

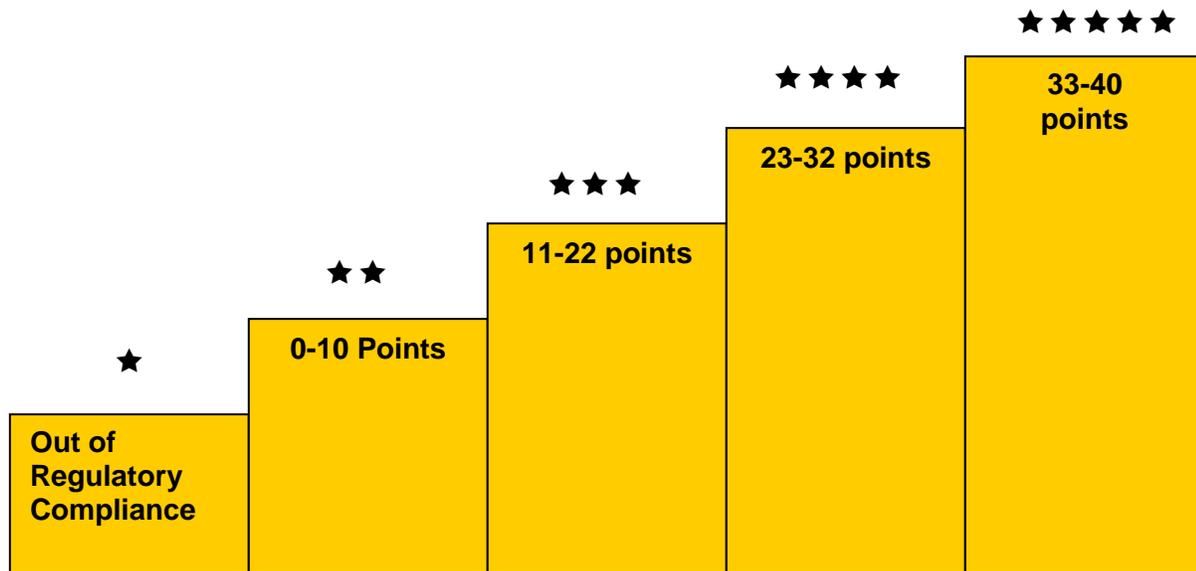


Quality Indicator Point Detail

January 1, 2016

Track 1 – Family Child Care¹

Quality Rating and Improvement System Overall Model



Programs not in regulatory compliance would not be able to earn points in YoungStar until coming into compliance with licensing and certification.

It is imperative that Wisconsin improve the quality of child care. YoungStar assists Wisconsin child care providers to improve their quality leading to a critically important result of improving outcomes for children. YoungStar is based on research and other states' experiences to establish criteria that are: research-based, objective, and verifiable on a regular basis.

This document describes the categories for earning points in YoungStar. Each child care provider can earn up to forty points across four categories – education, learning environment and curriculum; professional and business practices; and health and wellness. There are required points in each of the categories as well as additional optional points programs may accumulate.

The following chart shows the overall categories and the points possible in each.

Category for Earning Points	Possible Points
Family Provider Qualifications	0-14
Learning Environment and Curriculum	0-14
Business and Professional Practices	0-7
Health and Wellness	0-5
Total	0-40 points

¹ This track includes licensed family, certified family, and provisionally certified family providers.

Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a 4 Star or 5 Star rating for accredited providers, specifically for the National Association for Family Child Care (NAFCC) accreditation, and the City of Madison-Satellite accreditation. The rationale for accepting NAFCC and City of Madison-Satellite accreditations as equivalent to a 4 Star or 5 Star rating is that the standards used in these accreditations are nationally recognized as linked to quality and each accreditation requires on-site observations and verification of similar characteristics laid out in YoungStar. However, they do not require any credit-based education beyond high school. For this reason, a family child care provider who has either accreditation could receive a four-star rating. With verified credit-based education, family child care providers could qualify for a five-star rating.

A) Education and Training of Provider (Maximum Points = 14)

In family child care, one individual often serves in both the administrative/business role and the teaching role. For this reason, YoungStar combines the teacher and administrator qualifications. Research from the [Wisconsin Child Care Research Partnership](#) in 2002 noted that at least one-fifth of a random sample of Wisconsin family child care providers had a two-year or four-year degree.

Provider education is considered one of the most [consistent predictors of quality in an early childhood setting](#). Staff and provider early childhood education and school-age education qualifications will be entered into an Organizational Profile within The Wisconsin Registry. [The Registry](#) is Wisconsin's recognition system for the childhood care and education profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

Beginning January 1, 2016, if a program has more than one individual listed in their Program Profile, the training (but not the education) of either individual will be counted when awarding YoungStar points for the following indicators: Wisconsin Model Early Learning Standards Training (B.2.1), Social Emotional/WI Pyramid Model/Inclusion Training (D.1.3), and Strengthening Families/Darkness to Light Training (D.1.4).

To be qualified to be listed in the Program Profile, the individual needs to be in the assigned for at least 50% of the time that the program is open (up to 40 hours per week). The individual could be listed as any of the following in the Program Profile: Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. The educational level of these individuals that are listed as something other than the Lead Teacher will not be counted for YoungStar points. The method of awarding points for the education of the Lead Teacher will remain the same.

For example, if the Other Teacher in a program has taken the Wisconsin Model Early Learning Standards (WMELS) but the Lead Teacher has not, the program would be given credit for that classroom having met the requirement for WMELS training.

Verification of Staff: Before approving a rating, the Technical Consultant will visit the program and must see the person who is listed as the Provider in the Program Profile teaching in that program. If a Technical Consultant does not see the Provider that is listed in the Registry Program Profile, a Technical Rating will not be completed and the program will be ineligible for a Formal Rating until the information can be verified. Further proof may be required in the form of time sheets or pay stubs. (Maintaining Your Registry Profile Policy, Updated 1/28/2015.)

Professional Development Opportunities: Information about early care and education and school-age education credit-based course offerings can be accessed by contacting the individual institution of higher education directly, or by contacting a Professional Development or T.E.A.C.H. Early Childhood® Wisconsin Scholarship Counselor at the Wisconsin Early Childhood Association. Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels, professional development opportunities, and credit for prior learning experience is available in the appendix of this document.

In the following chart for family child care providers, the points are not cumulative. A provider receives credit for the highest level of education attained. If a Provider's Registry Level falls in between two point levels, the Provider will be awarded the points for the lower of the two levels. For example, if a Provider is at Registry Level 8, she would receive 3 points because her Registry Level is higher than the requirement at the 3 point level but did not meet the requirement at the 4 point level.

Any time a related Associate's degree is referenced in this document, 60 credits beyond high school with 30 of those credits related to early childhood or school-age care would be accepted as equivalent to the related Associate's degree.

A.1) Education and Training of Provider

Quality Indicators – Director Qualifications	Points Awarded
Provider has a Child Development Associate (CDA)	2
Registry Level 7	3
Registry Level 9 – <i>Required for 3 Stars</i>	4
Registry Level 6 and 9	6
Registry Level 10 – <i>Required for 4 Stars</i>	10
Registry Level 12 – <i>Required for 5 Stars</i>	12
Registry Level 14	13
Registry Level 15 or higher	14

B) Learning Environment and Curriculum (Maximum Points = 14)

Required Minimums for 3, 4 and 5 Stars

- **Required for 3 Stars:**
 - Program must use a provider-chosen Self-Assessment tool leading to Quality Improvement Plan.
- **Required for 4 Stars**
 - Program must achieve an **average** Family Child Care Environment Rating Scale-Revised (FCCERS-R) score of 4.
- **Required for 5 Stars**
 - Program must achieve an **average** Family Child Care Environment Rating Scale-Revised (FCCERS-R) score of 5.

B.1.1, B.4.1-2) Required Minimums

Criteria	Desired outcome/Rationale	Verification	Points Awarded
B.1.1) http://dcf.wisconsin.gov/files/youngstar/pdf/ys-self-assessment/mapfamilyassessment.pdf of program is performed – <i>Required for 3 Stars</i>	Program has demonstrated effort to assess key elements of program that are linked to higher quality care and has developed a plan to identify areas of focus	Review of self-assessment by Consultant/Rater	1
B.4.1) Family Child Care Environment Rating Scale-Revised (FCCERS-R) average score of 4 – <i>Required for 4 Stars</i>	Demonstration of high quality environment in key areas	Conducted and recorded by Consultant/Rater	3
B.4.2) FCCERS-R average score of 5– <i>Required for 5 Stars</i>	Demonstration of a higher threshold of quality		4

Optional Points

B.1.2-3) Quality Improvement Plan – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.1.2) Quality Improvement Plan that is informed by the self-assessment developed in accordance with authentic quality improvement tool	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review of Quality Improvement Plan by Consultant/Rater	1
B.1.3) Developmentally appropriate practices are used by the program staff to assist with decision making to support developmentally and culturally appropriate teaching practices and classroom environments for children.	Research ties appropriate implementation of developmentally appropriate practice (DAP) to higher quality child care.	Review by Consultant/Rater	1

B.2.1-2) Wisconsin Model Early Learning Standards (WMELS) and Wisconsin School-age Curricular Framework– Optional Points

Criteria	Rationale	Verification	Points Awarded
B.2.1) Provider has received training in the Wisconsin Model Early Learning Standards (WMELS) or the Wisconsin Afterschool Network School-Age Curricular Framework.	Wisconsin's Model Early Learning Standards have been nationally-recognized as a useful tool to improve practices in early childhood settings. It is critical to establish a connecting between child care programs developmentally appropriate practices in key WMELS domains. School-age programs will align with School-Age Curricular Framework.	Registry verified	1
B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards and School-Age Curricular Framework for school-age children.		Review by Consultant/Rater	1

B.3.1-4) Program-wide Practices for Child Outcomes – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.3.1) Provider uses individual child portfolios	Information on individual children is documented and updated to provide appropriate planning for activities.	Review by Consultant/Rater	1
B.3.2) Provider uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tool.	Teacher uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) Provider is trained to provide annual developmental screening and appropriate referrals are made as well as linkages to resources. Provider demonstrates that they have received training on authentic assessment tools used in their program.	Early childhood provides opportunity for early detection of challenges; providers can be key resources to assist in receiving screening and referral for early intervention.		1

B.3.4) Individual child outcomes tracked Note: this point cannot be earned if provider does not earn point for Indicators B.3.1 and B.3.2 AND they cannot earn this point in the first year if they have not already started tracking child outcomes	It is important to demonstrate that teacher training and child interactions improve children's individual outcomes.		2
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C) Business and Professional Practices (Maximum Points = 7)

Required Minimums for 2, 3, 4 and 5 Stars

- **Required for 2 Stars:**
 - Program signs a YoungStar Contract and is willing to enroll children who receive Wisconsin Shares subsidies
- **Required for 3 Stars:**
 - Program has an ongoing yearly budget, completes accurate taxes and demonstrates sound recordkeeping practices
- **Required for 4 Stars:**
 - Program has parent handbook
- **Required for 5 Stars:**
 - Program has written policies to reduce risk in business practices

C.2.1-3) Required Minimums

Criteria	Rationale	Verification	Points Awarded
C.2.1) Provider demonstrates all of the following: ongoing annual line-item budget; budget review; record-keeping practices; and accurate and timely completion of taxes - <i>Required for 3 Stars</i>	Research shows that providers who use effective professional and business practices are more likely to provide a high quality learning environment and interact more sensitively with children.	Review by Consultant/Rater	1
C.2.2) Parent handbook identifies program policies for vacation, holidays, staff time off, procedures for sick provider days, parent procedures for sick days and related family questions including contracts with parents for days of paid time off – <i>Required for 4 Stars</i>	Clear policies will avoid confusion and minimize disruptions for provider and parent as it relates to vacations and sick time		1
C.2.3) Program has written policies that reduce risk including posted information about emergency drills and emergency contact numbers and insurance coverage for various risks of doing business in a home. Priorities, budget and program planning is intentional and in-line with program budget; procedures are in place for timely review of budget, and long term fiscal records are maintained and demonstrate sound financial planning. <i>Required for 5 Stars</i>			1

Optional Points

C.3.1-4) Professional Development Practices – Optional Points

Quality Indicator	Rationale	Verification	Points Awarded
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C.3.1) Provider has a professional development plan created that identifies annual goals.	Support and connection to colleagues can assist providers to improve their program through information and resource sharing and ongoing networking.	Review by Consultant/Rater	If two or more practices are verified, program receives one point
C.3.2) Written copy of employment policies and procedures including job descriptions	Sound business and employment practices are linked to higher quality child care		
C.3.3) Family provider and staff, program board and advisory committee (if applicable) are able to access accurate and timely information on program finances			
C.3.4) Active membership in a professional association focused on early care and education and membership in a professional association focused on school-age if school-age children enrolled (membership in one organization that focuses on both the infant/toddler age group and school-age group would count for this point)	Support and connection to colleagues can assist providers to improve their program through information and resource sharing and ongoing networking.		
C.3.5) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).	Access to professional development materials will increase the provider's capacity to provide high quality child care.		

C.4.1-3) Provider Benefits – Optional Points

Quality Indicator	Rationale	Verification	Points Awarded
C.4.1) Provider has health insurance for self and dependent children.	Professional benefits in child care programs are linked to higher quality programs .	Review by Consultant/Rater	If two or more practices are verified, program receives one point
C.4.2) The provider contracts with parents to have a minimum of 10 days off per year, 5 of which must be paid.			
C.4.3) The provider has contributed to a retirement plan during the past year.			

C.5.1-5) Family Engagement – Optional Points (Tier A and Tier B)

NOTE: For 2016, the family engagement criteria are optional. In 2017, programs will be required to earn at least one point for the family engagement criteria to earn 3 Stars and two points to earn a 4 or 5 Star rating.

Quality Indicator	Rationale	Verification	Points Awarded
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<p>C.5. Program has a vested interest in connecting with families of the children that attend the program. The five categories each with a Tier A and Tier B are:</p> <ul style="list-style-type: none"> C.5.1 Transitions C.5.2 Family involvement (engagement) C.5.3 Family communication strategies C.5.4 Family support strategies C.5.5 Family / community connection strategies. 	<p>Strong parental involvement in child care is linked to higher quality.</p>	<p>Review by Consultant/ Rater</p>	<p>If five activities from either tier in at least two separate categories are verified, program receives one point.</p> <p>If ten activities in at least three separate categories are verified, program receives two points. At least five of the ten activities need to be at the Tier B level.</p>
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D) Health and Wellness (Maximum Points = 5)

Required Minimums for 3, 4 and 5 Stars

- **Required for 3 Stars:**
 - Program serves nutritious meals, snacks and beverages.

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points
<p>D.1.1) Nutritious meals, snacks and beverages are served daily in child care program</p>	<p>Sound nutritional practices in early childhood lead to establishment of healthy eating patterns and prevention of obesity in the future.</p>	<p>To earn this point, programs must meet requirements 1 and 2 below: 1) The program must EITHER A) Participate in the Child and Adult Care Food Program (CACFP) OR B) Serve meals and snacks that meet CACFP guidelines as demonstrated through three</p>	<p>1</p>

		<p>months of menus. Further evidence may be required in some instances (receipts, etc.).</p> <p>AND</p> <p>2) The program must have policies and procedures to address children's allergies and accommodate dietary restrictions.</p>	
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Optional Points

D.1.2-4) Health and Wellness – Optional Points

Criteria	Rationale	Verification	Points Awarded
<p>D.1.2) Program provides at least sixty minutes of physical activity a day.</p> <p>Note: The sixty minutes is pro-rated for programs that operate for fewer than eight hours per day.</p>	<p>Research shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.</p>	<p>Reviewed by Consultant/Rater</p>	<p>1</p>
<p>D.1.3) Provider has completed any one of the following six options:</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 in School-Age Care (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>Research consistently demonstrates that a strong social and emotional foundation in early childhood is a key determinant in a child's future success and readiness for school</p>	<p>Registry verified</p>	<p>2</p>

<p>D.1.4) Provider is trained in protective factors training around working with parents through the Strengthening Families Initiative: http://www.cssp.org/reform/strengthening-families. An additional equivalency that will be accepted is the Family Services Credential or Touchpoints training.</p> <p style="text-align: center;">OR</p> <p>Provider has completed Darkness to Light training or 10-307-167 ECE: Health, Safety, and Nutrition to assist in identification, prevention and reporting of child abuse and neglect.</p> <p>For ratings occurring on or after January 1, 2016, YoungStar will no longer accept Department-approved Child Abuse and Neglect Prevention (CANP) training to meet the requirements of indicator D.1.4. Programs that earned a point for D.1.4 due to having 100% of Camp Counselor/Camp Director with CANP training will no longer earn that point when they are rated in the 2016 rating year unless the program has staff with qualifications to meet the other training options in indicator D.1.4. However, the Darkness to Light training will continue to be accepted.</p>	<p>Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents.</p> <p>Child care providers have a critical role in ensuring that children are safe in child care settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards.</p>	<p>Registry verified</p>	<p>If one of the following practices are verified, program receives one point</p>
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Appendix

Professional Development Opportunities for Credit Based Instruction:

For those interested in taking credit based college coursework in early childhood education, the most up-to-date information on options available – including both traditional and non-traditional routes (including online, weekend and evening courses, and accelerated programs) – is by contacting the institution of higher education directly. Another option is to contact a T.E.A.C.H. scholarship counselor at Wisconsin Early Childhood Association: phone 1-800-783-9322, ext. 7240 or email teach@wisconsinearlychildhood.org . You may want to inquire about scholarship eligibility as well.

To assist you, the WECA website, <http://www.wisconsinearlychildhood.org/teach/index.php> offers T.E.A.C.H. program information. A link at this site (Wisconsin Colleges and Universities) will take you to a map of all Wisconsin institutions of higher education; simply click on a college or university to access their website and contact information. The WECA website also houses a T.E.A.C.H. online Directory of course offerings within the Wisconsin Technical College System.

Professional Development Counseling Support opportunities are also available through the Wisconsin Early Childhood Association. Information is available at:
<http://wisconsinearlychildhood.org/programs/youngstar/PDcounseling/>

Credit for Prior Learning and Experience:

Institutions of Higher Education may offer credit for prior learning and award degree credit(s) to individuals who can demonstrate relevant skills and knowledge that they have previously acquired through non-traditional schooling, work or other life experiences. Credit for Prior Learning (CPL) can help child care teachers and child care providers ease into the higher education system. In Wisconsin, each college has its own process of evaluation established. The process requires the teacher/provider to document relevant experiences. Examples include: Training completion certificates, portfolio development that reflects work experiences and transcripts if available. T.E.A.C.H. scholarship counselors are available to help connect individuals to the early childhood program area that supports this work at each Institution of Higher Education.

YoungStar Resource Citations

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

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

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

Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale - Updated, New York: Teachers College Press, 2014.

Talan, Teri N. and Paula Jorde Bloom. Business Administration Scale for Family Child Care. New York: Teachers College Press, 2009.

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



Career Levels

Last Updated 9/2014

Level 1 Level 2 Level 3 Level 4 Level 5 Level 6 Level 7 Level 8 Level 9 Level 10

Registry Membership	Verified high school diploma or GED	Approved Training ¹			Non-Credit Credentials	Credit Based Credentials			
		80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 hours must be tier 2 or 3 training)		CDA	Mentor and Mentor-Protégé ³ (5 credits)	Family Services Credential or equivalent ⁴ (6-9 credits)	Registry Credentials ⁵ <ul style="list-style-type: none"> ▪ Afterschool and Youth Development ▪ Family Child Care ▪ Inclusion ▪ Infant Toddler ▪ Leadership ▪ Program Development
		This includes entry level course hours (effective after January 1, 2009)				Credit Based Increments⁹			
						6 related credits	12 related credits	18 related credits	24 related credits

Level 11 Level 12 Level 13 Level 14 Level 15 Level 16 Level 17

Early Childhood and Youth Development Degrees						
1 Year Diploma ⁷	Associate's Degree	Associate's Degree + Registry Credential	Bachelor's Degree	Bachelor's Degree + Registry Credential	Master's Degree	Doctorate
Any 2 Registry Credentials			Bachelor's Degree + DPI License ⁸	Bachelor's Degree + Registry Credential + DPI License ⁸	Master's Degree + DPI License ⁸	Doctorate + DPI License ⁸
Credit Based Increments ⁹	Degrees in Another Field					
30 related credits	Bachelor's Degree	Bachelor's Degree + Registry Credential	Master's Degree	Doctorate	Master's Degree + 36 related credits	Doctorate + 36 related credits
	Associate's Degree + 30 related credits	Bachelor's Degree + 30 related credits	Bachelor's Degree + 36 related credits	Master's Degree + Registry Credential		

¹Approved Training is training awarded a specific tier as approved by The Registry and taught by a Registry approved trainer.

²Montessori Credential accredited by MACTE only. Other out-of-state Credentials submitted will be evaluated on an individual basis.

³Must be taken in the role of Mentor.

⁴Equivalent is the 9-12 credit technical diploma from Northeast Wisconsin Technical College.

⁵Each individual Registry Credential eligible for Level 9 is comprised of 4 specific courses (12 total credits) per Credential.

⁶Each individual Registry Credential eligible for Level 10 is comprised of 6 specific courses (18 total credits) per Credential.

⁷One-year diploma comprised of specific coursework from WTCS totaling 24 or more credits. Other out-of-state Credentials submitted will be evaluated on an individual basis.

⁸DPI licenses recognized are for Professional Educator license type. Substitute teacher and/or instructional aide are not eligible.

⁹Credits calculated as semester credits.