



## **Earning Points for Staff Training**

*January 1, 2016*

Beginning January 1, 2016, if a program has more than one person listed in a classroom/group on their Registry Program Profile, the training of either individual will be counted when awarding YoungStar points. For example, if a teacher in a classroom has Registry-verified training that connects to YoungStar optional points but the YoungStar Lead Teacher lacks the training, the program would be given credit for that classroom having met the requirement for the YoungStar optional point. In order for the training of the teacher to be counted for YoungStar indicators, the individual must be working in the classroom at least 50 percent of the time the classroom is open (up to 20 hours per week). Only the training of this teacher will count for YoungStar points, the educational level of this teacher will not be counted for YoungStar points. The method of awarding points for the education of the YoungStar Lead Teacher will remain the same.

An individual can be listed in The Registry Program Profile as either a YoungStar Lead Teacher or Teacher. Please see Appendix D for information on maintaining Registry Program Profiles. The only change for receiving this point now is that the training of teachers other than the YoungStar Lead Teacher can now be counted.

The YoungStar quality indicators that this policy applies to are:

- B.2.1: Wisconsin Model Early Learning Standards or the School-Age Curricular Framework Training
- D.1.3: Social-Emotional/Inclusion Training
- D.1.4: Training in the identification, prevention, and reporting of child abuse and neglect

Each of the quality indicators B.2.1, D.1.3, and D.1.4 have specific requirements necessary to earn points in YoungStar and will be discussed in turn. There are numerous classroom staffing variations that a program can use when assigning child care teaching teams when multiple classrooms are involved. There are many factors to consider, aside from staff training for YoungStar points, to be sure, but positioning teachers with certain trainings in specific ways can help providers earn points in YoungStar. However, for all examples in this document, assume the following:

- All classrooms are open 40 hours per week
- All teachers work at least 20 hours per week in their assigned classroom
- YoungStar Lead Teachers are: A, B, C
- Teachers are: x, y, z

### **B.2.1: Wisconsin Model Early Learning Standards or School-Age Curricular Framework Training**

To earn one point, 50% of classrooms must have one staff person assigned to the room in the Program Profile who has received training in Wisconsin Model Early Learning Standards (WMELS) or the School-Age Curricular Framework (SACF).

Example: There are six teaching staff members and only two of the teachers have taken the WMELS or SACF training (**YoungStar Lead Teacher A** and **Teacher x** highlighted below).

In Scenario 1 detailed below, the program would not earn the point because only one of the three classrooms (33%) has a staff person with the WMELS training.

Scenario 1		
Classroom 1	A	x
Classroom 2	B	y
Classroom 3	C	z

However, if classroom staffing were assigned differently as in Scenario 2 below, then the program would receive the point because two out of three classrooms (66%) have teaching staff with the training.

Scenario 2		
Classroom 1	A	y
Classroom 2	B	z
Classroom 3	C	x

If **teacher x** worked in two classrooms for 20 hours per week in each classroom and the classrooms were each open 40 hours per week, the rating logic will give the benefit of the point to the provider. For example, in Scenario 3 below, **teacher x** works in Classroom 1 and Classroom 2. The rating logic would still give the program the point for this configuration because two of the three classrooms (66%) have at least one staff person who has the WMELS training.

Scenario 3		
Classroom 1	A	x
Classroom 2	B	x
Classroom 3	C	y

### D.1.3: Social-Emotional Training

For one point, 50% of the staff must have completed one of the Registry-verified trainings/equivalencies listed below. Fifty % is determined by taking the number of classrooms in the Registry Program Profile and adding the Director's role to that number then dividing by two.

For two points, the Director and an individual from each classroom must have completed one of the Registry-verified trainings/equivalencies listed below. The six Registry-verified equivalencies for social-emotional trainings include:

- (1) Three credits of inclusion and/or social-emotional training;
- (2) Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours);
- (3) Positive Behavioral Intervention and Supports (15 hours);
- (4) Guiding Children's Behavior in School-Age Care (15 hours);
- (5) Tribes TLC (12 hours); or
- (6) 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.

**Example for one point:** There are three classrooms, six teachers, and a director. In this case, in order to earn one point, the program could have any of the following staffing options:

- 2 YoungStar Lead Teachers with the training;
- 2 Teachers with the training;
- 1 YoungStar Lead Teacher and 1 Teacher with the training;
- 1 Director and 1 YoungStar Lead Teacher with the training; or
- 1 Director and 1 Teacher with the training.

Note: If only two of the teachers have taken the Pyramid Model Training (**YoungStar Lead Teacher A** and **Teacher x** highlighted below). In the first scenario, the program would not earn the point because only one of the three classrooms (33%) has a staff person with the training.

Scenario 1		
Director	Does not have the training	
Classroom 1	A	x
Classroom 2	B	y
Classroom 3	C	z

However, if the same staff were assigned differently into the classrooms, as in Scenario 2 below, the program would earn the point because two classrooms have a staff person with the training.

Scenario 2		
Director	Does not have the training	
Classroom 1	A	y
Classroom 2	B	x
Classroom 3	C	u

**Example for two points:** There are three classrooms, six teachers and a director. In this example, in order to earn two points, the program could have any of the following staffing options:

- 1 Director and 3 YoungStar Lead Teachers with the training;
- 1 Director and 3 Teachers with the training;
- 1 Director , 1 YoungStar Lead Teacher and 2 Teachers with the training; or
- 1 Director, 2 YoungStar Lead Teachers and 1 Teacher with the training.

Note: As in the previous example, the classroom assignment of the staff will make a difference. Let's say the director and three of the teachers have taken the Pyramid Model Training (**YoungStar Lead Teacher A and Teacher x and y** highlighted below). In the first scenario, the program would not earn the *second* point because only two of the three classrooms have a staff person with the training.

Scenario 1		
Director	Has the training	
Classroom 1	A	x
Classroom 2	B	y
Classroom 3	C	z

However, if the same staff were assigned differently, as in Scenario 2, the program would earn the second point because now, all three classrooms have a staff person with the training.

Scenario 2		
Director	Has the training	
Classroom 1	A	z
Classroom 2	B	x
Classroom 3	C	y

#### D.1.4: Training in the identification, prevention and reporting of child abuse and neglect

If one of the following two criteria options is verified, the program received one point:

**Option A:** Fifty percent of the staff must have completed one of the Registry-verified training/equivalencies listed below. Fifty percent is determined by taking the number of classrooms in the Registry Program Profile and adding the Director's role to that number then dividing by two.

**OR**

**Option B:** The Director and an individual from every classroom have completed training in Darkness to Light or Course 10-3070167 ECE: Health, Safety, and Nutrition (WTCS).

There are many different staffing configurations that could be used to meet this indicator depending on the training taken (Option A or Option B).

**Example for Option A:** There are three classrooms, six teachers, and a director. In this case, in order to earn one point, the program could have any of the following staffing options:

- 2 YoungStar Lead Teachers with the training;
- 2 Teachers with the training;
- 1 YoungStar Lead Teacher and 1 Teacher with the training;
- 1 Director and 1 YoungStar Lead Teacher with the training; or
- 1 Director and 1 Teacher with the training.

Note: If the program uses any of the first three staffing options, then the classroom assignment of the staff makes a difference. Let's say only two of the teachers have taken a training in Option A (**YoungStar Lead Teacher A** and **Teacher x** highlighted below). In the first scenario, the program would not earn the point because only one of the three classrooms (33%) has a staff person with the training.

Scenario 1		
Director	Does not have the training	
Classroom 1	<b>A</b>	<b>x</b>
Classroom 2	<b>B</b>	<b>y</b>
Classroom 3	<b>C</b>	<b>z</b>

However, if the same staff were assigned into classrooms differently, like in Scenario 2, the program would earn the point because now, two classrooms have a staff person with the training.

Scenario 2		
Director	Does not have the training	
Classroom 1	<b>A</b>	<b>y</b>
Classroom 2	<b>B</b>	<b>x</b>
Classroom 3	<b>C</b>	<b>z</b>

**Example for Option B:** There are three classrooms, six teachers, and a director. In this case, in order to earn one point, the program could have any of the following staffing options:

- 1 Director and 3 YoungStar Lead Teachers with the training;
- 1 Director and 3 Teachers with the training;
- 1 Director, 1 YoungStar Lead Teacher and 2 Teachers with the training; or
- 1 Director, 2 YoungStar Lead Teachers and 1 Teacher with the training.

Note: As in the previous example, configuration of the staff makes a difference. Let's say the director and three of the teachers have taken one of the trainings in Option B (**YoungStar Lead Teacher A** and **Teacher x and y** highlighted below). In the first scenario, the program would not earn the point because only two of the three classrooms have a staff person with the training.

Scenario 1		
Director	Has the training	
Classroom 1	<b>A</b>	<b>x</b>
Classroom 2	<b>B</b>	<b>y</b>
Classroom 3	<b>C</b>	<b>z</b>

However, if the same staff were assigned differently into the classrooms, as in Scenario 2, the program would earn the point because now, all three classrooms have a staff person with the training and the director does as well.

<b>Scenario 2</b>		
Director	Has the training	
Classroom 1	A	z
Classroom 2	B	x
Classroom 3	C	y

As with any YoungStar issues, if you have questions about the interpretation of these indicators, please contact your YoungStar Technical Consultant.