credit-based education beyond high school. With credit-based education, family child care providers could qualify for a five-star status.</p> <p>School-Age Programs School-age programs that are accredited through the Council on Accreditation (COA) will receive an automatic four-star rating. With credit-based education, COA-accredited school-age care providers could qualify for a five-star rating.</p>
4-C. NAEYC accreditation requires that 75% of teachers are working toward an Associate Degree and the five-star requirement for education is that all Lead Teachers have Associate Degrees, why aren't the standards the same?	The accreditation process requires on-site observation, training and technical assistance and a significant investment of time and resources to acquire accreditation. To reach five stars in the absence of accreditation, YoungStar will require that Associates Degrees have already been earned. Both NAC and NAEYC verify additional criteria that are aligned with YoungStar.
4-D. If you are accredited by NAEYC, do you still have to have the ECERS-R/ITERS-R review? ³	Not initially. The Department is still considering doing observation ratings of centers that are accredited for several years at a time.

³ Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

<p>4-E. Do NAEYC accredited centers need to supply a person who is trained in the Pyramid Model?</p>	<p>No. Ongoing CSEFEL training is certainly recommended for accredited centers, but they won't be rated on it.</p>
<p>4-F. Centers can go through NAC accreditation after six months, so, if they receive NAC accreditation, would they be eligible to receive a five-star rating before the requirement of being in operation for one year under the new license?</p>	<p>YoungStar does not impact NAC accreditation criteria. If a program does become NAC accredited prior to becoming eligible for a YoungStar Formal Rating with Observation, the NAC accreditation would be accepted, and the program would be given a five-star rating.</p>

5. Regulatory Compliance

Question	Answer
<p>5-A. How is Regulatory Compliance defined?</p>	<p><u>Licensed</u> Licensed providers will be out of regulatory compliance upon receipt of notice from the Department of Children and Families that the program has 1) been revoked; 2) been denied a license; or 3) has had their license suspended. For programs that are found to be out of regulatory compliance, the provider's rating will be changed to one- star. All three regulatory actions, the revocation, denial and suspension, have an associated appeal right, as described in Ch. 227, Wis. Stats.</p> <p>In the case of revocations, denials and license suspensions, the program will remain out of regulatory compliance until the regulatory enforcement action is resolved. Any future participation in the Wisconsin Shares program depends upon the conditions articulated in the final ruling or the settlement of the revocation case. If the program continues to operate during an appeal, the provider will be put on a waiting list for YoungStar services. These providers will not be eligible for any services of the YoungStar Consortium until services have been provided to all other providers who have requested services and are in regulatory compliance.</p> <p><u>Certified</u> Certified providers will become out of regulatory compliance upon receipt of notice from the Department of Children and Families that the program has been revoked or denied re-certification.</p> <p>If the certified provider has had their certification revoked, they will automatically be removed from YoungStar. If the certified provider appeals the decision, the provider's rating will be changed to one- star. If the program continues to operate during an appeal, the provider will be put on a waiting list for YoungStar services. These providers will not be eligible for any services of the YoungStar Consortium until services have been provided to all other providers who have requested services and are in regulatory compliance.</p> <p><u>Shares Suspension</u> If a provider is suspended from the Wisconsin Shares program, their rating will be changed to one star. The provider will remain at one-star until the term of the YoungStar Contract expires. At that time the provider will be removed from the YoungStar program. All providers who have received a one-star rating will be put on a waiting list for YoungStar services. These providers will not be eligible for any services of the YoungStar Consortium until services have been provided to all other providers who have requested services and are in regulatory compliance.</p>
<p>5-B. Will programs receive additional points if they remain in compliance over a set period of time?</p>	<p>No, but programs not in regulatory compliance cannot move above one star and they will not be eligible for Wisconsin Shares payments.</p>

<p>5-C. Will the number of licensors increase with YoungStar implementation?</p>	<p>YoungStar will not require any increase in the number of licensing specialists. DCF licensing specialists will continue to visit child care programs to be sure they comply with the child care rules in DCF 251 <i>Licensing Rules for Group Child Care Centers</i> and DCF 250 <i>Licensing Rules for Family Child Care Centers</i>. The Department of Children and Families has established a contract with the YoungStar Consortium that is providing services through 12 local YoungStar offices. These offices are increasing their staffing to deliver early care and education core competency technical assistance, coaching, mentoring and training supports to child care programs as well as observations that will lead to star ratings (see question 1-A for description of the YoungStar Consortium).</p>
<p>5-D. If there is a complaint regarding a regulated child care program, where should it be directed?</p>	<p>Concerns regarding licensing violations should be directed to the Department of Children and Families, Bureau of Early Care Regulation: http://dcf.wisconsin.gov/childcare/licensed/contact.htm</p> <p>Complaints regarding certified providers should be directed to county child care certifiers: http://dcf.wisconsin.gov/childcare/certification/pdf/certifiers.pdf</p>
<p>5-E. Will licensors be involved in determining the star rating of a center?</p>	<p>No, the local YoungStar offices and state staff will confirm regulatory compliance through an automated transfer of data from licensing. Beyond confirmation of licensing status, licensing functions will remain independent of the YoungStar program.</p>

6. Training and Educational Qualifications

Question	Answer
<p>6-A. Why are teacher qualification points based on the whole center rather than each individual teacher receiving points for the center? A center would not move past three points if one teacher does not have the credits. Example: I have a lead teacher with hours and hours of training and over 10 years of experience but no college credits; so my center would not receive more than 3 points though I have a majority of staff with Bachelor's Degrees.</p>	<p>Overall program quality is the goal of YoungStar. Program quality improvement is an ongoing process, with short term and long term planning outcomes identified. Individual professional development plans may identify a focus on specialized training for staff members who have previously completed credit-based instruction, and identification of early childhood credits, credentials or degree pathways for staff based on their own needs. Credit for prior experience may also be a professional development strategy to be combined with credit completion.</p>
<p>6-B. Are we going to have to do college courses in order to get a five-star rating? I feel my daycare is run professionally both in the business area and for the children. How will I be able to keep the standards I have if I have to take time to finish college classes? It will take the time I have set aside for our curriculum and force me to work on college credits instead.</p>	<p>Research demonstrates the value of credit-based instruction, and other states with quality rating and improvement systems confirm that education is linked to higher quality settings. YoungStar staff will work with colleges to make it as convenient as possible to take courses, including online courses.</p> <p>The link below provides a table with schools in the Wisconsin Technical College System that offer Early Childhood opportunities for prior learning experience: http://dcf.wisconsin.gov/youngstar/pdf/wtcs_ece_courses.pdf</p> <p>If you have not yet completed credit-based instruction, you may begin professional development planning that supports completion of credits, and over time build into credentials and/or degrees. You may also explore credit for prior learning to see if previously completed, non-credit, specialized training that is demonstrated in practice can be recognized. The Wisconsin Early Childhood Association offers professional development counseling to child care providers</p>

<p><i>6-C. Who verifies credentials for Wisconsin child care workforce?</i></p>	<p>Wisconsin child care providers, teachers and director have their education verified by The Registry, Wisconsin's Recognition System for the Childhood Care and Education Profession: www.the-registry.org. 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. The certificates honor each recipient's unique training background and provide a tool for demonstrating his or her qualities, strengths, and professionalism. Training and education are represented by 17 Registry Career Levels.</p>
<p><i>6-D. What is the verification process for teacher and director educational qualifications?</i></p>	<p>Qualifications will be verified through The Registry Career Levels. Each of the staff qualifications identified in YoungStar is equivalent to a Registry Career Level. See The Registry Career Levels at: http://www.the-registry.org/LinkClick.aspx?fileticket=%2bcTolagqX2k%3d&tabid=55.</p> <p>The Registry will verify individual staff educational levels through transcripts submitted to The Registry. Licensing staff, technical assistance providers, and observation raters will verify that each reported child care staff member is currently employed at an individual child care program and identify individual classroom lead teachers.</p> <p>Programs that want to earn higher than two stars, will be required to complete a Registry Program Profile. Instructions for doing this are available on the right side of this webpage: http://www.the-registry.org/ProgramProfile.aspx</p> <p>Additionally, if a program needs help completing their Program Profile, they can call the Child Care Information Center at 1-800-362-7353.</p>
<p><i>6-E. Is a GED considered equivalent to a high school diploma in YoungStar?</i></p>	<p>Yes.</p>
<p><i>6-F. Do the teacher/director qualifications have to be in early childhood education?</i></p>	<p>Credits, credentials and degrees identified for teachers and administrators must be related to early childhood education as determined by The Registry. If a program is school-age the credits could also be related to school-age care.</p> <p>See The Registry Career Levels at: http://the-registry.org/LinkClick.aspx?fileticket=yw1FPosmLmw%3d&tabid=93.</p>
<p><i>6-G. How will the education of a teacher be counted if s/he works in more than one classroom? Will it be counted for each classroom?</i></p>	<p>A teacher's educational qualifications will be attached to a single classroom. In group centers, the total number of classrooms will be used in determining the overall educational qualifications of teaching staff. A percentage formula of teachers and classrooms will determine the number of points awarded to an individual program. For example, lead teachers with 6 credits in 50 percent of the classrooms = two points.</p>
<p><i>6-H. Will assistant teacher education be used when calculating points for the education qualifications?</i></p>	<p>No. Only one individual's educational qualifications will be considered within a single classroom, and a single teacher can only have his/her educational qualifications attached to a single classroom. A teacher is defined as a person who works on-site 20 or more hours per week in a full day program or 10 hours per week in a part-day program and is paid for this work. The position title may be lead teacher, child care teacher, child care worker, assistant teacher, or other teaching staff.</p>
<p><i>6-I. What is the significance of the CDA? Will it need to be current?</i></p>	<p>Research demonstrates that education combined with specialized training positively impacts quality. The Child Development Associate (CDA) National Credentialing Program is designed to evaluate and improve the skills of the provider. The CDA, as verified by The Registry, is recognized as having a point value on the YoungStar QRIS Quality Indicator Point Detail for group child care teacher educational qualifications and family child care provider educational qualifications. The Child Development Associate National Credentialing Program is designed to evaluate and improve the skills of the provider. A current CDA, as verified by The Registry, is recognized as having a point value for educational qualifications. For family child care providers, a CDA would receive two points. A CDA in combination with a credential (infant-toddler or equivalent) would be worth six points. For group centers, Lead Teachers with CDAs</p>

	<p>in 50% of classrooms would earn one point. See the Council for Professional Recognition website at http://www.cdacouncil.org/cda.htm for more about the CDA.</p> <p>Providers will need to provide documentation of a current CDA.</p>
<p><i>6-J. What if a teacher in a small, part-time program serves as both the Director and the Lead Teacher?</i></p>	<p>For YoungStar applications received in 2012, the following rules will apply in regard to persons designated as serving as the Director for licensed group programs:</p> <ul style="list-style-type: none"> • Programs licensed for 31 or more children (regardless of the full or part-time nature of the program) must have a Director on-site who does not additionally have Lead Teaching responsibilities to have that Director's educational qualifications count for YoungStar points. • Programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also serves in a Lead Teaching role: <ul style="list-style-type: none"> ○ To earn three stars: In addition to teaching time not to exceed 25 hours per week, the dual-role Director receives compensation for a minimum of 15 hours per week or .375 FTE (if program operates fewer than 40 hours per week) to perform Director responsibilities. YoungStar Technical Consultants and Formal Rating Observers will confirm that the dual-role matches the program's budget, job descriptions, and timesheets or schedule. The dual-role Director must also meet the educational qualifications for a three-star rating. ○ To earn four stars: In addition to teaching time not to exceed 20 hours per week, the dual-role Director receives compensation for a minimum of 20 hours per week or .5 FTE (if program operates fewer than 40 hours per week) to perform Director responsibilities. YoungStar Technical Consultants and Formal Rating Observers will confirm that the dual-role matches the program's budget, job descriptions, and timesheets or schedule. The dual-role Director must also meet the educational qualifications for a four-star rating. ○ To earn five stars: A full time dedicated director must be in place, who meets the educational qualifications for a five-star rating.
<p><i>6-K. How will a teacher/provider with a one-year diploma in early childhood fit into the provider qualifications section?</i></p>	<p>An individual with a one-year degree in early childhood is at Level 11 on The Registry Career Levels. All lead teachers' educational qualifications will be reviewed to determine the percentage of classrooms with degrees and credits.</p>
<p><i>6-L. How will the education levels of lead teachers/ providers who are currently completing a credit-based educational program be viewed?</i></p>	<p>Credits that have been completed and verified by The Registry will be used when determining teacher and director educational qualification points. Credits that are in progress will not count for YoungStar points until they are completed and verified by The Registry.</p>
<p><i>6-M. Is participation on The Registry a requirement for all lead teachers and directors?</i></p>	<p>In order to earn more than two stars, you must participate in The Registry.</p> <p>In order to receive points within the Teacher/Director Qualifications Indicator section, the educational qualifications of lead teachers in each classroom and the director must be verified by The Registry and a Registry Career Level must be identified for each person. The same holds true for licensed and certified family child care providers wishing to receive points in the Provider Qualifications category.</p>
<p><i>6-N. I have a DPI license and was told by licensing that I was not required to have a current Registry certificate. Will I still have to get a current certificate for YoungStar?</i></p>	<p>Yes. An example of this would be a collaborative program where 4K is offered in a child care setting, and the 4K program takes place in the morning and a four-year-old center-based program takes place in the afternoon. The teacher who provides both 4K and alternate hours of child care will need a Registry certificate if the program is in YoungStar.</p>
<p><i>6-O. Will it be a requirement to renew The Registry certificate each</i></p>	<p>No, it is not a requirement to renew a Registry certificate each year if the staff education and training have not changed and the staff that are in the Program Profile have been awarded a Registry Career Level based on the 2009 Career Level. However, if a staff member increase their education or training, they will need to renew their Registry certificate to have it count for</p>

<p><i>year?</i></p>	<p>YoungStar points.</p> <p>Programs must ensure that The Registry Program Profile is accurate to ensure their YoungStar rating is accurate. The most current information available in The Registry database will be used for the determination of quality indicator points for a program based on the current staffing reported. When staffing changes occur, it is the center's responsibility to update The Registry Program Profile accurately and timely.</p>
<p><i>6-P. What happens if a teacher leaves a center and begins working at a new program?</i></p>	<p>For YoungStar purposes, if a staff member leaves and this negatively affects the YoungStar rating of a program, a program will have 2 months to replace that staff member before the rating would be negatively affected. This courtesy will be given to programs once per year. So, if a program continually experiences staffing changes, the two month grace period will not be given more than once per rating year.</p> <p>The teacher should contact The Registry to update the information for his or her own certificate. Child care program directors should immediately update the information on their The Registry Program Profile: http://www.the-registry.org/Program-Profile/.</p> <p>Up-to-date lead teacher and classroom information must be identified in the Profile Screens. This information is used for accurate YoungStar Rating determination. Programs must update The Registry Program Profile when there is change and/or turnover in a program's lead staff. If the staffing turnover impacts the star level awarded, the program must notify the local YoungStar office within ten (10) days. The program must provide notification to the local YoungStar office within three (3) days if any of the following conditions occurs: director turnover, 50 percent of lead staffing turnover during the twelve (12) months following the YoungStar rating decision, or the program is identified as out of regulatory compliance.</p> <p>As the local YoungStar office staff (both Technical Consultants and rating observers) go into a program, they will verify the number of active classrooms serving children birth to five, and the lead teacher attached to each classroom, and compare that to information contained within The Registry Program Profile.</p>
<p><i>6-Q. What if turnover occurs just before or after a rating occurs?</i></p>	<p>The program will be given a rating based upon the staffing levels at the time of the rating. If staffing changes following a rating and affects the star level awarded, the program will have 2 months to replace the staff member who left. Please see question 6-P for specifics on this question.</p>
<p><i>6-R. What is the cost to apply for a Registry Certificate?</i></p>	<p>Online application for a Registry certificate is \$50.00, and an on-line renewal costs \$25.00. Mail-in application options include \$60.00 for a paper standard application, \$35.00 for a paper renewal, and \$100.00 for an enhanced application (available via mail only). Additional Registry application and renewal information is available at: http://the-registry.org/</p>
<p><i>6-S. Are grants available to teachers/providers to complete higher education?</i></p>	<p>T.E.A.C.H. Early Childhood® Wisconsin scholarships are available to help child care teachers and directors access credit-based instruction. These scholarships can cover most of the cost of tuition and provide a stipend for books and travel costs. More information about T.E.A.C.H. Early Childhood® Wisconsin scholarships can be found at: http://www.wecanaeyc.org/teach/index.php. We are pleased to note that the Joint Committee on Finance appropriated additional resources for this program to support programs participating in YoungStar.</p>
<p><i>6-T. Does education really relate to quality infant care?</i></p>	<p>Yes, research indicates that providers with higher levels of education tend to provide higher quality care than providers with lower levels of education. See the following studies:</p> <ul style="list-style-type: none"> • <i>The Carolina Abecedarian Project</i>, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill (1999): http://www.fpg.unc.edu/~abc/ells-04.pdf • National Center for Early Development and Learning, 1995, NIEER Working Paper - <i>The Impact of Teacher Education on Outcomes in Center-Based Early Childhood Education Programs: A Meta-analysis</i> Pamela Kelley and Gregory Camilli (2007): http://nieer.org/docs/?DocID=185. • <i>Child Care & Early Education Research-to-Policy Connections, No. 3: Impact of Training and Education for Caregivers of Infants and Toddlers</i>, by J. Lee Kreader, Daniel Ferguson, Sharmila Lawrence, 2005:

<p><i>6-U. If my center is looking at training, would it be wise to consider credit-based options?</i></p>	<p>Points may be earned in YoungStar for the percentage of staff who have completed credit-based instruction. So, it may be beneficial for individuals to look at their own professional development plans to determine if pathways to credit-based instruction are goals for them.</p> <p>There are also other non-credit-based training opportunities that YoungStar will recognize such as: Wisconsin Model Early Learning Standards (WMELS) training, School-Age Curricular Framework training and the CDA. Please see question 3-D for a complete description.</p> <p>For individuals who have completed degrees, the desire may be to complete content rich training in a non-credit format, but for individuals who have not had credit-based instruction, a one-credit offering may be a wonderful entry point. Additionally, an individual may want to pursue a T.E.A.C.H. Early Childhood® Wisconsin contract if they are looking at completion of three to 8 credits of instruction as the first step towards credit-based instruction that leads to future degrees.</p> <p>Regardless of YoungStar, we do recognize that credit-based pathway opportunities begin with a single class offering to bring people into higher education - and these opportunities are wonderful options. So the best answer is "yes," both credit-based and non-credit-based opportunities may be desired in training. The individual that is looking at completing the training needs to identify where they are on The Registry Career Level, and if they are interested in moving up that ladder to degree pathways.</p>
<p><i>6-V. Who is the lead teacher when two teachers share a classroom, one working two days a week and the other working three days a week?</i></p>	<p>When looking at lead teacher qualifications for classrooms within a program, the lead teacher who spends the greatest number of hours each week in the classroom should be identified on The Registry Program Profile as the YoungStar lead teacher. If two teachers spend equal amounts of time in a classroom, the director may choose which teacher to name as the lead teacher for YoungStar purposes. This choice should be reflected in the program's Registry Program Profile.</p>
<p><i>6-W. If you are recognized as an Administrator for a program in The Registry, is it true that you must earn an Administrator Credential? How does Administrator Credential apply to YoungStar?</i></p>	<p>Licensing Rules identify if program administrators are required to complete the full administrator credential or one class, depending upon licensed capacity.</p> <p>For YoungStar purposes, to earn a three-star rating, a Director in a group program must attain the Administrator Credential or be at Registry Level 10 or higher. For family programs, if a family provider wants to a four-star rating, he or she must attain the Administrator Credential or be at Registry Level 10 or higher.</p>
<p><i>6-X. How will programs that operate more than one shift have teacher qualifications recognized for YoungStar point calculations?</i></p>	<p>When looking at lead teacher qualifications for classrooms within a program, the lead teacher who spends the greatest number of hours each week in the classroom should be identified on The Registry Program Profile as the YoungStar lead teacher. If two teachers spend equal amounts of time in a classroom, the director may choose which teacher to name as the lead teacher for YoungStar purposes. This choice should be reflected in the program's Registry Program Profile.</p> <p>For example, if program has the "Blue Group" in Classroom A from 8 AM to 2 PM and then the "Red Group" is in Classroom A from 2 PM to 7 PM, one teacher will have to be identified for Classroom A, even if there are two different teachers, one for the Blue Group and one for the Red Group, who teach in that physical space. Within a program, the number of physical classrooms that are available (not shifts) and the corresponding lead teachers for those physical classrooms will be used as factors for YoungStar percentage calculations.</p>
<p><i>6-Y. Are there micro-grants to cover the cost of getting Registry Certificates? My center has almost 100 teachers.</i></p>	<p>At this point, there is no specific funding pool to support Registry application fees <u>before a program applies to YoungStar</u>. In order to receive a rating above a two-star, at least one teacher for each classroom will need to be on The Registry to have his or her educational qualifications counted. Eligible YoungStar programs that participate in technical assistance can have access to micro-grants. So a child care program might use a micro-grant for Registry application fees if professional development is a focus of the Quality Improvement Plan. But there is no specific funding pool for these fees outside of a provider using the micro-grant for this purpose.</p>
<p><i>6-Z. What is the YoungStar policy on</i></p>	<p>The YoungStar policy on religious and cultural materials is here:</p>

<i>religious and cultural materials?</i>	http://dcf.wisconsin.gov/youngstar/pdf/religious_materials_policy.pdf Many other YoungStar policies are available here: http://dcf.wisconsin.gov/youngstar/policy.htm
<i>6-AA. If a child care program/provider earns more points in the educational qualifications than the minimum points required to be at a certain star level, can the additional points above the required minimum be counted as optional points?</i>	<p>Yes. Example: a program has three classrooms, with three lead teachers with the following qualifications: two teachers with related Bachelor's degrees and one teacher with a related associate degree. For this three classroom program, the educational qualifications earned for lead teaching staff will be: 8 points according to the Points Detail Document (50% bachelors and 50% associate).</p> <p>Since the minimum educational points required for a four-star program is three points, this program can use the additional educational qualification points (five in this case because 8-3=5) as optional points.</p>
<i>6-BB. If a director/provider/lead teacher earns a degree, does their YoungStar rating go up and what is the process for this to happen?</i>	<p>Normally, a rating will occur annually. If a director/provider or staff education changes enough to move the program up or down in star-level, the YoungStar rating will change. The rating will not become public (that is, be published on the website) until the program's Technical Consultant approves the rating in the case management system.</p> <p>If a large change occurs, a provider should update their Registry Program Profile to reflect the change. Then, the provider should call their local YoungStar office to notify their Technical Consultant of the change. Once the Office processes the change in the case management system, the new rating will show up on the public web site in about one week.</p> <p>See question 6-P for more information.</p>

7. On-site Observation and Assessment

Question	Answer
<i>7-A. Will prior notification to schedule an appointment be given to programs in advance of program observation to assess quality indicator points?</i>	<p>For the purpose of technical consultation, the appointments will be scheduled.</p> <p>For the purpose of Formal Rating with Observation, the visits will be unannounced. Providers will have to first request a Formal Rating with Observation by filling out a form. On the form, the provider will indicate dates or times of day that the program will not be available for Formal Rating with Observation such as planned holidays or professional development days.</p>
<i>7-B. How often will on-site ratings occur?</i>	<p>It is anticipated that rating visits will occur annually with a limited number of exceptions: a program or center becoming accredited; a family child care director earning an associate or bachelor's degree; or 50% or more of classroom teachers in a group center increasing their education.</p>
<i>7-C. How will child care programs request an onsite Formal Rating with Observation?</i>	<p>Child care programs that have completed a YoungStar Contract; have sufficient education and training (verified by The Registry); have been in business for one full year; and believe they meet sufficient quality standards to receive four stars or five stars will be eligible to have a Formal Rating with Observation. Rating observers will complete an observation using a state-approved process. Programs can choose to have Technical Consultation provided before or after a Formal Rating with Observation is given. Staff at the Local YoungStar Offices can help you choose which option fits your program best if you do not know which option to choose. All rating observers will have completed training and demonstrated reliability on the use of the observation tool protocols. Observations will be fair, efficient, and reliable.</p>

<p>7-D. What observation tool will be used for family child care programs?</p>	<p>The Family Child Care Environment Rating Scale – Revised Edition⁴ indicators will be used. These indicators are similar to those for group centers, but they reflect the unique characteristics of family child care.</p>
<p>7-E. How will observation ratings be accomplished?</p>	<p>In addition to the observation of the classroom environment, multi-source data collection methods will be used including interview, observation, and document review to provide an overall quality rating of the child care program. Observation tools that will be used include: Early Childhood Environment Rating Scale-Revised Edition (ECERS-R), Infant/Toddler Environment Rating Scale-Revised Edition (ITERS-R), Family Child Care Environment Rating Scale-Revised Edition (FCCERS-R), and the School-Age Care Environment Rating Scale (SACERS). The Program Administration Scale (PAS)⁵ and Business Administration Scale for Family Child Care (BAS) were also used to inform the creation of other quality indicators to earn points in YoungStar.</p> <p>The components of a high quality infant/toddler curriculum involve an individualized curriculum, a general flow to the day that children can count on, a day that revolves around care routines but has a brain development and learning component, and a consideration of child outcomes and assessment.</p>
<p>7-F. How is curriculum planned and delivered in programs serving infants and toddlers and how will program observation occur?</p>	<p>Specific training has been created related to the Wisconsin Model Early Learning Standards. This training covers developmentally appropriate practice and standards for serving children from birth to first grade. The training also includes information regarding examples of curriculum as well as program and child assessment resources specifically developed for infants and toddlers. The first course in the four-course, 12-credit sequence leading to The Registry Infant Toddler Credential covers curriculum planning and many other aspects of infant/toddler care.</p> <p>The WI Child Care Information Center (CCIC) 1-800-362-7353 or www.ccic.wi.gov provides a free lending library of resource materials related to early care and education. Child care providers may check out curriculum materials that describe experiences that are developmentally appropriate for infants and toddlers and that detail intentional planning of experiences for tummy time, music, hand play and songs, blocks, books, outdoor play, etc. CCIC also has multiple resource materials related to program and child assessment. Examples at CCIC include the <i>Family Child Care Environment Rating Scale-Revised</i> (FCCERS-R) and <i>Infant/Toddler Environment Rating Scale-Revised</i> (ITERS-R), which will be the YoungStar observation tools used for programs serving this age group. These tools give firsthand information on how a program can be observed and when used as self assessment tools can identify areas of strength and areas where improvement can be made as a quality improvement planning effort.</p>
<p>7-G. What qualifications must a person have to become a Technical Consultant or an observation rater in a child care program?</p>	<p>Individuals coming into a program to complete technical assistance or to complete the quality indicator rating observation must meet set educational levels and experience levels. Technical assistance consultants and rating observers will meet all Professional Development Approval System (PDAS) eligibility requirements. Observers will be thoroughly trained prior to completing observations, to assure consistency of assessment across the state.</p>

⁴ Harms, Thelma, Debby Cryer, and Richard M. Clifford. Family Child Care Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2007.

⁵ Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.

<p>7-H. Who is considered an independent observer that can verify a quality improvement plan?</p>	<p>A third party independent observer is someone who is not affiliated with your program that can independently verify that your program has a quality improvement plan in place. The person who is used for this person must be an approved Technical Consultant using the Professional Development Advisory System. An individual can apply to become an approved Technical Consultant. Eligibility criteria can be found on The Registry's website.</p>
<p>7-I. Which programs will get a formal ECERS/ITERS/FCCERS-R rating with observation? Will a group center get to choose which classrooms are observed?</p>	<p>When a child care program/provider applies to be part of YoungStar, the program/provider chooses one of three types of rating, described below:</p> <ul style="list-style-type: none"> ○ Automated rating: A provider who does not wish to have any Training or Technical Assistance and does not want a Technical Consultant to come visit their program could receive an Automated rating based upon educational qualifications of Lead Teacher / Director alone, verified by The Registry. Programs that choose this option will not be eligible for micro-grants. Programs that choose this option are not required to participate in The Registry. However, programs that wish to earn star ratings higher than a two-star, must participate in The Registry. ○ Technical rating: A Technical Consultant will verify education and training through The Registry. Then, the program may choose to have a Technical Rating done before or after Training and Technical Assistance is administered. After receiving desired Training and Technical Assistance, programs may receive two or three stars from their Technical Consultant. If a Technical Consultant comes into a program and believes the program is ready to have a Formal Rating with Observation, the Technical Consultant can encourage the program to have a Formal Rating with Observation. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ Formal Rating with Observation: To achieve four or five stars, programs must receive a Formal Rating with Observation based upon education and interviews and selected classroom observations utilizing: <ul style="list-style-type: none"> ▪ Environment Rating Scales (ECERS-R, ITERS-R, FCCERS-R, SACERS); ▪ Business and professional practices (indicators in this category were informed by the Program Administration Scales (BAS/PAS) in the areas of Learning Environment and Curriculum, Business and Professional Practices, including business practices, professional development, staff benefits and parent / family involvement); and ▪ Health and Wellness. <p>The center will not get to choose which classrooms are observed. The classrooms will be chosen using a formula. The formula will change periodically to ensure randomization in selection. Formal Rating with Observation is only available to program that provide child care for two or more consecutive hours on the days that they are open.</p>
<p>7-J. If a program has not been in business for a full year, can they receive a Formal Rating with Observation?</p>	<p>No. A program must be in the physical location for one full year before a Formal Rating with Observation can be performed. They would be eligible for a Technical or Automated rating and they are eligible for technical assistance as soon as they apply to be in YoungStar.</p> <p>If a provider moves locations, this rule applies too. They must be at the physical location for a full year before receiving a Formal Rating with Observation.</p> <p>If a provider has not been in the physical location for a year, they can receive a Technical or Automated rating and they are eligible for technical assistance as soon as they apply to be in YoungStar. Then, they could get a Formal Rating with Observation when they hit the year mark, but not any new Technical Assistance. They would be eligible for the next round of Technical Assistance at the year anniversary of their initial application to be in YoungStar.</p> <p>If a provider is rated at two or three stars and then, after a provider has been in business for a year, the provider is given a higher rating, they will not receive back payments for time between when the Automated or Technical Rating is given and when they get the formal rating.</p> <p>For example: Provider Sue started her business in October 2010. She signed up for YoungStar in March 2011 and was given a Technical Rating of three stars in May 2011. In October 2011, she could change her rating type to Formal Rating with Observation. If, as a result of the</p>

	Formal Rating with Observation, she receives a four or five-star rating, she would be eligible for a quality incentive payment starting the day her four or five-star rating becomes official.
<i>7-K. Can a YoungStar rating at one address be transferred to relocate to a new address?</i>	No. A YoungStar rating is not transferable to a new address or across sites. The one exception to this rule is if a program is accredited through a YoungStar-recognized accrediting body and the accreditation transfers to the new location, YoungStar would honor the accrediting body's decision.
<i>7-L. When a program closes, is a withdrawal of application needed?</i>	No. When a program closes, the automated system ends the YS rating and a withdrawal of application is not needed. The local YoungStar office will need to stop/end any technical consultation or formal rating assignment in the case management system to ensure that the consultant/rating observer does not visit a site that is closing.
<i>7-M. Is the provider required to submit a new application if they move to a new address?</i>	Yes. When the program receives the new license at the new site, the program will apply with a new YoungStar participation and Shares contract, and services will be provided. A program/provider will need to submit a new YoungStar application and a new Wisconsin Shares contract to the local YoungStar office.
<i>7-N. What is the process for programs/providers to receive technical consultation when a program is moving?</i>	If the program is planning on moving in the near future, technical consultation should be delayed until the provider is at the new site. However, the Technical Consultant, in collaboration with the program director or provider, may determine that quality improvement planning may be beneficial regardless of the location of the site (e.g., if the Quality Improvement Plan is related to professional development). If the quality improvement planning is instead related to a specific environment issue, such as a specific learning center, this type of technical assistance should be delayed until the program moves to the new location. If the move is planned but is not expected for a year or more, the technical consultation and rating should occur at the current site. Once a program moves to a new location, a new rating will be required. The program can request a Technical Rating for consideration to receive a three-star rating. Otherwise, they will receive a two-star rating. A program must be in existence at the current location for at least one year prior to being eligible for a Formal Rating with Observation.
<i>7-O. Can accreditation at one address be transferred to relocate to a new address?</i>	If the accrediting body allows the accreditation to move with the provider, YoungStar will honor the accreditation and corresponding star rating (four or five stars). If the accreditation does not transfer with the program/provider, a new rating will be required and the program can request technical consultation. Because the program will be at the new location less than one year, the program may only request a Technical Rating to earn up to three stars or an Automated Rating to receive two stars. A program must be in existence at their current location for at least one year prior to being eligible for a Formal Rating with Observation. The provider/program is responsible for submitting verification from accreditation body that includes program name, new address location, and accreditation begin and end dates.
<i>7-P. If the date for a move has not been determined (e.g., a program/provider haven't signed a lease yet; the building is still being constructed; or the renovations to the existing building that program/provider is moving to does not have a "definite" move date), will technical consultation continue as if a program is not moving?</i>	Technical consultation should be provided to address more general professional development and staff education/training needs rather than a specific building/environment problem that may not exist in a near-future move.

<p><i>7-Q. Is there a cut-off date for YoungStar purposes by which programs have to determine if they are moving to a new site in order to be given an accurate YoungStar rating?</i></p>	<p>There is not a specific cut-off date identified. Instead it is up to the Consortium staff to determine the best use of staff time, particularly as the amount of technical assistance hours remain an average of 10 hours per year. If the program has applied, but will be moving within the targeted technical assistance window time frame (16 week window), it may be in the best interest of the program to wait until the move is complete. If the technical assistance requested is related to business practices, it will remain the same at the new site. It may be possible to move forward with the technical assistance even though the program will move. The Consortium staff would make a determination based upon the individual program.</p>
<p><i>7-R. If a part of the program is moving in June but another part of the program is not moving until September or later, what are the requirements?</i></p>	<p>A YoungStar rating is not transferable to new address or across sites. If the program is running under two licenses, and is serving children birth to five at each site, both sites will need to re-apply for YoungStar. Separate lead teacher qualifications and director qualifications would need to be identified at each site.</p>

8. Learning Environment and Curriculum

Question	Answer
<p><i>8-A. How will the person who comes into the child care program understand what a quality program looks like?</i></p>	<p>Rating observers and Technical Consultants will have extensive education and experience in the field of early childhood care and education. The Department of Children and Families will require that assessments and services be culturally and linguistically appropriate. Rating observers will have completed training and demonstrated reliability in the use of the observation tool protocols. The rating scales themselves have been validated in many different settings to assure that they measure child care quality fairly, objectively, and consistently.</p>
<p><i>8-B. How will you verify that the center has completed full Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF) and has implemented a curriculum aligned with WMELS/SACF?</i></p>	<p>This information will be verified through The Registry. Individuals who have completed the full 15 hour WMELS training or the SACF should make sure their personal Registry record reflects that they have completed this training. Programs will demonstrate how staff is intentionally trained to use the chosen curriculum, how activities are intentionally planned at the center, how the curriculum is based on professional standards, how information is regularly shared with parents, and how children's individual outcomes are considered.</p>
<p><i>8-C. How will the Wisconsin Model Early Learning Standards, School-Age Curricular Framework and cross discipline training opportunities be reflected within the program score?</i></p>	<p>Verification that staff members have completed full WMELS/SACF training and that curriculum aligns with WMELS/SACF will be a factors in determining points awarded. Intentionality in planning and delivering the center's programming will also earn points</p>
<p><i>8-D. Will we be required to use a certain curriculum?</i></p>	<p>No, one optional point will be awarded for aligning a center's curriculum with the Wisconsin Model Early Learning Standards (WMELS). But WMELS is not itself a curriculum. Additional optional points will be awarded for using individual child portfolios and for using intentional planning and tracking to improve individual child outcomes. That can be done with many different curricula.</p>
<p><i>8-E. What if a center has already had an ECERS-R done on its program?</i></p>	<p>The center will be fortunate enough to have another rating done and have additional information with additional details to start making a quality improvement plan. YoungStar observation raters will attend group training and practice sessions to give everyone confidence that their ratings are consistent from rater to rater and from program to program.</p>

<p><i>8-F. Define smaller teacher ratios. What is the suggested class size? Will YoungStar require child-teacher ratios to become smaller?</i></p>	<p>YoungStar will not impact licensing ratio requirements. If a program is pursuing accreditation, lower ratios may be indicated by the accrediting body. Licensing standards set the floor for class size and staff-child ratios. Accreditation standards set the highest level. For example, Wisconsin Licensing Rules require a staff-child ratio of 1:4 for infants. The NAEYC Accreditation Standards' staff-child ratio for infants is 1:3, although they accept a ratio of 1:4 if providers are highly educated and very experienced.</p>
<p><i>8-G. What exactly will you look for when it comes to the space and furnishings?</i></p>	<p>The exact items are given in the <i>Family Child Environment Rating Scale – Revised</i> (FCCERS-R), <i>Early Childhood Environment Rating Scale – Revised</i> (ECERS-R), and <i>Infant/Toddler Environment Rating Scale – Revised</i> (ITERS-R). For example, FCCERS-R looks at the following items: indoor space used for child care; furniture for routine care, play, and learning; provision for relaxation and comfort; arrangement of indoor space for child care; display for children; space for privacy. Items are listed at http://www.ersi.info/scales.html for each subscale of each of the Environment Rating Scales.</p>
<p><i>8-H. In our 2 to 3 year old classroom, most children are 2 – 2 ½ in the fall and 2 ½ to 3 years old by spring. Will the observation rater use the ECERS-R or ITERS-R scale in that classroom?</i></p>	<p>As Formal Observation Raters go out into classrooms, they will look at the ages of the children served in each classroom, and then choose the appropriate rating scale based on the ages of the majority of children in the classroom at the time.</p>
<p><i>8-I. Public schools use set curriculum, set standards, and set assessment tools from pre-K through 12th grade. Will YoungStar be tied to uniform curriculum, evaluative outcomes, and getting children ready for school?</i></p>	<p>One goal of the public school system is to socialize children into the mainstream society. But in their very early years, young children need consistency between in-home and out-of-home care in order to thrive. Parents need a wide range of child care choices to find one that fits well with their child's individual personality and their own values. YoungStar builds on the goal of child care licensing and certification to set standards but not to aim for standardization. It promotes research-based best practices while offering many alternative ways to earn points for quality.</p>

9. Business and Professional Practices

Question	Answer
<p><i>9-A. Are PAS & BAS rating scales relevant to family child care centers or are they specific to group facilities and their business practices?</i></p>	<p>PAS stands for the <i>Program Administration Scale</i> that is used in group child care centers. BAS stands for the <i>Business Administration Scale for Family Child Care</i> that is used in family child care settings. The two books can be purchased from Teachers College Press (http://www.tcpres.com) or Redleaf Press (http://www.redleafpress.org) or borrowed from the Child Care Information Center (www.ccic.wi.gov).</p>

<p><i>9-B. Is there a format that has to be followed to meet the criteria of each section? Do I have to state it in a certain way to meet the criteria? An example would be the staff salary. Is there a certain amount of detail that has to go into it or will I meet the criteria if I have a salary range listed in my employee handbook for each position?</i></p>	<p>YoungStar staff has laid out specifics for each quality indicator that will be used to evaluate programs:</p> <p>Family: http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_family.pdf</p> <p>Group: http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_group.pdf</p> <p>School-Age: http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_schoolage.pdf</p> <p>Any specific questions about these documents can be directed to the program's Technical Consultant.</p>
<p><i>9-C. Will health care insurance now be available to child care teachers and providers?</i></p>	<p>It is not a mandated requirement within YoungStar for providers to offer health insurance benefits. Programs can receive points for providing staff benefits, including access to health insurance, or for paying a percent of the cost for full time staff and a prorated amount for part time staff. A program would verify that staff have access to health insurance provided to staff, with an employer contribution of 25 percent or higher for full time staff. If the program has this practice and demonstrates one or more other professional practices such as pension/retirement with contribution or paid time off, the center can earn a point.</p> <p>For family child care, a practice that will count is: "provider has health insurance for self and dependent children." If the provider has this practice, and one or more other professional practices such as provider contracts with parents for 10 or more days off per year, or provider has contributed to a retirement plan during the past year. Documentation must also be provided that demonstrates current access to health insurance and previous access over the last 12 months.</p>
<p><i>9-D. How were the standards for holiday, sick, vacation and other leave time developed?</i></p>	<p>DCF looked at the experience of other states and discussed different existing policies with Wisconsin child care programs, as well as using the <i>Program Administration Scale</i> and the <i>Business Administration Scale for Family Child Care</i> that establish standards for measuring early childhood management practices.</p>
<p><i>9-E. Will parent satisfaction surveys be utilized as an indicator to receive points for a program?</i></p>	<p>Parent surveys alone will not be a quality indicator to earn a point. Using the results of a parent survey and developing parental involvement opportunities that reflect the needs of families and children in care can earn points within the professional practices indicator area. Specific policies that reflect parental input into the program's operations will be key to determination of points awarded.</p>
<p><i>9-F. How will a program compensate higher educated staff at current program prices?</i></p>	<p>Salaries and staff benefits, along with quality working conditions and respect, are all components of staff support that can lead to well-educated staff remaining in a child care program. Salary scales that reward education and longevity are a strong step in staff retention. A combination of these staff benefits offered can be a pathway to earning points.</p>
<p><i>9-G. Can paid sick time be considered a professional practice that can earn a point in this quality indicator?</i></p>	<p>Paid sick leave or personal leave can be counted toward a point in YoungStar.</p> <p>Family Providers: To earn the point for indicator C.4.2, at a minimum, providers must contract with parents for 10 days off per year. Five of those days must be paid. The time off can be a combination of holiday, personal, or sick days. The time must be contracted for in the first year of the contract.</p> <p>Group and School-Age Programs: To earn the point for indicator C.4.3, full time staff must receive at least 18 days off per year. The time off can be a combination of holiday, personal, or sick days. The time off must be available in the first year of employment. If an employee earns the time over the period of one year, the point can be earned as long as the employee can use the time off in the first year. For example, if an employee earns six hours of time off every two weeks, that time would add up to 19.5 days off per year (6 hours multiplied by 26 pay periods=19.5 days off). As long as the employee can use that time off in the first year of employment, the provider can earn the point for this indicator.</p>
<p><i>9-H. Will part-time</i></p>	<p>Part-time programs will need to meet a prorated level of benefit, based on the amount of time</p>

<i>programs have to meet the same quality criteria in order to receive points in the professional practices component areas of full time benefits, etc?</i>	the program is available compared to full day programs.
<i>9-I. Will programs receive points for parent involvement activities?</i>	Yes. Parent involvement has been linked to providing higher quality child care. Center and program opportunities to engage parents through regular communication about child's daily activities and progress, parent –teacher conferences, program newsletters and other communication mechanisms will be ways programs can demonstrate parent involvement.
<i>9-J. What professional organizations are counted toward the optional point for "Membership in a professional association focused on early care and education"?</i>	<p>Director, Administrator or family provider must have <u>membership in a professional association</u> focused on early care and education. Membership will be verified by current membership documentation/dues payment record, AND documentation of current active participation in group membership (committee membership, working groups, leadership team, etc.). Associations that qualify include:</p> <ul style="list-style-type: none"> • National Association for the Education of Young Children (NAEYC) or its recognized state affiliate Wisconsin Early Childhood Association (WECA) or recognized local affiliate (i.e. Valley Association for the Education of Young Children (VAEYC)) • National Association of Child Care Professionals (NACCP) • National Association for Family Child Care (NAFCC) or its recognized state affiliate Wisconsin Family Child Care Association (WFCCA) • North American Montessori Teachers Association (NAMTA) • Wisconsin Child Care Administrators Association (WCCAA) <p>For school-age programs, membership in Wisconsin Afterschool Association or the National Afterschool Association.</p>
<i>9-K. If my program is part of a larger organization and I don't have an individualized budget, can I still earn the point for having a budget?</i>	Yes. If your program is part of a larger organization like a corporation or large non-profit, you may still earn the point for having a budget if you can show the YoungStar rater the required elements of the point within the organization's larger budget. All information that is irrelevant to YoungStar can be blacked out in the budget.

10. Child Health and Well-Being

Question	Answer
<i>10-A. Will programs that serve healthy meals and snacks, but do not participate or are not eligible to participate in the CACFP, be eligible to receive a point?</i>	<p>Yes, programs that demonstrate that <u>daily</u> nutritional meals and snacks are served to children can receive this point. To meet this indicator, providers could fully meet the environment rating subscale for Meals/Snacks at a level five (Good) or higher. Alternatively, the program can demonstrate that it provide well-balanced meals and snacks daily and can demonstrate this through three months of menus. Further proof may be required in some instances.</p> <p>2The program must also have policies and procedures to address children's allergies and accommodate dietary restrictions. This requirement applies even if there are no children in care with allergies or dietary restrictions.</p>
<i>10-B. Are programs that are trained to serve children with physical, developmental, or social and emotional special needs eligible to receive increased points?</i>	Programs that complete training in inclusive child care and supporting children's optimal development can receive points. Points may be earned if staff completes specialized training including the Inclusion Credential and/or inclusion training with documentation of competencies targeted, from other specialized services and/or training on the Center on the Social and Emotional Foundations for Early Learning Pyramid Model (CSEFEL).

<p><i>10-C. Are there any requirements for teacher training in special education? Child care centers need to have staff prepared to work with children across a spectrum of special needs. The star rating could assist districts in knowing if there is qualified staff in that center.</i></p>	<p>Child Care Resource and Referral Agencies can now refer parents to child care appropriate for their children with special needs. YoungStar gives two optional points to both group and family child care programs if a lead teacher, director, or provider has either The Registry Inclusion Credential or CSEFEL Pyramid Model training. When a program's detailed point rating is posted on the YoungStar website, a school district will be able to see if those two optional points have been earned.</p>
<p><i>10-D. I have a DPI certification in adaptive education with numerous credits in inclusion and children with special needs. How do I get that approved for a credit-based inclusion training as an equivalency to the Pyramid Model? Does this approval mean I am an internal coach? I would like examples of who an external coach is. I understand what one is; but how do I get one?</i></p>	<p>The Registry (www.the-registry.org) will evaluate your educational records to see if you have the equivalent of their Inclusion Credential. The four courses in the Inclusion Credential are described at www.the-registry.org/Credentials/Inclusion.</p> <p>For general information on program-wide adoption of the Pyramid Model, see www.challengingbehavior.org/do/program_wide/program_wide_index.htm.</p> <p>For specifics on the rollout in Wisconsin, see http://www.wcwcw.com/earlychildhood/WSSLT.pdf or the CESA 11 website at www.cesa11.k12.wi.us/speceduc/Pyramid_Model.cfm.</p>
<p><i>10-E. What specific training is required to meet the social and emotional quality indicator in the Health and Child Wellness area: "Lead teacher or director with credit-based inclusion training, completion of the Center for the Social and Emotional Foundations for Early Learning Pyramid Training Model, or verified equivalency to either of these credentials"?</i></p>	<p><u>For 1 point</u></p> <p>50% of Lead Teachers and Director with any of the following:</p> <ul style="list-style-type: none"> • 3 credits of inclusion and/or social-emotional training; • Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours); • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior (15 hrs.); • Tribes TLC (12 hrs.); 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><u>For 2 points</u></p> <p>100% of Lead Teachers and Director with any of the following:</p> <ul style="list-style-type: none"> • 3 credits of inclusion and/or social-emotional training; • Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours); • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior (15 hrs.); • Tribes TLC (12 hrs.); 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><u>Wisconsin Pyramid Model Training</u> is delivered in multiple formats by Approved Trainers including: two or more full-day workshop training sessions or an eight-week series training. Each of these training pathways meets the requirements of Social Emotional content delivery.</p>

	<p>When the individual has completed the full Wisconsin Pyramid Model Training and the Approved Trainer verifies this within The Registry, the individual lead teacher's training requirement is met.</p> <p><u>Verification of non-credit training:</u> Training content must meet one or more of the following Wisconsin State Personnel Development Grant priorities: 1) Legal rules and regulations in Wisconsin (for example: Individualized Family Service Plan (IFSP)/ Individualized Education Program (IEP), least restrictive environment, disability descriptions and eligibility criteria). 2) Collaboration related to children with disabilities and their families (for example: working across program areas, working within multidisciplinary teams, team decision-making). 3) Evidence-based practices (for example: screening, assessment, inclusion strategies, caring for children with special health care needs).</p>
<p><i>10-F. It was stated that centers should have both an internal coach and an external coach for the Pyramid Model. Are there trainings available for internal coaches? How will potential external coaches be informed of the web-based training on the Pyramid Model? Do you have the dates/time set yet?</i></p>	<p>Ideally, a program would have an internal coach – someone within a program competent and available to support its program-wide leadership team and teachers – as well as access to an external coach. A training was offered in June, 2010 that hosted a number of coaches trained around the state (62 people “attended” the training). To find a Pyramid Model external coach in your area, please visit Collaborating Partners website Pyramid Model page and go to the “Find a trainer/coach” tab: http://www.collaboratingpartners.com/social-emotional-competence-sefel-trainer-coach.php</p> <p>No further Coaches’ training events have been planned at this point. Please continue checking the Pyramid Model page for the most current information on the Pyramid Model events and activities. Future training opportunities will be identified there.</p>
<p><i>10-G. Do you believe that the high four-year-old expulsion rate is due to four-year-old kindergarten being implemented in the schools? We have four-year-olds that are bused from our program to other programs. I believe that this causes them a lot of emotional stress.</i></p>	<p>There are multiple reasons why children are asked to leave. One of the major reasons is challenging behaviors. There are so many reasons why children might have those behaviors. They might not know how to control their emotions, they might be tired or hungry, they might have social-emotional or other needs that are not being met. Teachers can help children learn to manage their emotions so they exhibit fewer challenging behaviors. CSEFEL training can help support teachers so they can support children.</p>
<p><i>10-H. How many hours of training will be involved in each of the CSEFEL trainings -- Preschool, Infant/Toddler, Family?</i></p>	<p>The CSEFEL Pyramid Model trainings are very flexible and organized in modules. Each module is a meaningful chapter or information. You can download the modules from the website – http://www.vanderbilt.edu/csefel. A full preschool training is four days. A full infant/toddler training is three days. Centers will not be expected to close to do the training all at once. The plan is for trainers to come to your center as you have time available and provide the trainings most useful to you. Other opportunities for a series of training modules to be offered in each region are being planned.</p>
<p><i>10-I. What specific training is required to meet the child abuse prevention/strengthening families quality indicator in the Health and Child Wellness area?</i></p>	<p>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.</p> <p>OR</p> <p>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>Verification will be completed through automated linkage with The Registry to identify child care programming lead teacher and/or director staffing that has completed full Strengthening Families Protective Factors Training and/or Wisconsin Child Welfare Training System</p>

	Mandatory Reporter Training.
<i>10-J. What specifically constitutes "physical activity" to fill the 60 minute requirement -- obviously outside time, dancing, and actual exercise -- anything else?</i>	<p>The Department will define it based on guidelines issued by the Centers for Disease Control and other experts, what other states have done, and input from child care providers and the public.</p> <p>The 60 minutes is for a child in full day care. This usually means that a child is present for 6 – 10 hours per day. Part day programs can reduce the time to 30 minutes for every 2 ½ hours that children are present. For children 1 – 5 years old, providers should include physically active transition times in the schedule, 10 minutes of activities in music and movement, teacher-led participation in physical activities outside in 15 minute increments for children 2 – 5 years old, 5 – 10 minute increments for toddlers when children are outside. Infants should be placed in stationary seats for no more than 15 minutes at a time and allowed to move about freely inside and outside. Physical activities should include opportunities to run, climb, swing, jump, and practice body movement skills.</p> <p>We would consider examination of daily written lesson plans with detailed activities included. The Head Start "I am Moving, I am Learning" curriculum is one resource example currently available. An "Early Care and Education Wellness Resource Tool Kit" developed by the Wisconsin Department of Health – Nutrition, Physical Activity and Obesity Prevention program is helpful for providers to use in the course of planning and using physical activity during the daily schedule: http://dhfs.wisconsin.gov/health/physicalactivity/</p>

11. Parent Information and Involvement

Question	Answer
<i>11-A. How will parents be informed of this quality rating system?</i>	<p>DCF will work closely with partners to publicize the star ratings through a variety of media where parents might learn about child care options. DCF has also created a new website to search for child care that includes information about YoungStar ratings as well as licensing and certification. The site is http://childcarefinder.wisconsin.gov</p> <p>The Department will also partner closely with a broad range of partners, including Child Care Resource and Referral Agencies, county agencies and W-2 programs that work with parents seeking child care, pediatricians, Job Centers, and others to ensure that parents are equipped with concrete, objective information regarding quality criteria. A media campaign will provide parents with clear and consistent information about quality indicators in child care settings.</p>
<i>11-B. Will parents be notified of the points accumulated not just the stars?</i>	<p>Currently, the public website displays the star level a program has earned. In the near future, the public website will provide details about the rating of providers, including where points were earned in each YoungStar category. Families who receive Wisconsin Shares will be notified periodically of their provider's ratings in YoungStar.</p>
<i>11-C. How will parents be assisted in understanding that this is a new program?</i>	<p>DCF and local YoungStar offices will work with organizations that serve parents such as Child Care Resource and Referral, family resource centers and Parents Plus to develop materials and information that indicates that this is a new program that is developing and that not all programs will participate right away. The goal of the program is to build quality over time based on program strengths.</p>
<i>11-D. How will parents know how to become more involved in the child care program they choose?</i>	<p>The Supporting Families Together Association, including Child Care Resource and Referral Agencies, can provide parents with information on what to look for regarding parent involvement opportunities within a child care program they are considering. Specific quality indicator criteria have been identified within the observation rating process. Parent involvement opportunities that can be observed and verified will be documented. The public media campaign will include examples of parental involvement opportunities that programs may offer. YoungStar is an ongoing effort to improve child care quality. Local YoungStar offices will work with parents to advise them that this is an emerging and ongoing effort to focus on quality.</p>
<i>11-E. Will child care programs that receive quality incentive</i>	<p>Co-payments will not be affected by increased additional payments to providers. Programs will continue to collect full family co-payments. Increased reimbursement is intended to support higher quality programming.</p>

<i>payments based on higher star ratings be required to reduce the parent co-payment responsibility, or will they receive this payment in addition to the current parent co-payment responsibility?</i>	
<i>11-F. Will programs be required to charge private pay parents the same amount as the quality incentive payments amount in order to collect those dollars?</i>	No. Star ratings will not affect provider prices. Child care programs are owner operated and set their own prices. Programs should determine the actual business costs of providing the quality of care delivered. Funding sources should be reviewed, and costs should be prorated over the number of children being served. Marketing, business climate, eligibility for private funding sources, eligibility for public funding sources, and strategic planning are all things to consider in setting prices.
<i>11-G. What training events will be made available to child care programs and parents to describe YoungStar and identify the goals of the initiative?</i>	Stakeholders in early care and education will be invited to Department of Children and Families trainings, workshops, conferences, and round table sessions across the state to receive the most up-to-date information on YoungStar. Stakeholder groups include Supporting Families Together Association including Child Care Resource and Referral Agencies and Family Resource Centers, Family Living Agents through the University of Wisconsin Extension Office, the Black Child Development Institute, Wisconsin Early Childhood Association, The Registry, Child Care Information Center, Cooperative Educational Service Agencies, Wisconsin Child Care Providers Together, Wisconsin Child Care Administrators Association, Wisconsin Family Child Care Association, Parent Organizations, Wisconsin Council on Children and Families, Department of Health Services, Department of Public Instruction, and other stakeholders. The Department web page will be updated to provide the most current training and other information statewide. Visit the YoungStar training page at: http://dcf.wisconsin.gov/youngstar/training.htm
<i>11-H. How will this help parents select child care?</i>	Parents will have an objective rating of individual licensed and certified child care programs that have been observed and rated based on set quality criteria, criteria proven by research to indicate higher quality programming and better care for children.
<i>11-I. Will the child care program rating be included on the DCF child care search website?</i>	Yes, all child care programs that participate in YoungStar will be listed on the website and the star rating that they receive will be posted.
<i>11-J. Will each group child care program have a star rating listed next to their location site?</i>	Yes, all group child care centers that participate in YoungStar will be rated. If a program is serving children who receive Wisconsin Shares, they will be required to participate in YoungStar. Additionally, if a program wants to participate in YoungStar, they must agree to accept families who utilize Wisconsin Shares in their programs.

12. Training and Technical Assistance

Question	Answer
<i>12-A. What supports are available to help a child care program move from one star level to the next star level?</i>	The YoungStar Consortium will provide technical assistance and consultation to child care programs with a regional and community-wide support emphasis. T.E.A.C.H. Early Childhood® Wisconsin Scholarships for credit-based education are available to many workers in the early care and education workforce. Wisconsin Model Early Learning Standards trainings are currently available, and additional training emphasis will be placed on the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and training for the establishment and delivery of developmentally appropriate curriculum and assessment practices. These training opportunities will be made available through collaboration between the local YoungStar offices and other key partners representing different disciplines. Training

	<p>information is available on the Wisconsin Early Childhood Collaborating Partners website: http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php. Local Child Care Resource and Referral staff can help child care programs find needed training within their service delivery area. Child care programs that demonstrate quality improvement efforts may be eligible for mini-grants to support additional quality enhancement.</p> <p>Information on training is also available at the YoungStar training webpage: http://dcf.wisconsin.gov/youngstar/training.htm</p>
<i>12-B. How will child care programs access technical assistance and consultation?</i>	<p>Child care programs will complete a YoungStar Contract. This application is available on the DCF website at http://www.dcf.wisconsin.gov/youngstar/providers.htm.</p> <p>The provider then sends their YoungStar Contract to the local YoungStar office in their area of the state. To find the local YoungStar office in your area, go to the YoungStar website at: http://www.dcf.wisconsin.gov/youngstar/map/default.htm.</p> <p>The local YoungStar office will process the applications and then assign a Technical Consultant to an individual program. The Technical Consultant will guide the program through the process of getting training and technical assistance and then a star rating.</p>
<i>12-C. Will there be a cost for technical assistance and observation rating?</i>	<p>Funding for YoungStar includes funding for observation rating of all publicly funded child care programs serving children birth to age five. Additional funding is available for technical assistance for quality improvement efforts in each regional geographic area. Technical assistance may include targeted training opportunities, resource sharing, mentoring, coaching, and opportunities to apply for mini-grants to support quality improvement plans. Additional supports for quality improvement efforts include access to T.E.A.C.H. Early Childhood® WISCONSIN scholarships, R.E.W.A.R.D.™ WISCONSIN stipends, and Supporting Families Together Association(SFTA) and Child Care Resource and Referral training and technical assistance opportunities. Child care programs may choose to request additional training and technical assistance supports beyond the current scope of YoungStar. Technical assistance providers may charge such programs for services above and beyond training supported directly through the YoungStar program.</p>
<i>12-D. How many family providers participated in the TQG (Together Quality Grows) pilot project?</i>	<p>Immediate training and technical assistance support allowed the TQG program to reach 49 group centers and 48 family child care programs. Since the program began in 2006, 88 family child care programs and 158 group centers have benefited from this program.</p>
<i>12-E. When seeking the WMELS training, it became a problem that the classes were on several specific Saturdays in a row. None of my staff had ALL those dates free. Is there any other way we can obtain this training?</i>	<p>Visit the Wisconsin Early Childhood Collaborating Partners web page for information on Wisconsin Model Early Learning Standards training delivery locations and dates: http://www.collaboratingpartners.com/training.htm. Additionally, a listing of WMELS Approved Trainers is available at this site. The Supporting Families Together Association/Child Care Resource and Referral has trainers available to offer WMELS training. Costs for training are dependent upon funding sources and cross-system delivery capacity. Contact the local CCR agency at: https://supportingfamilies.together.org/CCR_R.html</p>
<i>12-F. Who is eligible for micro-grants and what is the application process?</i>	<p>Family and group centers, non-profit and for-profit centers are eligible. It is the goal of YoungStar to link micro-grants to a quality improvement plan. Micro-grant purchase plans are submitted with Quality Improvement Plans by the Technical Consultants during the technical consultation process. Local YoungStar office information can be found at: http://dcf.wisconsin.gov/youngstar/map/default.htm</p>
<i>12-G. What are some examples of how micro-grants could be used?</i>	<p>We expect these grants will be tied to a provider's quality improvement plan. Programs may choose to put grant funding toward their accreditation process or for buying equipment or materials that will help strengthen the learning environment and curriculum in key areas identified as needing improvement in a program's quality improvement plan. A micro-grant <u>cannot</u> be used to increase pay for family or group child care providers.</p>
<i>12-H. Will I have access to technical assistance - prior to being rated -to</i>	<p>Yes. Programs can choose to have their technical assistance before or after being rated. A Technical Consultant will help you decide what areas you would like to focus on for your</p>

<p><i>come into my family child care, look over my center, review my education, and my center as a whole to inform me about what I could improve?</i></p>	<p>technical assistance.</p> <p>Additionally, providers can help Technical Consultants by completing a self-assessment of their program prior to receiving technical assistance. Some examples of self-assessments are available on the YoungStar website at: http://www.dcf.wisconsin.gov/youngstar/provider_tips.htm.</p>
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13. Wisconsin Shares Reimbursement Rates

Question	Answer
<p><i>13-A. How will programs be reimbursed for quality?</i></p>	<p>An incentive system will be instituted that rewards programs for higher quality care by provider offering quality incentive payments for children who are receiving Wisconsin Shares funding.</p>
<p><i>13-B. What is the scale for determining quality incentive payments?</i></p>	<p>From July 1, 2012 through December 31, 2012, the quality incentive payments will be tied to Wisconsin Shares payments in the following manner:</p> <ul style="list-style-type: none"> ○ One-star= no Wisconsin Shares reimbursement ○ Two-star= -5% of current Wisconsin Shares reimbursement ○ Three-star= no change in current Wisconsin Shares reimbursement ○ Four-star= +5% of current Wisconsin Shares reimbursement ○ Five-star= +10% of current Wisconsin Shares reimbursement <p>The quality incentive payments will be tied to Wisconsin Shares payments in the following manner beginning January 1, 2013:</p> <ul style="list-style-type: none"> ○ One-star= no Wisconsin Shares reimbursement ○ Two-star= -5% of current Wisconsin Shares reimbursement ○ Three-star= no change in current Wisconsin Shares reimbursement ○ Four-star= +5% of current Wisconsin Shares reimbursement ○ Five-star= +25% of current Wisconsin Shares reimbursement
<p><i>13-C. Currently accredited programs receive a 10% quality incentive payment through the subsidy program; will this be added to or part of the quality incentive payment for five-star programs?</i></p>	<p>The quality incentive payment will replace the 10% payments.</p>
<p><i>13-D. When a program receives a quality incentive payment, will there be specifications on how that money should be used?</i></p>	<p>The program may use the quality incentive payments as they see fit.</p>
<p><i>13-E. If you are licensed, is there a separate WI Shares form/contract that needs to be completed for</i></p>	<p>Programs must complete a YoungStar Contract in order to participate in YoungStar.</p> <p>Programs can access detailed instructions about participating at: http://www.dcf.wisconsin.gov/youngstar/providers.htm</p>

<i>family/group care and if so who do we contact for this?</i>	
<i>13-F. As we put in the money and time to maintain quality care for our families, will YoungStar do anything about the families who receive child care assistance and then center hop to avoid their co-pays, leaving big balances for the centers to swallow?</i>	The rating, training, and technical assistance on business practices will likely suggest ways to minimize such losses.
<i>13-G. When will quality incentive payments begin?</i>	July 1, 2012.
<i>13-H. What will happen if a program has not applied and/or is not rated as of July 1, 2012?</i>	Programs that have not submitted both a YoungStar Contract in to their local YoungStar office by July 1, 2012, will no longer be eligible to receive Wisconsin Shares payments. They will be eligible again as soon as the local YoungStar office receives their YoungStar Contract.
<i>13-I. Will child care programs that receive quality incentive payments based on higher star ratings be required to reduce the parent co-payment responsibility, or will they receive this payment in addition to the current parent co-payment responsibility?</i>	Co-payments will not be affected by increased additional payments to providers. Programs will continue to collect full family co-payments. Quality incentive payments are intended to support higher quality programming. The Department has received considerable feedback that high quality providers who serve Wisconsin Shares children are at a competitive disadvantage when they collect co-pays as required by the Shares program.
<i>13-J. Will programs be required to charge private pay parents the same amount as the increased support from the quality incentive payment in order to collect those dollars?</i>	No. Star ratings will not affect provider prices. Child care programs are owner-operated and set their own prices. Programs should determine the actual business costs of providing the quality of care delivered. Funding sources should be reviewed, and costs should be pro-rated over the number of children being served. Marketing, business climate, eligibility for private funding sources, eligibility for public funding sources, and strategic planning are all things to consider in setting prices.
<i>13-K. Will there be some kind of accountability built into YoungStar for programs receiving additional money, such as an annual report?</i>	Programs that receive micro-grants will be required to use funds for the purchase of products or services that would benefit the program. These services and/or products must be part of a program's Quality Improvement Plan. See question 12-G above. The quality incentive payments will not be tracked. However, it is the Department's hope these funds will be used to improve the quality of the program as the provider sees fit. Additionally, all programs participating in YoungStar will sign a contract requiring them to file timely and accurate Wisconsin Shares report forms and meet other program integrity requirements. Regulatory compliance will continue to be monitored by DCF Licensing Specialists and County Certifiers as it is now. Centers must update their Registry Program Profile when staff changes occur.

<p><i>13-L. Is it fair to use Wisconsin Shares payments as a basis for quality incentives? In our case, we have only about 3%. Another center a few miles away has 80+%. If we are both five-star, this other center gets a much higher quality incentive payment to help enhance their program than we would.</i></p>	<p>The intent of YoungStar is to improve the quality of care for all children, but the Legislature and the Department of Children and Families have particular concerns about children from low-income families who participate in Wisconsin Shares. Research suggests that such children in low-income families tend to receive lower quality care than children in higher income groups, even though low-income children depend heavily on early care and education to overcome societal achievement gaps and reach their full potential. Wisconsin Shares is where the State is able to create incentives for child care programs to improve services to low-income children. Programs with only or mostly private-pay families will be able to benefit from YoungStar technical assistance and micro-grants to boost quality.</p>
<p><i>13-M. How will quality incentive payments be paid to higher quality programs? Will quality incentive payments be included in the regular Wisconsin Shares reimbursement or paid by separate check?</i></p>	<p>DCF is working on the details of how these payments will be made. Details will be shared as soon as they are available.</p>

14. Reapplication and YoungStar 2012

Question	Answer
<p><i>14-A. How does YoungStar renewal/reapplication work?</i></p>	<p>Participation in YoungStar is required for all providers who want to receive Wisconsin Shares, the child care subsidy program for working families in Wisconsin. For all other providers, participation is voluntary. We have revised the YoungStar quality indicators slightly for 2012. The version of the Evaluation Criteria available now on the For Providers webpage (http://dcf.wisconsin.gov/youngstar/providers.htm) will be used for any programs that have been rated once in YoungStar and are renewing their participation and also for all providers who apply to YoungStar for the first time after March 1, 2012.</p> <p>Providers that are already participating in YoungStar need to reapply every year by your anniversary date. This is the anniversary of the date you were given your first rating in YoungStar. So, if you were received your first YoungStar rating on October 15, 2011, your anniversary date is October 15 every year. After July 1, 2012, your Wisconsin Shares payments are tied to your participation and rating in YoungStar, so be sure to submit your YoungStar Contract Renewal by your anniversary date to avoid interruption in Wisconsin Shares payments.</p> <p>Providers who applied for YoungStar in 2010 and 2011 were required to submit two forms to participate in YoungStar. For 2012, when you renew your participation in YoungStar you only need to fill out one form: YoungStar Contract Renewal.</p> <p>Local YoungStar offices will be holding YoungStar renewal meetings to help providers prepare for reapplication to YoungStar. When you receive your renewal application (60 days before your anniversary date), watch your mail for an invitation to attend a renewal meeting at your local YoungStar office.</p>
<p><i>14-B. Where and when will I get a YoungStar Contract Renewal?</i></p>	<p>Approximately 60 days before your anniversary date, providers will automatically be mailed a YoungStar Contract Renewal. Some of the information on the form will be filled out for you--please verify that the prefilled information is correct. The rest, you need to fill out. When you have completed the form, you will mail it to your local YoungStar office. The address for this office will be listed on the YoungStar Contract Renewal you receive in the mail</p>

<i>14-C. What if I lose my YoungStar Contract Renewal or never receive one?</i>	You should receive the YoungStar Contract Renewal approximately 60 days before your anniversary date. Allow a week to account for postal delays. Then, if you still don't have the YoungStar Contract Renewal, contact your local YoungStar office for a new form. The YoungStar Contract Renewals are not available online.
<i>14-D. How can I prepare for YoungStar 2012?</i>	We have prepared a tip sheet to help providers prepare for renewal: http://dcf.wisconsin.gov/youngstar/pdf/reapplication_tips.pdf Attend a renewal meeting in your area or contact your local YoungStar office for more information.

15. School-Age Programs

<i>15-A. Are certified school-age programs included?</i>	Certified school-age programs are included in YoungStar. The Department of Children and Families has developed specific criteria and a scale of points that use the same broad categories already established but with customization for school-age care's unique characteristics. The Department has collaborated with the Wisconsin Afterschool Network and a number of other school-age providers that have provided input into the design and implementation of the school-age version of YoungStar.
<i>15-B. Will part-day school-age programs receive points in the same way points are calculated for full day programs?</i>	Yes. If providers choose a Technical Rating or a Formal Rating with Observation, on-site observations will be completed at all school-age programs, including programs that are part-day. Activities and indicators outlined in YoungStar such as 60 minutes of physical activity will be prorated to fit a shorter day schedule.
<i>15-C. Will programs receive multiple ratings, one for early childhood and one for school age?</i>	No. Programs will be issues one rating for each Location Number (issued by licensing or certification staff). If there are different age groups present and a Formal Rating has been requested, the program will have the Environment Rating Scale Tool used for the groups present.
<i>15-D. If I am a director of more than one center, will each center be rated separately?</i>	Yes. Multi-site programs with their own separate license and Location Number will have independent ratings. Additionally, if you were the director for more than one site, your educational qualifications can only count toward points for one center.
<i>15-E. How will accredited school-age programs earn points in YoungStar?</i>	If a school-age program is at a licensed location that is accredited, the school-age program will be recognized as accredited because only one YoungStar rating can be awarded per Location Number. Currently, the Council on Accreditation (COA), the National Accreditation Commission (NAC) and the City of Madison accreditations are recognized as 4 Star or 5 Star ratings in YoungStar. NAC accredits the location with birth – 12 year olds at the site. School-age children at the location will be part of the accreditation. NAC accreditation will not accredit school-age only programs. NAEYC is piloting accreditation for school-age programs.
<i>15-F. Do NAEYC/COA/NAFCC/NAC/City of Madison accredited centers need to supply a person who is trained in the PBIS/ TRIBES or Guiding Children's Behavior in School-Age Programs?</i>	No. Ongoing social emotional training is certainly recommended for accredited centers, but they will not be rated on it.
<i>15-G. For school-age staff, do teacher/</i>	No. Credit, credentials and degrees for Group Leaders, Lead Teachers, Directors, and/or

<i>director qualifications need to be early childhood?</i>	Administrators must be related to the age group served as determined by The Registry.
<i>15-H. How will the education of a Group Leader be counted if s/he works in more than one program?</i>	A Group Leader cannot use educational qualifications for more than one classroom. The classroom or group that the Group Leader spends the most time in is the classroom/group that should be attached to that Group Leader in the Registry Program Profile. If the Group Leaders are in charge of individual activity stations in the program and the children rotate between the stations and Group Leaders, the licensing ratios must be met and all of the Group Leaders in the program must be placed on The Registry Program Profile and meet the qualifications.
<i>15-I. What happens if a Group Leader leaves a program and begins working at a new program?</i>	A Group Leader that leaves a center and begins working at a new center will need to have the Director of the initial program remove the Group Leader from their Program Profile and on The Registry. The Group Leaders will then need to have the Director of the new program place the Group Leader in their Program Profile on The Registry.
<i>15-J. Who is the Group Leader when two group leaders share a group, one working two days a week and the other working three days a week?</i>	The Group Leader with the most work time at the program should be recognized as the Group Leader. If the Group Leaders work exactly the same amount of hours per week, the program can choose which individual to choose as the YoungStar Group Leader. A program should also consider educational qualifications.
<i>15-K. Can a person be counted as BOTH a Site Supervisor AND a Group Leader in a program?</i>	<p>A full day school-age program (regardless of the number of children enrolled) must have Site Supervisor/ Coordinator/ Director on site. Site licensed for 51 children and over (regardless of the full or part-time nature of the program) must have a Site Supervisor/ Coordinator/Director who does not additionally have Group Leader responsibilities.</p> <p>However, in the following limited circumstances, a person can be counted as both a Site Supervisor and a Group Leader:</p> <ul style="list-style-type: none"> • Part-time programs licensed for 50 children or fewer when operating for 25 hours or fewer can combine the Site Supervisor/Coordinator/Director and may act as a Group Leader for one group ONLY if the following conditions are met: <ul style="list-style-type: none"> – For 3 Star Level ONLY – <ul style="list-style-type: none"> • The ratio of children to staff does not exceed 15:1 AND • The person acting as the Site Supervisor/ Coordinator/ Director has 10 additional hours of paid time per week for administration of program. – For 4 Star Level ONLY – <ul style="list-style-type: none"> • The ratio of children to staff does not exceed 15:1 AND • The person acting as the Site Supervisor/ Coordinator/ Director has 15 additional hours of paid time per week for administration of program.
<i>15-L. What environment rating scale tool will be used for formal rating observations in school-age programs?</i>	The School Age Care Environment Rating Scale (SACERS) will be used. These items reflect the unique characteristics of school-age program. Indicators that examine the business and professional practices of the school-age program will also be observed.
<i>15-M. How is curriculum planned and delivered in programs serving school-age children and how will program observation occur?</i>	Specific training has been created by the Wisconsin Afterschool Network called the School-Age Curricular Framework. This training covers developmentally appropriate practice and standards for serving children in school-age programs. The training also includes information about selecting curriculum as well as program and child assessment resources specifically developed for school-age children.

<p><i>15-N. What environment rating scale would a center use that has a classroom that is used by 4 year olds the whole day and school agers are integrated into the room before and afterschool?</i></p>	<p>If the center were to have a formal rating, the age of the majority of the children in the classroom at the time the formal rating is performed would determine the tool used. In this case, the ECERS-R would be used for this classroom since most children are ECERS aged.</p> <p>Programs should consider the developmental needs of all children in the group.</p>
<p><i>15-O. If a school district contracts with my organization to provide community-based before and afterschool programming, can my program participate in YoungStar and receive Wisconsin Shares funding?</i></p>	<p>If your organization has a contract with the school district and you are not licensed, you can participate in YoungStar. For information on how to do this, please contact Coral Manning at coral.manning@wi.gov. If your organization or the school district is currently receiving Wisconsin Shares funding for the children in your program, you must apply to participate in YoungStar by July 1, 2012.</p>
<p><i>15-P. My program is a run by a school district and is exempt from licensing requirements. What do I need to do to participate in YoungStar?</i></p>	<p>Childcare programs operated by school boards are considered exempt programs. WI s.120.13 (14) Stats., states that school boards may establish and provide or contract for the provision of day care programs for children...Day care programs established under this subsection shall meet the standards for licensed day care centers established by the department of children and families. Under the DCF 201 child care subsidy administrative code, child care programs operated by private schools must be regulated in order to be eligible for subsidy reimbursements. If there are 4 or more children under age 7 in care, these child care program may choose to be licensed. Otherwise, the programs may choose to be certified by the county.</p> <p>A YoungStar Contract would be submitted to the local YoungStar office.</p>
<p><i>15-Q. What job titles are equivalent to a Lead Teacher and a Director in a school-age program?</i></p>	<p>Group Leader and Site Supervisor are equivalent titles, respectively. The Site Supervisor may also be called Director or Site Coordinator or Administrator. The responsibilities assumed by the personnel will determine the qualifications required.</p> <ul style="list-style-type: none"> • Group Leader – responsibilities include supervision and guidance of a group of children in the program under the direction of a Site Supervisor/Coordinator <u>and/or Director/Administrator</u>. Group Leader will assist in daily planning and implementing of activities, communicating with families, and relating to the community. • Site Supervisor/Coordinator/Director/Administrator - responsibilities include the overall direction and daily operation of the program. This position will develop mission, philosophy, goals, and policies, be responsible for program planning and evaluation, administration, including fiscal management and the organizational development, including management of human resources.
<p><i>15-R. What does regular attendance in school age programs mean?</i></p>	<p>Some quality indicators may have exceptions for children who are not in regular attendance. To be in “regular attendance” means that the child attends the program 50% or more of the hours the program is open for that age group of child. For example, if a school-age program is open 20 hours per week, a child in regular attendance would attend 10 hours or more per week. Then, if the program were open for 40 hours per week in the summer, the child in regular attendance definition would change to 20 hours or more per week.</p> <p>In most cases, the quality indicators apply to the entire program. If the quality indicator has an exception for children who are not in regular attendance, this will be clearly stated.</p>
<p><i>15-S. Will Day Camps need to complete a YoungStar application and be rated in order to receive Wisconsin</i></p>	<p>Day Camps do not need to participate in YoungStar currently. The Department will work with stakeholders to develop a design for evaluation criteria that represents the unique service delivery of Day Camps during the remainder of 2012 with a goal to include participation of Day Camps in YoungStar sometime in 2013.</p>

<i>Shares after July 1, 2012?</i>	
<i>15-T. Is the person designated as the Site Supervisor/Director someone that has to be there on-site at all time?</i>	For YoungStar purposes, the person designated as the Site Supervisor/Director will need to be at the site a minimum of 10 hours for a site licensed for 50 or fewer children. For a site licensed for 51 or more children, the person designated as Site Supervisor/Director will need to be at the site a minimum of 20 hours per week.