YoungStar

Frequently Asked Questions: Education and Training

February 24, 2017

<mark>*Note: Almost all questions have been revised since June 10, 2013; questions that have been <u>substantially revised</u> or <u>added</u> since the last update are highlighted.*</mark>

YoungStar is a 5 Star quality rating and improvement system that supports child care and school-age care providers in the areas of education, learning environment & curriculum, business & professional practices and the health & well-being of children. Through this rating system the state addresses several key issues in Wisconsin's child care system. YoungStar:

- Focuses on improving outcomes for children by improving the overall quality of care
- Creates multiple pathways to professional development opportunities and better quality for child care and school-age programs
- Creates a clear, understandable tool for parents to choose quality child care
- Creates incentives and provides support for programs to improve services, particularly for low-income children
- Improves accountability for the Wisconsin Shares system

Questions on YoungStar Education and Training
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

YoungStar Evaluation Criteria: Educational Qualifications

Overview

Application and Participation

Incentives, Technical Assistance & Consultation, and Micro-Grants

School-Age and Day Camp Programs

Learning Environment & Curriculum, Business & Professional Practices, Health & Well-Being

Regulatory Compliance

Accreditation

Answers about YoungStar Evaluation Criteria: Educational Qualifications

EDU-1. How important is education in our profession?

Research indicates that providers with higher levels of education are associated with higher quality care. Many studies can be found that testify to this association, including:

- *The Carolina Abecederian Project,* Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill (1999).
- National Center for Early Development and Learning, 1995, NIEER Working Paper - *The Impact of Teacher Education on Outcomes in Center-Based Early Childhood Education Programs: A Meta-analysis*, by Pamela Kelley and Gregory Camilli (2007): http://nieer.org/research-report/the-impact-of-teacher-education-on-outcomes-in-center-based-early-childhood-education-programs-a-meta-analysis.
- *Child Care & Early Education Research-to-Policy Connections, No. 3: Impact of Training and Education for Caregivers of Infants and Toddlers,* by J. Lee Kreader, Daniel Ferguson, Sharmila Lawrence, 2005: http://www.nccp.org/publications/pub_625.html.
- Adams, D.B., Roach, M.A., Riley, D.A., and Edie, D. (2002). *Wisconsin Child Care Research Partnership Issue Brief No. 9: What is the relationship between child care directors and quality?* University of Wisconsin-Extension: Madison, Wisconsin: http://www.sohe.wisc.edu/outreach/wccrp/pdfs/brief9.pdf.

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 early care and education settings, which lead to improved outcomes for children.

EDU-2. How can I further my education?

YoungStar continues to collaborate with institutions of higher learning to make it as convenient as possible to take credit-based coursework, including fully online courses. If you have not yet completed any credit-based instruction, you may begin professional development planning that supports completion of credits and over time build into credentials and/or degrees. The Wisconsin Early Childhood Association (WECA) offers free Professional Development Counseling to help child care and school-age providers create customized plans for professional development. WECA Professional Development Counselors understand the strengths you bring to your profession and the challenges you face and will work with you to design a professional development plan that fits your needs.

For more information on WECA's free Professional Development Counseling service:

- Go to http://wisconsinearlychildhood.org/programs/PDcounseling/, or
- Call 1-800-783-9322, and select option 3 when prompted.

WECA can also help you:

- Learn about *T.E.A.C.H. Early Childhood® Wisconsin Scholarships* to help you pay for credit-based coursework: http://wisconsinearlychildhood.org/programs/teach/
- Explore *credit for prior learning* (*CPL*) opportunities to determine if your experience and previously completed, non-credit, specialized training can translate into credits: http://wisconsinearlychildhood.org/programs/teach/CPL/

To learn more about the Early Childhood Education program in the Wisconsin Technical College System, check out:

- http://www.wistechcolleges.org/explore-careers/program/early-childhood-education
- http://www.wistechcolleges.org/explore-careers/program/econnect-child-care-services (ONLINE)

Wisconsin's institutions of higher education (IHEs) want to support your success and have created innovative methods of coursework delivery to support the early care and education workforce, including evening, accelerated, hybrid, and on-line classes, in addition to credit for prior learning opportunities and community-based delivery of coursework. WECA offers an interactive map to help you discover early childhood continuing education and degree opportunities across Wisconsin, offered by technical colleges, private colleges, and public universities:

http://wisconsinearlychildhood.org/programs/teach/wisconsin-universities-colleges/

The Registry Credentials can be stepping stones to advancement in the early care and education field. These credit-based programs are focused on job-specific skills so students can apply the practical knowledge they've learned to their current positions. Plus, for providers interested in obtaining associate's or bachelor's degrees, credentials can be the foundation for future credit-based instruction. Accredited technical colleges and universities located throughout the state of Wisconsin offer credential coursework. To learn more about the following Registry Credentials, go to:

https://www.the-registry.org/Credentials/Overview.aspx

The Registry Credentials
Administrator
Afterschool & Youth Development
Family Child Care
Inclusion
Infant Toddler
Leadership
Preschool
Program Development

EDU-3. What is the relationship between YoungStar and The Registry?

Wisconsin child care and school-age providers, teachers, and directors/supervisors have their educational qualifications verified by The Registry, Wisconsin's Recognition System for the Childhood Care and Education Profession:

http://www.the-registry.org

<u>*Career Level Certificate*</u>

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 list each recipient's unique education and training background and provide a tool for demonstrating her or his qualities, strengths, and professionalism. Training and education are represented by 17 Registry Career Levels. Each of the staff qualifications identified in YoungStar is equivalent to a Registry Career Level. See The Registry Career Levels at:

<center>http://www.the-registry.org/Portals/0/Career%20Levels%209-2014.pdf</center>

In order to earn more than a 2 Star rating, and in order to be assigned as a YoungStar Lead Teacher/Group Leader or Director/Site Supervisor on The Registry Program Profile, lead staff must have a Career Level Certificate.

<u>*Program Profile*</u>

Programs that want to earn higher than a 2 Star will be required to complete a Registry Program Profile. Instructions for doing this are available at http://www.the-registry.org/ProgramProfile/Overview.aspx and in the "Application and Participation" section of this FAQ. If additional help is needed, providers can call Bridget Benson at the Child Care Information Center (1-800-362-7353).

<u>*Verification*</u>

The Registry verifies individual staff educational qualifications and training accomplishments using credit-based instruction transcripts and other training verification materials. All training is quantified by core knowledge areas (CKAs) as defined by the National Association for the Education of Young Children (NAEYC, at http://www.naeyc.org/) or Child Development Associate (CDA) Credential ™ content areas as defined by the Council for Professional Recognition (http://www.cdacouncil.org/).

In order to earn points within the YoungStar educational qualifications indicator, the educational qualifications of Lead Teachers/Group Leaders and the Director/Site Supervisor must be verified by The Registry. This process requires a Registry Career Level for each Lead Teacher/Group Leader and the assignment of each Lead Teacher/Group Leader to a classroom/group within the Program Profile. The same process applies for licensed and certified family child care providers wishing to receive points in the Provider Qualifications category.

Licensing staff, technical assistance providers, and observation raters:

- Verify that each reported child care and school-age staff member is currently employed at an individual program
- Identify a Lead Teacher/Group Leader for each classroom/group

EDU-4. Is it a requirement to renew The Registry Certificate each year?

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 who are in the Program Profile have been awarded a Registry Career Level based on the 2009 Career Levels.

However, if a staff member obtains further education or training, s/he needs to renew her/his Registry Certificate to have it count for YoungStar points. So, if a staff member advances her/his education to a level that would change her/his Career Level or has taken training for which YoungStar points are

awarded, it is necessary for that individual to renew the Career Level Certificate to include the new training and education.

A program must ensure that The Registry Program Profile is continuously accurate to ensure the program's YoungStar rating – and by association the Wisconsin Shares payment level to families – is accurate. The Registry Program Profile is used for the determination of education and training quality indicator points for a program, so it is important the Program Profile is based on current staffing. When staffing changes occur, it is the program's responsibility to update The Registry Program Profile in an accurate and timely fashion, to avoid incorrect Wisconsin Shares payments to families.

EDU-5. Do qualifications for the Lead Teacher/Group Leader and the Director/Site Supervisor have to be in early childhood education?

For child care programs, the credits, credentials, and degrees identified for Lead Teachers and Directors must be related to early childhood education as determined by The Registry. For school-age programs, the credits, credentials, and degrees of Group Leaders and Site Supervisors could also be related to school-age care.

Note: YoungStar materials will mention "an Associate's Degree in a related area." For YoungStar, the **equivalent** to a "**related Associate's Degree**" is **60 credits beyond high school** with at least **30 of those credits related** to early childhood or school-age care.

EDU-6. I am currently completing a credit-based educational program. Does this count toward YoungStar points?

Credits that have been *completed and verified* by The Registry are used when determining educational qualification points. Credits that are in progress do not count for YoungStar points *until* they are completed and verified by The Registry.

EDU-7. I have a DPI license and was told by licensing that I was not required to have a current Registry certificate. Do I have to get a current certificate for YoungStar?

Yes, if you would like your education to count within a program's YoungStar rating. An example of this would be a 4K collaborative program (a program where 4K is offered in a child care setting), with the 4K program taking place in the morning and a four-year-old center-based program taking place in the afternoon. The teacher who provides both 4K and alternate hours of child care must have a Registry Career Level Certificate processed after Jan. 1, 2009, if the program intends to have the teacher's educational qualifications count toward points in YoungStar.

EDU-8. Who is considered the "Lead Teacher/Group Leader" when calculating YoungStar education points?

For each classroom/group listed in The Registry Program Profile, *only one* individual's educational qualifications are considered, according to *Maintaining Your Registry Program Profile*:

Lead Teachers or Group Leaders

A. The person who is teaching for the greatest number of hours **between the hours of 6 AM and 6 PM** in a given classroom (or with a given group) should be listed as the Lead Teacher or Group Leader on the Registry Program Profile.
B. If two or more people work an equal number of hours between the hours of 6 AM and 6 PM, either person can be listed as the Lead Teacher or Group Leader on The Registry Program Profile.

Therefore, the teacher who spends the most number of hours in the classroom (or with the group) would be the individual associated with that classroom/group in The Registry Program Profile.

EDU-9. Who is the Lead Teacher/Group Leader when two staff members share a classroom/group?

When looking at Lead Teacher/Group Leader qualifications for classrooms/groups within a program, the Lead Teacher/Group Leader who spends the greatest number of hours each week in the classroom (or with the group) should be identified on The Registry Program Profile as the YoungStar Lead Teacher/Group Leader. If two teachers spend equal amounts of time in a classroom (or in a group), the Director/Site Supervisor may choose which teacher to assign as the Lead Teacher/Group Leader for YoungStar education points. This choice must be reflected in the program's Registry Program Profile.

EDU-10. How is the education of a teacher counted if s/he works in more than one classroom or with more than one group? Can this teacher's educational qualifications be attached to every classroom/group in which s/he teaches?

A teacher's educational qualifications can only be attached to a *single* classroom/group, within a *single* program. The total number of classrooms/groups is used in determining the overall educational qualifications of teaching staff.

A percentage formula of Lead Teachers/Group Leaders and classrooms/groups determines the number of points awarded to the program, as shown in the *YoungStar Evaluation Criteria*. The YoungStar Evaluation Criteria and Points Detail documents are located at https://dcf.wisconsin.gov/youngstar/providers/point-detail

For example, Lead Teachers/Group Leaders with 6 credits in 50% of the classrooms/groups = two YoungStar points awarded.

EDU-11. Can one person serve as both Director (or Site Supervisor or Camp Director) and Lead Teacher (or Group Leader or Counselor)?

The following rule applies:

> For YoungStar, the person who is designated as the Director/Site Supervisor shall be on-site for at least *25%* (for *Group and School-Age* programs) or *50%* (for *Day Camp* programs) of the total number of hours s/he works for the program and shall have the following responsibilities:
>
> 1. Supervision of the planning and implementation of the programming for children
> 2. Supervision of the staff at the program/site
> 3. Staff meetings and orientation
> 4. Continuing education for the staff

The following variations will be allowed to the rule above:

- **Centralized administration:** if the program is administrated outside the center/site, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed above) must be performed by a person who is on-site at the center/site for at least *25%* (for *Group* and *School-Age* programs) or *50%* (for *Day Camp*

programs) of the total number of hours s/he works for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

In these cases of centralized administration, the program has two options:

- o Option 1: List a person from the administrative office who fulfills responsibilities 3 and/or 4 as the Director/Site Supervisor.
- o Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Director/Site Supervisor. **If the program wants to choose this option and the person listed as the Director/Site Supervisor is also a Lead Teacher/Group Leader, the rules for Dual-Role (below) must be followed.**

- **Dual-role:** *group programs that are licensed for 30 or fewer children* or *school-age/day camp sites that are licensed for 50 or fewer children* may, in the following limited circumstances, have a Director/Site Supervisor who also is listed as a Lead Teacher/Group Leader in the Program Profile:

  - o **To be eligible to earn 3 Stars:** The person in the dual-role has *25%* (for *Group* and *School-Age* programs) or *50%* (for *Day Camp* programs) of the time the program is open devoted to the responsibilities of the Director/Site Supervisor **AND** child-to-staff ratios must follow licensing requirements for licensed group centers. For example, if a *group* program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 10 hours per week. The dual-role Director/Site Supervisor must also meet the educational qualifications for a 3 Star rating.

    Note on Day Camps: Day camp sites are eligible to earn up to 3 Stars through rating by YoungStar; to earn 4 or 5 Stars, day camps would need to be accredited by the American Camp Association (ACA, at http://www.acacamps.org/accreditation).

  - o **To be eligible to earn 4 Stars:** The person in the dual-role has *37.5%* of the time the *Group* or *School-Age* program is open devoted to the responsibilities of the Director/Site Supervisor **AND** child-to-staff ratios must follow licensing requirements for licensed group centers. For example, if a *group* or *school-age* program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 15 hours per week. The dual-role Director/Site Supervisor must also meet the educational qualifications for a 4 Star rating.

  - o **To be eligible to earn 5 Stars:** A full-time dedicated Director/Site Supervisor must be in place, who meets the educational qualifications for a 5 Star rating.

For more information, see the "Education and Training" section of the *YoungStar Evaluation Criteria*:

https://dcf.wisconsin.gov/youngstar/providers/point-detail

Note: The person serving as the Director/Site Supervisor/Camp Director may step in to help with Lead Teacher/Group Leader/Counselor responsibilities if a staff member is ill, during staff break/meal times, when special programming or activities require more adults to be in the room or area used by children, or for emergencies.

EDU-12. How does YoungStar calculate education points for programs that operate more than one shift?

When looking at Lead Teacher/Group Leader/Family provider qualifications for a program, the Lead Teacher/Group Leader/Family provider who spends the greatest number of hours each week **between the hours of 6 AM and 6 PM** in the classroom/group/program should be identified on The Registry

Program Profile as the YoungStar Lead Teacher/Group Leader/Family Provider. If two teachers spend equal amounts of time in a classroom/group, the Director/Site Supervisor may choose which teacher to assign as the Lead Teacher/Group Leader for YoungStar education points. This choice must be reflected in the program's Registry Program Profile.

In group centers, YoungStar bases these calculations on the number of *physical classrooms* (*not* shifts) that are available within a program, and programs should identify the teachers who spend the most time in those *physical classrooms* as the Lead Teachers. For example, if a program has the "Blue Group" in Classroom A from 8 AM to 2 PM and the "Red Group" in Classroom A from 2 PM to 7 PM, only one teacher will have to be identified as the Lead Teacher for Classroom A, even if there are two different teachers who teach in that physical space.

EDU-13. How do changes in the educational qualifications of staff affect YoungStar ratings?

Programs are given a YoungStar rating based upon staffing levels *at the time of the rating*.

Decrease in Educational Qualifications

In YoungStar, if a staff member leaves and the departure negatively affects the YoungStar rating because of a decrease in educational points, a program has 90 calendar days as a grace period to find a replacement with comparable educational qualifications and assign them to the Program Profile, before the lower rating is activated at the local YoungStar office. YoungStar provides this courtesy to each program **once** per calendar year, even if a program continually experiences staffing changes.

Increase in Educational Qualifications

If a staff member's education level increases enough to move the program up a star rating, the YoungStar rating will change once the *individual's* Registry Career Level Certificate is updated and the required documentation has been provided to the local YoungStar office. If the individual is not due to renew her or his Registry Membership, they can choose to wait until renewal is due (which will also mean waiting for the YoungStar rating to change) or submit the earned credits/degree to be processed separately at The Registry.

The Registry Program Profile

Programs are expected to update staffing changes (among lead staff) in their Registry Program Profiles (http://www.the-registry.org/ProgramProfile/Overview.aspx) as soon as they happen. Staffing information needs to be up-to-date and accurate, as this information is used to determine a portion of the program's YoungStar rating, which in turn ensures accurate Wisconsin Shares disbursements. As local YoungStar office staff (both Technical Consultants and Rating Observers) visit a program, they verify the number of active classrooms/groups and the YoungStar Lead Teacher/Group Leader attached to each classroom/group, and compare that to the details of the Program Profile.

If the educational qualifications of a program change enough to affect the star rating (either from staff turnover or changes in Career Levels), the new rating does not become public (in other words, is not published on the website) until the program's Technical Consultant approves the rating in the Case Management System.

EDU-14. How will YoungStar support my professional development, to help my program move from 2 Stars to 3 Stars?

You know how important a high-quality child care program is for children's development and learning. And YoungStar recognizes that YOUR development and learning is vital to the quality of your program.

The following table lists the statewide agencies that provide YoungStar professional development support, to help you build a 3 Star program:

Agency Name	Website for Professional Development Support	Phone Number
Child Care Information Center (CCIC)	http://www.dcf.wisconsin.gov/ccic	800.362.7353
The Registry	https://www.the-registry.org/myregistry/	608.222.1123
Supporting Families Together Association (SFTA)	http://supportingfamiliestogether.org/early-care-education-professionals/sharpen-your-professional-skills/	888.713.KIDS
Wisconsin Early Childhood Association (WECA)	http://wisconsinearlychildhood.org/programs/PDcounseling/	800.783.9322
YoungStar	http://dcf.wisconsin.gov/youngstar/providers/resources	800.362.7353

The following list demonstrates the multitude of supports available to you on your professional development journey. You may skim this list to find options that interest you, or contact one of the agencies listed above for help in navigating your options:

- Use YoungStar Tip Sheets to learn how your program can progress from 2 Stars to 3 Stars:

  o Group Child Care: https://dcf.wisconsin.gov/files/youngstar/pdf/gcc-starprogression.pdf
  o Family Child Care: http://dcf.wi.gov/files/youngstar/pdf/fcc-starprogression.pdf

- Reflect on your goals for learning—where you are, where you want to go, and how you want to get there:

  o WECA's *Professional Development Support Questionnaire*: http://wisconsinearlychildhood.org/programs/youngstar/professional-development-questionnaire/

  o YoungStar's *Creating a Professional Development Plan*:
    - Instructions: https://dcf.wisconsin.gov/files/youngstar/pdf/pdpgroupfamily.pdf
    - Family Child Care Provider: https://dcf.wisconsin.gov/files/youngstar/pdf/pdpfamily.pdf
    - Group Child Care – Lead Teacher: https://dcf.wisconsin.gov/files/youngstar/pdf/pdpgrouplead.pdf
    - Group Child Care – Director: https://dcf.wisconsin.gov/files/youngstar/pdf/pdpgroupdirector.pdf
    - Getting started: http://wisconsinearlychildhood.org/assets/Documents/Developing-a-Professional-Development-Plan-handout.pdf
    - Worksheet: http://wisconsinearlychildhood.org/assets/Documents/PD-plan-handout-for-workshop.pdfGetting started: http://wisconsinearlychildhood.org/assets/Documents/Developing-a-Professional-Development-Plan-handout.pdf
    - Worksheet: http://wisconsinearlychildhood.org/assets/Documents/PD-plan-handout-for-workshop.pdf

- Discuss your ideas with other child care professionals:

  - Talk with a WECA Professional Development Counselor, who can offer you free, over-the-phone support in your search for further learning options and possible financial resources: http://wisconsinearlychildhood.org/programs/PDcounseling/

  - Request Technical Assistance from a YoungStar Technical Consultant, who can help you develop a Quality Improvement Plan and receive a micro-grant:

    - Your Local YoungStar Office: http://dcf.wisconsin.gov/youngstar/program/localoffice
    - Information on micro-grants:
      - http://dcf.wisconsin.gov/files/youngstar/pdf/microgrants.pdf

  - Explore free services provided by the staff of the CCIC: http://dcf.wisconsin.gov/ccic

    - Get navigation support for The Registry and YoungStar websites.
    - Borrow books, videos, posters, and other resources.
    - Obtain learning packets customized for your needs, as well as materials for staff or parents.

- Outline your personal professional development plan with help from WECA:

  - *Journey to Quality*: http://wisconsinearlychildhood.org/assets/Documents/JTQ.pdf

  - *Developing a Professional Development Plan*: http://wisconsinearlychildhood.org/assets/Documents/Developing-a-Professional-Development-Plan-handout.pdf

  - *My Professional Development Plan*: http://wisconsinearlychildhood.org/assets/Documents/PD-plan-handout-for-workshop.pdf

- Search for professional development opportunities in your area, often at low or no cost:

  - YoungStar Regional Training Calendar: http://supportingfamiliestogether.org/wp-content/uploads/Annual-Training-Calendar.pdf

  - Your Local YoungStar Office: http://dcf.wisconsin.gov/youngstar/program/localoffice

  - The Registry's Statewide Training Calendar (T-NET Training Network): https://www.the-registry.org/myregistry/default.aspx

  - CCIC Education and Training Opportunities: https://dcf.wisconsin.gov/ccic

  - Wisconsin Model Early Learning Standards (WMELS) Training Opportunities: http://www.collaboratingpartners.com/wmels-training-opportunities.php

  - Wisconsin Pyramid Model Training Opportunities: http://www.collaboratingpartners.com/wi-pyramid-model-trainings.php

  - WECA Child Care Training (including free online trainings—Child Care Business Practices Tutorial and Cultivating Childhood Wellness Through Gardening): http://wisconsinearlychildhood.org/training/

  - SFTA:

- Training, Professional Development, Conferences, On-Site Consultation, and Networking: http://supportingfamiliestogether.org/early-care-education-professionals/sharpen-your-professional-skills/
- Your Local Child Care Resource & Referral (CCR&R) Agency: http://supportingfamiliestogether.org/member-directory/

  o Suspected Child Abuse and Neglect Mandated Reporter Training (SCAN-MRT) (free and online): http://wcwpds.wisc.edu/related-training/mandated-reporter/Default.aspx

  o Darkness to Light (Stewards of Children) Training (online training is $10 per person): http://www.d2l.org/education/stewards-of-children/

- Find the universities and colleges closest to you that offer early childhood continuing education and degree opportunities:

  o Public Universities, Private Colleges, and Technical Colleges in Wisconsin: http://wisconsinearlychildhood.org/programs/teach/wisconsin-universities-colleges

- If you live in the area served by Milwaukee Area Technical College (MATC), check out the free courses that can support your growth from 2 Stars to 3 Stars and may even help you earn academic credit through your on-the-job experiences:

  o http://www.matc.edu/matc_news/2012_WECAClasses.cfm
  o http://www.winsforchildrenwi.org/cms-assets/documents/87084-6144.final-early-childhood-english-flyer2.pdf

- Put your on-the-job training and experiences towards college credit in the Credit for Prior Learning system: http://wisconsinearlychildhood.org/programs/teach/CPL

- Obtain a scholarship through T.E.A.C.H. Early Childhood® Wisconsin: http://wisconsinearlychildhood.org/programs/teach/

- Find out if you're eligible for a REWARD Wisconsin Stipend: http://wisconsinearlychildhood.org/programs/reward/

As you learn and grow—and help the children in your care learn and grow—please know that YoungStar staff throughout the state stand ready to assist you in taking advantage of these opportunities!

Answers: Overview of the YoungStar Quality Rating and Improvement System (QRIS)
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

OVR-8. How do years of experience get counted in the YoungStar system?

Credit for Prior Learning (CPL). Providers may earn YoungStar points by contacting the technical college, university, or private college system to determine if their personal life experiences can equate to college credit through the completion of a process called *Credit for Prior Learning* (*CPL*) that demonstrates competencies already met. Most Wisconsin child care providers have several years of relevant experience and many hours of noncredit-based training that can often address competencies developed in college courses. This means that, even if you have not completed college credits, you may have learned and mastered many of the skills and concepts as those who have. Sometimes this learning-through-experience can be "counted" towards college credit through the CPL process.

For more information on CPL, check out the following resources:

Wisconsin Early Childhood Association (WECA) *Credit for Prior Learning* webpage:

http://wisconsinearlychildhood.org/programs/teach/CPL/

A description of the CPL course offered within the Wisconsin Technical College System:

http://wisconsinearlychildhood.org/assets/Documents/CPL-Course-Description.pdf

T.E.A.C.H. Early Childhood® Wisconsin scholarships can help finance CPL and can help individuals complete further professional credit-based training:

http://wisconsinearlychildhood.org/programs/teach/

The free WECA Professional Development Counseling Service can help you explore CPL and other professional development options:

http://wisconsinearlychildhood.org/programs/youngstar/PDcounseling/

(Or call WECA at 1.800.783.9322, and select Option 3 when prompted.)

Pathways to Early Childhood Higher Education: Credit for Prior Learning describes how CPL can document experience and noncredit-based training and can be a pathway to higher education:

http://wisconsinearlychildhood.org/programs/teach/CPL/

Child Development Associate Credential (CDA). YoungStar awards points to providers with a CDA, which is an experience- and competency- based credential in child development. Years of experience and training received in a non-credit and/or informal format are also valuable to child care teachers, directors, and family child care providers as they establish their learning environments 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. You can learn more about the CDA at:

http://www.cdacouncil.org/

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APP&PCN-3. What is the responsibility of the program/provider/organization regarding the accuracy of The Registry Program Profile?

The Registry Program Profile (also known as an Organizational Profile) is a collection of information entered by child care and school-age programs about the staffing, benefits, and policies of the program. The Program Profile lets programs set up classrooms/groups and assign Lead Teachers/Group Leaders to these classrooms/groups. It also allows programs to assign a Director/Site Supervisor or a Family Child Care Provider to the program.

A program that wants to earn a star rating higher than a 2 Star *must* participate in The Registry and create and maintain an accurate Program Profile. Each employee will need to have a Registry Career Level Certificate (one that has been processed in 2009 or later) in order to be assigned to a position and have her or his qualifications recognized in YoungStar.

To update YoungStar information within the Program Profile, programs need to complete the "Classrooms" tab after signing in to the Program Profile sign-in area on The Registry's website (www.the-registry.org). If a program is participating in YoungStar, the information on the "Classrooms" tab is used to determine points awarded in YoungStar for education and training. The education level(s) of the program's Lead Teacher(s)/Group Leader(s), Primary Family Provider, and/or Director/Site Supervisor are used to determine the points and star levels earned in YoungStar. The maximum size of each classroom/group (the "capacity") is entered here as well to make sure Staff-to-Child Ratios and Maximum Group Sizes for the classrooms/groups in the Program Profile do not exceed regulatory rules.

In the Program Profile's "Classrooms" tab, the program:

- Identifies each classroom/group
- Assigns *one* Lead Teacher/Group Leader/Primary Family Provider to *each* classroom/group and can also assign co-teachers/assistant teachers/support staff
- Lists the number of children in each age range served in each classroom/group
- States the number of adults in each classroom/group
- Specifies the capacity/maximum group size of each classroom/group

If the program is participating in YoungStar, the information on Career Levels of staff members, classrooms/groups, and the program is transferred electronically from The Registry to DCF. This electronic transfer of information to DCF happens *daily*, and programs are rated based upon this information *monthly*. If a change is made in a Program Profile, this can affect the program's star rating, point calculations, and YoungStar Quality Adjustment level.

It is the responsibility of the provider to maintain an accurate Program Profile **at all times** to ensure accurate YoungStar ratings. YoungStar Quality Adjustment levels are linked to YoungStar ratings, and inaccuracies will be investigated. The Department of Children and Families (DCF) takes fraud very seriously and expects referrals to be made to the Fraud Hotline when inaccuracies regarding a Program Profile are discovered:

> 1-877-302-FRAUD (3728) or dcfmbchildcarefraud@wisconsin.gov

For more information on The Registry Program Profile or for help in creating or updating the Program Profile, see:

- *Maintaining Your Registry Program Profile*:

    http://dcf.wisconsin.gov/files/youngstar/pdf/keep-program-profile-updated.pdf

- The Registry has streamlined processes and developed a wealth of resource materials to support programs and staff in completing their applications for Career Levels, establishing Registry Program Profiles, and linking classrooms/groups to Lead Teachers/Group Leaders. Tip sheets, PowerPoints, and video resources have become available to walk individuals through applying for Career Levels and updating Program Profiles—these support materials are available at:

    http://www.the-registry.org/ProgramProfile/Overview.aspx

- YoungStar Technical Consultants have also assisted many programs through these processes, and Bridget Benson at the Child Care Information Center (CCIC) has been a wonderful support to the child care and school-age workforce as they complete The Registry Career Level application process. Bridget also provides technical consultation on creating or updating Program Profiles and linking classrooms/groups to Lead Teachers/Group Leaders. Contact the CCIC at:

    Phone: 800.362.7353 or 608.224.5388
    Fax: 608 224-6178 (fax)
    Email: ccic@dcfi.wi.gov or youngstar@wisconsin.gov

APP&PCN-4. What is the definition of a Lead Teacher/Group Leader and a Director/Site Supervisor in YoungStar?

The titles and responsibilities of staff depend on the type of program, as shown in this table:

Type of Program	Title	Responsibilities
Group	Lead Teacher	A Lead Teacher plans, implements, and supervises the daily activities for a designated group of children.
School-Age	Group Leader	A Group Leader supervises and guides a group of children in the program under the direction of a Site Supervisor and assists in daily planning and implementing of activities, communication with families, and relations with the community.
Day Camp	Counselor	A Counselor supervises and guides a group of children in the program under the direction of a Camp Director and assists in daily planning and implementing of activities, communication with families, and relations with the community.
Group	Director	This person is responsible for the recruitment, hiring, and guidance of teaching staff and – when necessary – for firing or dismissal of staff. Research shows that programs with well-qualified Directors/Site Supervisors/Camp Directors demonstrate higher quality. This person might also be known as a Coordinator or an Administrator.
School-Age	Site Supervisor	
Day Camp	Camp Director	

APP&PCN-5. Who can be listed as a YoungStar Lead Teacher/Group Leader and a Director/Site Supervisor/Family Provider in The Registry Program Profile?

Lead Teachers/Group Leaders

To determine the Lead Teachers/Group Leaders in The Registry Program Profile, follow these rules and examples:

A. The person who is teaching for the greatest number of hours **between the hours of 6 am and 6 pm** in a given classroom/group must be listed as the Lead Teacher or Group Leader on the Registry Program Profile. For example, if the program is open 7 am to 6 pm, and Barbie works 25 hours per week and Ken works 35 hours per week in a given classroom, Ken must be listed as the Lead Teacher for the classroom.

B. If two or more people work an equal number of hours between the hours of 6 am and 6 pm, either person can be listed as the Lead Teacher or Group Leader on the Registry Program Profile. For example, if Jenny and Kate both work eight hours per day in a school-age program (from 7 am to 3 pm), either could be listed as the Group Leader in the Program Profile for that group.

C. To calculate the number of hours a staff person works (for Program Profile/YoungStar purposes), only hours between 6 am and 6 pm are considered. For example, a program is open 24 hours per day. In the Bumblebee classroom, Callie works from 7 am to 3 pm, and Sarah works from 3 pm to 11 pm. Callie has to be listed as the Lead Teacher in the Program Profile, because even though both she and Sarah work eight hours per day, only three of Sarah's hours are before 6 pm. Therefore, Callie has more hours between 6 am and 6 pm.

Verification of Staffing: Before approving a rating, the Technical Consultant will visit each classroom or group at least once and must see the person who is listed as the Lead Teacher or Group Leader in the Program Profile teaching in that classroom or group. If a Technical Consultant does not see each Lead Teacher/Group Leader in the classroom/group in which s/he 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.

Additional Teaching Staff: If a program has more than one individual listed in their Program Profile for a classroom, 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/School Age Curricular Framework (B.2.1), Social Emotional/WI Pyramid Model/Inclusion Training/Guiding Children's Behaviors in School-Age Program (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 classroom for at least 50% of the time that the classroom 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 component A of YoungStar. The method of awarding points for component A will remain the same.

For example, if the Other Teacher in a classroom 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.

Directors/Site Supervisors

According to *typical* YoungStar staffing requirements, the person who is designated as the Director/Site Supervisor shall be on-site for at least 25% of the total number of hours s/he works for the program and shall have the following responsibilities:

1. Supervision of the planning and implementation of the programming for children
2. Supervision of staff
3. Staff meetings and orientation
4. Continuing education for staff

It is up to the program to determine who is charged with completing these responsibilities and to identify that person as Director/Site Supervisor in its Registry Program Profile. If a program does not have a Director/Site Supervisor position dedicated solely to the performance of these four responsibilities, the program *may ask for a variation* from the typical YoungStar staffing requirements, as described in the answer to "*EDU-11. Can one person serve as both Director (or Site Supervisor or Camp Director) and Lead Teacher (or Group Leader or Counselor)?*"

Note on Verification: YoungStar staff (Technical Consultants and Formal Raters) are *not* responsible for verifying that the person listed as the Director/Site Supervisor is on-site for a set number of hours per week/month/year.

Family Child Care Providers
In most cases, the role of Lead Teacher and Administrator is filled by the same person in Family Child Care. If that is the case, then that person should be listed in both roles (Licensee/Owner and Primary Family Provider) in the Program Profile.

If these two roles are filled by two different people, each person should be listed only in her or his role. The person who is with the children the majority of the time the program is open is to be listed as the Primary Family Provider. YoungStar will consider the educational qualification of only the Primary Family Provider.

If in the case of a family child care program that has a person, other than the Licensee or Owner, teaching for the greatest number of hours between the hours of 6 AM and 6 PM, that person should be listed as the Primary Family Provider on the Registry Program Profile. For example, if the program is open 6 AM to 6 PM and Judy works from 6 AM – 8 AM and then again from 3:30 PM – 6 PM, a total of 25 hours per week and Beth works 32.5 hours per week (8:00 AM – 3:30 PM) with the group of children, Beth should be listed as the Primary Family Provider for the program.

APP&PCN-6. What happens to The Registry Program Profile when a staff member leaves?

The Program Profile should be updated any time a staffing change occurs. Updating the Profile is the responsibility of the Director/Site Supervisor/Family Provider. Also, be aware that individual staff members can remove themselves from the Program Profile without notice, and these changes can trigger a change in star rating.

The *Maintaining Your Registry Program Profile* document (http://dcf.wisconsin.gov/files/youngstar/pdf/keep-program-profile-updated.pdf) explains that DCF allows one 90-day "grace period" *per calendar year* for providers whose ratings drop due to staff turnover. During this time, it is expected that the provider will actively be pursuing new staff at the same or higher educational level to replace the departed staff member.

If *during the 90-day grace period* a staff member of *equal or higher* educational level is hired *and* The Registry application, *full* payment, and all the necessary verification materials have been **received** at The Registry, the pending lesser rating will *not* be activated. Rather, the program can remain in the grace period until The Registry completes processing of the application, issues the new staff member's Career Level, and updates the Program Profile information, at which point the previous or higher rating will be approved.

However, if *after the 90-day grace period* the position has not been filled, or has been filled by a staff member with an education level that does not meet the educational requirements of the higher rating, the lower rating will be activated by the local YoungStar office.

Note: Keep in mind there is the possibility of The Registry issuing a Career Level that is not in line with the expectations of the program — a Career Level that does not support the higher star rating. If this happens due to program staff error, the *lower* rating will be activated (*after* up to eight weeks of processing time at The Registry **and** whatever recruiting and hiring time was used from the grace period), which can come as an unpleasant surprise to a program expecting to maintain its higher star rating.

> **Example:** An application arrives at The Registry with *unofficial* transcripts for a new staff member, instead of the required official transcripts (which can happen in situations where the college won't release official transcripts until all tuition is paid). The application materials containing the unofficial transcripts *will be* processed, but because the transcripts are *unofficial*, the credits will *not* be "verified." Therefore, in this example, the new staff member ends up with a Career Level Two, instead of the Career Level Ten that s/he was expecting.
>
> The program was relying on this individual's credentials to maintain its rating, but because The Registry's instructions were not followed, the program ends up with the educational minimums to meet a 3 Star rating, rather than the 4 Star rating it had before the staffing change. The program's rating will change to a 3 Star rating and the YoungStar Quality Adjustment amount will change accordingly.

Answers: Incentives, Technical Assistance & Consultation, and Micro-Grants
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

INCTV-1. What are the incentives for participation in YoungStar?

Of course, the most important incentive for participation in YoungStar is the opportunity to improve program quality and thus improve the outcomes for the children enrolled in your program.

Other benefits available to programs participating in YoungStar are:

- On-site training and technical assistance, upon request
- Local training opportunities
- Micro-grants to support the goals outlined in programs' Quality Improvement Plans
- Professional development counseling and supports for credit- and noncredit-based growth opportunities, through Wisconsin Early Childhood Association (WECA) Professional Development Consultants and YoungStar Technical Consultants:

  - T.E.A.C.H. Early Childhood® Wisconsin scholarships are available to support program staff in accessing credit-based instruction:

    http://wisconsinearlychildhood.org/programs/teach/

  - Colleges throughout the state offer Credit for Prior Learning (CPL) opportunities that recognize your current knowledge and skills:

    http://wisconsinearlychildhood.org/programs/teach/CPL/

  - WECA Professional Development Counselors will help you explore your options free of charge and can be reached at:

    http://wisconsinearlychildhood.org/programs/youngstar/PDcounseling/, or 1.800.783.9322 (When prompted, select Option 3.)

INCTV-2. What supports are available to help a child care, school-age, or day camp program move from one star level to the next?

The YoungStar Consortium uses a regional and community-wide support emphasis to provide free technical assistance and consultation to programs actively participating in YoungStar.

Wisconsin Model Early Learning Standards (WMELS) and School-Age Curricular Framework (SACF) trainings are YoungStar-supported and made widely available and accessible for providers. Additional training emphasis has been placed on the Wisconsin Pyramid Model and other models for social-emotional competence, as well as training for the establishment and delivery of developmentally appropriate curriculum and assessment practices.

These training opportunities are made available through collaboration among the local YoungStar offices and other key partners representing different disciplines. To find training information on the WMELS, SACF, the Wisconsin Pyramid Model, Positive Behavioral Interventions and Supports (PBIS), Tribes® TLC, and Guiding Children's Behavior in School-Age Programs, check out the following websites:

Local Child Care Resource and Referral: http://supportingfamiliestogether.org/member-directory/

WMELS: http://www.collaboratingpartners.com/wmels-about.php

Wisconsin Pyramid Model: http://www.collaboratingpartners.com/wi-pyramid-model-about.php

The YoungStar training webpage: http://dcf.wisconsin.gov/youngstar/providers/training

The Registry Statewide Training Calendar/Trainer and Consultant Directory: https://www.the-registry.org/myregistry/

T.E.A.C.H. Early Childhood® Wisconsin Scholarships for those interested in credit-based education are available to many workers in the early care and education workforce:

http://wisconsinearlychildhood.org/programs/teach/

Programs that demonstrate quality improvement efforts may also be eligible for a YoungStar micro-grant to support their established Quality Improvement Plans:

http://wisconsinearlychildhood.org/assets/Documents/Training-2015/Micro-Grants-Webinar-PowerPoint.pdf

INCTV-3. How can I find high-quality consulting services?

To find training and consulting that meets YoungStar quality criteria, it is necessary to find trainers and consultants who are approved by The Registry.

- Go to http://www.the-registry.org/
- Click "Search For Training."
- Click "Trainers/Consultants."
- Click on either the "Trainer" or the "Consultant" button to highlight it.
- You may use any of the Search Criteria to narrow your search:
    - For Trainers, the Search Criteria are:
        - Trainer Name/ID
        - Trainer Type
        - Core Knowledge Area
        - Approved to Teach
        - Additional Endorsements
        - Training Language
        - Region
    - For Consultants, the Search Criteria are:
        - Consultant Name/ID
        - Assessments
        - Endorsements
        - Region
- You may add Keywords if you are searching for services in a particular topic area. Some *examples* of keywords you can use are "autism," "music," "environment," "taxes," "personnel," "poverty," etc.
- Click "Search Trainers" or "Search Consultants."
- Based on the Search Criteria and/or Keywords you use, the results will be posted, and you can click on the name(s) to see contact information.
- If your search yields no results, you have the opportunity to revise your criteria and try again.

INCTV-4. How do programs access YoungStar technical assistance, consultation, and rating? Is there a cost for these YoungStar services?

Accessing Services

To access YoungStar technical assistance and consultation, programs must complete and submit a YoungStar Contract, available on the DCF website at:

https://dcf.wisconsin.gov/youngstar/providers.

After completing your YoungStar Contract, you would then submit your contract to your local YoungStar office. To find the local YoungStar office in your area, go to the YoungStar website at:

http://dcf.wisconsin.gov/youngstar/program/localoffice.

The local YoungStar office will process your application and assign a Technical Consultant to your program. The Technical Consultant will guide your program through the process of getting training and technical assistance and then the program will complete a YoungStar rating.

Cost Considerations

There is **no** cost for YoungStar participation, including YoungStar technical assistance, consultation, or rating services. In fact, YoungStar helps programs by providing training, technical assistance, and small, targeted micro-grants to help programs get the things they need to improve and help children learn even more effectively.

Programs may choose to request additional training and technical assistance beyond the current scope of YoungStar, and technical assistance providers may charge for services above and beyond those supported directly through YoungStar. If you do hire a technical assistance provider, make sure you hire a YoungStar-approved Trainer or Technical Consultant who has had her or his education and experience evaluated and approved by The Registry's Professional Development Approval System (PDAS). You may search for approved Trainers and Technical Consultants at:

https://www.the-registry.org/PDAS/Consultants.aspx

https://www.the-registry.org/myregistry/

Programs choosing to invest in higher education for their staff can access the Wisconsin Early Childhood Association (WECA) for financial support through the T.E.A.C.H. Early Childhood® Wisconsin Scholarship Program (http://wisconsinearlychildhood.org/programs/teach/).

INCTV-6. Is there a "minimum number of children served" eligibility requirement for a program to request technical consultation and a micro-grant from YoungStar?

In order for a child care program to request technical consultation and remain eligible to receive a micro-grant, a program must be serving at least one child.

INCTV-7. Who is eligible for micro-grants, and what is the application process?

Every program that actively participates in technical consultation and creates a Quality Improvement Plan based on a self-assessment can apply to receive a YoungStar micro-grant. Family and group centers, school-age and day camp sites, and non-profit and for-profit agencies are eligible.

YoungStar requires that all micro-grant purchases are directly linked to the program's Quality Improvement Plan. Micro-grant purchase plans are submitted with the Quality Improvement Plan and are approved and submitted by the Technical Consultant during the technical consultation process.

To receive a micro-grant, a program agrees to:

- Participate actively in Technical Consultation. Active participation goes beyond allowing a Technical Consultant to visit the program. The program must take part in reflection, work to identify strengths and goals, and then take actions to implement the identified solutions. As long as the Technical Consultant is satisfied that this is occurring, the program will have access to a micro-grant.
- Prepare a Quality Improvement Plan (QIP), and make micro-grant purchase choices to support the implementation of that QIP. Programs should review the *YoungStar Micro-Grant Program Handbook* to learn how the YoungStar micro-grant may be used. There are specific rules and limitations for use of the micro-grant.
- Submit all micro-grant related requests to the Technical Consultant in a timely matter. For more information on timelines, review the *YoungStar Technical Consultation and Micro-Grant Participation Agreement*.

Micro-grant eligibility will be affected if the participation guidelines cannot be met.

If a program does not meet the participation guidelines and thus becomes ineligible for a micro-grant, the program is responsible for repaying any portion of the micro-grant that has already been expended. Also, any program that has received a micro-grant needs to remain in YoungStar for one year or pay back the micro-grant.

To learn more about micro-grants:

Visit the Supporting Families Together Association (SFTA) Micro-Grant Program webpage: https://supportingfamiliestogether.org/youngstar-micro-grant-program/

See the *YoungStar Technical Consultation and Micro-Grant Participation Agreement*: http://dcf.wisconsin.gov/files/youngstar/tcagreement.pdf

Read the *YoungStar Micro-Grant Program Handbook*: http://dcf.wisconsin.gov/files/youngstar/pdf/microgrant-handbook.pdf

INCTV-8. What are some examples of how micro-grants could be used?

YoungStar micro-grants are tied to the provider's Quality Improvement Plan. Programs may choose to use micro-grant funding toward; accreditation cost reimbursement, training and education for professional development, staff or substitute time to support quality improvement work, services such as contractors/builders or additional technical consultation hours, the purchase of equipment and/or materials that strengthen the learning environment and curriculum in key areas identified as needing improvement in a program's Quality Improvement Plan, and more.

Registry Fees

At this point, there is <u>no</u> specific funding pool to support Registry application fees <u>before</u> a program applies to YoungStar. To receive a rating above a 2 Star, the Lead Teacher/Group Leader for each classroom/group must be on The Registry in order to have his or her educational qualifications counted for that classroom/group.

However, YoungStar programs that actively participate in technical assistance can have access to micro-grants to support Registry fees. A child care program might use a portion of its micro-grant for Registry application fees if professional development is a focus of the Quality Improvement Plan.

SCH_AGE-9. How is the education of a Group Leader counted if s/he works in more than one program?

A Group Leader cannot use educational qualifications for more than one group, or for more than one program. The group that the Group Leader spends the most time in is the group that should be attached to that Group Leader in The Registry Program Profile.

If Group Leaders are in charge of individual activity stations in the program and the children rotate among the stations and Group Leaders, the licensing ratios must be met, and each group of children would constitute one "Group" in The Registry.

SCH_AGE-12. For school-age staff, do Group Leader/Site Supervisor qualifications need to be in early childhood?

No. Credit, credentials, and degrees for Group Leaders and Site Supervisors must be related to the age group served as determined by The Registry.

CAMP-10. How is the education of a Counselor counted if s/he works in more than one program or with more than one group?

A Counselor cannot use educational qualifications for more than one program or more than one group at a time. If a Counselor works with more than one group within a single program, the group with whom the Counselor spends the most time is the group that should be attached to that Counselor in The Registry Program Profile.

Note: "Groups" are different from "activity stations." One group of children can participate in multiple activity stations, as long as licensing ratios and maximum group size requirements are satisfied. For children 6 years of age and older, the staff-to-child ratio must be at least 1 staff member for every 18 children, with a maximum group size of 36 children. As an example, if five Counselors are in charge of five activity stations, and if 20 ten-year-old children rotate among the stations and Counselors, the day camp's Program Profile would consider these 20 children as *one group*. This is because the number of groups listed by the day camp should be in keeping with required licensing ratios, and in this example 20 children is less than the maximum size of 36, and the staff-to-child ratio is greater than 1:18. Then, out of the five Counselors, the Counselor who is attached to this group in The Registry Program Profile is the Counselor who spends the most time with this group.

CAMP-11. For day camp staff, do Counselor/Camp Director qualifications need to be in early childhood?

No. Credit, credentials, and degrees for Counselors and Camp Directors must be related to the age group served as determined by The Registry.

Answers about YoungStar Evaluation Criteria:
Learning Environment & Curriculum, Business & Professional Practices, Health & Well-Being

Learning Environment and Curriculum

LRN-2. I heard that the Wisconsin Model Early Learning Standards training has been updated. Will I have to receive new training?

If you participated in the full 15- to 18-hour training in the past, and that training was delivered through an approved WMELS trainer, this training will continue to be recognized by YoungStar. You will therefore not have to receive new training.

Business and Professional Practices

BUS-2. Where can I find support to help me develop my Business and Professional Practices?

Your YoungStar Technical Consultant will be able to help you or refer you to someone who can. In addition, there are trainings available throughout the state—check out the Incentives, Training & Technical Assistance, and Micro-Grants section of this FAQ to find trainings.

If you are interested in exploring this topic on your own, YoungStar provides several resources:

- In the "Business and Professional Practices" section of the YoungStar Providers' "Resources for Providers" webpage, you can find policy checklists, small business resources, sample contracts, and more:

  http://dcf.wisconsin.gov/youngstar/providers/resources

  Policy Checklists:

  > Group, School-Age, and Day Camp Programs:
  > https://dcf.wisconsin.gov/files/youngstar/pdf/groupsapolicychecklist.pdf

  > Family Child Care Programs:
  > https://dcf.wisconsin.gov/files/youngstar/pdf/samplefamilyparentcontract.pdf

- The Resources for Providers webpage also provides a link to Tom Copeland's blog about running a family child care business, including information on record-keeping, taxes, contracts, legal issues, insurance, money management, and retirement planning: http://tomcopelandblog.com/

- Also, there is a special YoungStar webpage for budget, tax, and record-keeping support materials: https://dcf.wisconsin.gov/youngstar/providers/budget

- The Wisconsin Early Childhood Association (WECA) has a free, self-paced, online training on business practices: http://wisconsinearlychildhood.org/free-online-child-care-training-business-practices-tutorial/

Child Health and Well-Being

H&W-1. Are there any requirements for staff training in special education?

There are no requirements; however, YoungStar gives one to two optional points to programs if a percentage of staff has either The Registry Inclusion Credential or Wisconsin Pyramid Model training. Each program's detailed point rating is available on the YoungStar search site, and families can access these details to see if those optional points have been earned. Child Care Resource and Referral Agencies

can now refer parents to child care, school-age programs, and day camps appropriate for their children with special needs.

For more resources on Early Childhood Inclusion, visit http://dcf.wisconsin.gov/youngstar/eci

H&W-2. Are programs that are trained to serve children with physical, developmental, or social and emotional special needs eligible to receive increased points?

Programs that complete training in inclusive child care and supporting children's optimal development can receive points. Points may be earned if staff complete specialized training including the Inclusion Credential, inclusion training with documentation of competencies targeted, and/or training on the Wisconsin Pyramid Model, Positive Behavioral Interventions and Supports (PBIS), Guiding Children's Behavior in School-Age Programs, or Tribes® TLC.

Note on the Wisconsin Pyramid Model and PBIS: The Wisconsin Pyramid Model is aligned with the PBIS model. Both models provide a multi-level system of support and a developmentally appropriate, evidence-based framework to promote social and emotional competence in children. Both models offer guidance for all children at the universal level with more intensive interventions for children needing targeted and individualized support. However, the Wisconsin Pyramid Model focuses on young children ages birth to 5, while PBIS is often used in public schools.

Wisconsin Pyramid Model: http://www.collaboratingpartners.com/wi-pyramid-model-about.php
PBIS: http://www.wisconsinpbisnetwork.org/

For more resources on Early Childhood Inclusion, visit http://dcf.wisconsin.gov/youngstar/eci

H&W-5. Does my program need both an internal coach and an external coach for implementation of the Wisconsin Pyramid Model?

Ideally a program would have:

- An internal coach – someone within a program who is competent with the Pyramid Model and available to support its program-wide leadership team and teachers, and
- Access to an external coach.

To find a Wisconsin Pyramid Model external coach in your area, please visit the Wisconsin Early Childhood Collaborating Partners (WECCP) webpage on the Wisconsin Pyramid Model, and go to the "Find a Trainer" tab:

http://www.collaboratingpartners.com/wi-pyramid-model-about.php

H&W-6. What courses count for the Strengthening Families/Darkness to Light Training indicator (D.1.4)?

Below is a list of courses that are accepted for this YoungStar point:

50% of the staff and the Director have one of the Registry-verified trainings/equivalencies listed below

- Strengthening Families Through Early Care and Education: Building Protective Factors with Families

- Family Service Credential

- Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development

- Development-approved equivalent that demonstrates knowledge of protective factors

Director and an individual from every classroom must have one of the Registry-verified trainings listed below

- Darkness to Light (administered by a *PDAS-approved trainer*—a trainer approved by the Professional Development Approval System)

- Completion of course 10-307-167 ECE: Health, Safety, and Nutrition at a WI Technical College

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 Lead Teachers/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.

<table>
<tr><td align="center">**Answers: Regulatory Compliance**
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)</td></tr>
</table>

REG-1. What is regulated child care?

"Regulated" means child care is either:

- Certified by the County/Tribe or Milwaukee Early Care Administration (MECA),
- Licensed by the State, *or*
- Operated by a public school board.

Note: *To be reimbursed with Wisconsin Shares funds, providers must be regulated.*

Licensed Child Care

Under Wisconsin law, no person may provide care and supervision for four or more children under the age of 7 for less than 24 hours a day unless that person obtains a license to operate a child care program from DCF. This does **not** include:

- A relative or guardian of a child who provides care and supervision for the child
- A public or parochial school
- A person employed to come to the home of the child's parent or guardian for less than 24 hours a day
- A county, city, village, town, public school district, or library that provides programs primarily intended for recreational or social purposes

There are 3 different categories of state licensed child care:

- *Licensed Family Child Care Centers* provide care for up to eight children. This care is usually in the provider's home.
- *Licensed Group Child Care Centers* provide care for nine or more children. These centers are usually located somewhere other than a residence and may be small or large in size.
- *Licensed Day Camps* are seasonal programs that provide experiences for four or more children. These programs usually operate in an outdoor setting.

Find more information on DCF Child Care Licensing at:

http://dcf.wisconsin.gov/cclicensing

Certified Child Care

There is a *voluntary* form of regulation in Wisconsin for those child care programs that are not required to be licensed. This type of regulation is called certification. Counties/Tribes certify child care homes and some school-age child care programs. http://dcf.wisconsin.gov/cccertification is available for those families who wish to receive a http://dcf.wisconsin.gov/wishares, but who do not choose to use licensed care.

Find more information on DCF Child Care Certification at:

http://dcf.wisconsin.gov/cccertification

Exempt from Regulation

Public and private schools that operate early childhood programs are exempt from licensing oversight. These programs are regulated by public school boards and are required to meet the state child care licensing *standards*, even though they are not required to be officially licensed.

Care in the child's own home is also exempt.

Note: Programs operated by private or parochial schools must be _licensed_ in order to receive payments from the _Wisconsin Shares_ Subsidy Program.

REG-3. Do regulations require that child care staff have training in order to work with children?

Regulations

Regulations require all child care providers to have training in:

- Early childhood education
- Shaken baby syndrome (SBS) prevention
- Sudden infant death syndrome (SIDS) risk reduction procedures
- Infant/child cardiopulmonary resuscitation (CPR) and automated electronic defibrillator (AED) procedures

Child care teachers in group child care centers need additional early childhood training, and group child care center directors and administrators and family child care providers need training in the business-related aspects of operating a business. Group child care teachers and center directors also need to have experience in a licensed program before beginning to work in a program.

YoungStar

YoungStar goes above and beyond licensing requirements to recognize that higher levels of education lead to higher quality care. Because staff education is one of the most consistent predictors of quality in an early childhood or school-age setting, a program earns more YoungStar points if staff have higher levels of education, as explained in the *YoungStar Quality Indicator Point Detail* documents: http://dcf.wisconsin.gov/youngstar/providers/point-detail

Answers: Accreditation
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

ACC-3. Do accredited programs need to supply a person who is trained in the Wisconsin Pyramid Model, PBIS, Tribes® TLC, or Guiding Children's Behavior in School-Age Programs?

No. Ongoing social emotional training is certainly *recommended* for accredited programs, but it is *not* required, and it will *not* affect an accredited program's rating.