youngstar
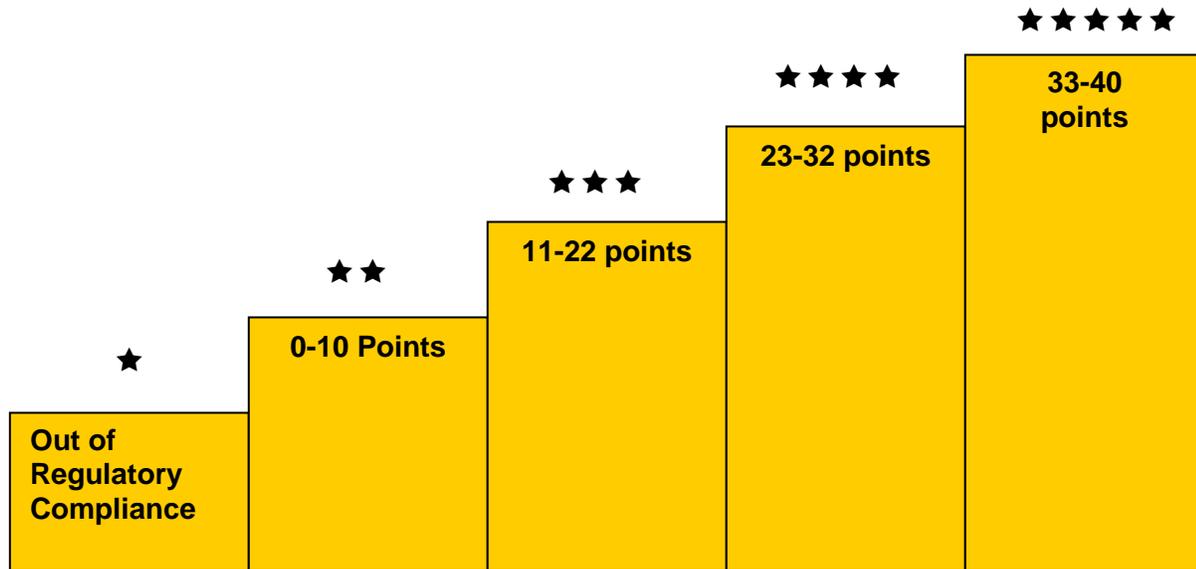Wisconsin's Child Care Quality Rating and Improvement System

Quality Indicator Point Detail
January 1, 2019 – December 31, 2020
Track 1 – Family Child Care[1]

Quality Rating and Improvement System Overall Model

★
Out of Regulatory Compliance

★★
0-10 Points

★★★
11-22 points

★★★★
23-32 points

★★★★★
33-40 points

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**

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[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.

When 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 1/1/2016.)

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
Registry Level 6	2
Registry Level 7 – *Required for 3 Stars*	3
Registry Level 9	4
Registry Level 9 with CDA	6
Registry Level 10 – *Required for 4 Stars*	10
Registry Level 12 – *Required for 5 Stars*	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	Rationale	Verification	Points Awarded
B.1.1) Self-Assessment of program is performed – *Required for 3, 4 and 5 Stars*	Demonstration of practice to assess key elements of program for the purpose of making progress toward achieving goals, objectives, and expected outcomes for higher quality care	Review by Consultant/Rater	-
B.1.2) Provider has completed a Quality Improvement Plan that is informed by the self-assessment. – *Required for 3, 4 and 5 Stars*	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review by Consultant/Rater	-
B.1.3) Developmentally appropriate environment, incorporating Wisconsin Model Early Learning Standards and/or School-Age	Research ties appropriate implementation of developmentally	Review by Consultant/Rater	1

	appropriate practice (DAP) to higher quality child care.		
Curricular Framework – *Required for 3, 4 and 5 Stars*			
B.4.1) Family Child Care Environment Rating Scale-Revised (FCCERS-R) average score of 4 – *Required for 4 Stars*	Demonstration of high quality environment in key areas	Conducted and recorded by ERS Observer	3
B.4.2) FCCERS-R average score of 5– *Required for 5 Stars*	Demonstration of a higher threshold of quality		4

Optional Points

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	2

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	Demonstration of a child's development through use of portfolios informs the authentic assessment process.	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.	Demonstration of using reliable, valid and appropriate child assessments for individual children informs intentionality practices.		2
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) Curriculum and environment support individual child goals as derived from child assessments. Program implements tracking of children's development for child outcomes, as derived from child assessments.	Demonstrate that the program is accountable through assessment to improve child interactions and individual outcomes.		1

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
    - Program earns at least one point in Family Engagement (C.5.1-5)
- *Required for 4 Stars:*
    - Program has parent handbook
    - Program earns at least two points in Family Engagement (C.5.1-5)
- *Required for 5 Stars:*
    - Program has written policies to reduce risk in business practices
    - Program earns at least two points in Family Engagement (C.5.1-5)

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. – *Required for 3, 4 and 5 Stars*	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. – *Required for 4 Stars*	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. – *Required for 5 Stars*			1

C.5. Program has a vested interest in connecting with families of the children that attend the program. The four indicators are:
    C.5.1 Communication
    C.5.2 Family Needs and Feedback Inform Program
    C.5.3 Collaborative Activities with Families
    C.5.4 Community Resources and Family Support
 	
Required for 3, 4 and 5 Stars
	Strong parental involvement in child care is linked to higher quality.	Review by Consultant/ Rater	If one activity from one item in each of the indicators are verified, program receives one point.
			
			If one activity from two items in each of the indicators are verified, program receives two points.

Optional Points

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

Quality Indicator	Rationale	Verification	Points Awarded
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) Provider has 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) Provider and staff, program board and advisory committee (if applicable) are able to access accurate and timely information on program finances.			
C.3.4) Provider has an active membership in a professional association focused on early care and education.	Support and connection to colleagues can assist providers to improve their program through information and resource sharing and ongoing networking.		
C.3.5) Provider has 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. C.4.2) Provider contracts with parents to have a minimum of 10 days off per year, 5 of which must be paid. C.4.3) Provider has contributed to a retirement plan during the past year.	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

D) Health and Wellness (Maximum Points = 5)

Required Minimums for 3, 4 and 5 Stars

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points
D.1.1) Program supports healthy nutrition and/or physical activity policies and practices through: • Use of a self-assessment tool for quality improvement in the area of nutrition and/or physical activity. • Development of a Quality Improvement Plan based upon the results of the self-assessment tool. Demonstration of policies and procedures to address children's allergies, accommodate dietary restrictions and nutritious meals and snacks.	Sound nutrition and physical activity practices in early childhood lead to establishment of healthy eating patterns, physical activity and prevention of obesity in the future.	Review by Consultant/Rater	1

Optional Points

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

Criteria	Rationale	Verification	Points Awarded
D.1.2) Program supports physical skill development and healthy physical activity. **Note:** The time requirement for programs is ninety minutes per day for 3 years and older. The ninety minutes is pro-rated for programs that operate for fewer than eight hours per day or have children enrolled that are younger than 3 years old.	Research shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.	Reviewed by Consultant/Rater	1
D.1.3) Provider has completed any one of the following six options: • 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	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	Registry verified	2

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.		8	
D.1.4) Provider is trained in protective factors training around working with parents through the Strengthening Families Initiative, the Family Services Credential, or Touchpoints training.	Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents.	Registry verified	1

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, offers T.E.A.C.H. program information. All Wisconsin Universities and Colleges are shown on the map provided by WECA. 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.

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.

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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
		Approved Training[1]			**Non-Credit Credentials**	**Credit Based Credentials**			
Registry Membership	Verified high school diploma or GED	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 Montessori Credential[2] Family Services Credential	Mentor and Mentor-Protégé[3] (5 credits)	Family Services Credential or equivalent[4] (6-9 credits)	Registry Credentials[5] ▪ Afterschool and Youth Development ▪ Family Child Care ▪ Inclusion ▪ Infant Toddler ▪ Leadership ▪ Program Development	Registry Credentials[6] ▪ Administrator ▪ Preschool Apprenticeship Program (18 credits)
		This includes entry level course hours (effective after January 1, 2009)				**Credit Based Increments[9]**			
						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] Any 2 Registry Credentials	Associate's Degree	Associate's Degree + Registry Credential	Bachelor's Degree Bachelor's Degree + DPI License[8]	Bachelor's Degree + Registry Credential Bachelor's Degree + Registry Credential + DPI License[8]	Master's Degree Master's Degree + DPI License[8]	Doctorate Doctorate + DPI License[8]
Credit Based Increments[9]	**Degrees in Another Field**					
30 related credits	Bachelor's Degree Associate's Degree + 30 related credits	Bachelor's Degree + Registry Credential Bachelor's Degree + 30 related credits	Master's Degree Bachelor's Degree + 36 related credits	Doctorate Master's Degree + Registry Credential	Master's Degree + 36 related credits	Doctorate + 36 related credits

[1]Approved Training is training awarded a specific tier as approved by The Registry and taught by a Registry approved trainer.
[2]Montessori Credential accredited by MACTE only. Other out-of-state Credentials submitted will be evaluated on an individual basis.
[3]Must be taken in the role of Mentor.
[4]Equivalent is the 9-12 credit technical diploma from Northeast Wisconsin Technical College.
[5]Each individual Registry Credential eligible for Level 9 is comprised of 4 specific courses (12 total credits) per Credential.
[6]Each individual Registry Credential eligible for Level 10 is comprised of 6 specific courses (18 total credits) per Credential.
[7]One-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.
[8]DPI licenses recognized are for Professional Educator license type. Substitute teacher and/or instructional aide are not eligible.
[9]Credits calculated as semester credits.