



Provider News: A Resource for Wisconsin Shares & YoungStar Providers

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DCF is now on Twitter!
@WisDCF Watch for helpful child care subsidy information.

Training Corner

Sharpen your professional skills with new training opportunities!

SFTA Training Opportunities

<http://supportingfamilies.together.org/wp-content/uploads/Annual-Training-Calendar.pdf>

WECA Training Opportunities

<http://wisconsinearlychildhood.org/training/>

The Registry Training Opportunities

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

Important YoungStar Updates

Wisconsin Model Early Learning Standards 2017 5th Edition



The 2017 Fifth Edition of the Wisconsin Model Early Learning Standards is now available to download free from: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/wmels_5thedition.pdf. It is also available for purchase (print version) from the Wisconsin Department of Public Instruction located at: <http://www.collaboratingpartners.com/wmels/order-wi-model-early-learning-standards/>.

NEW Environment Kits Connection to WMELS

Through the Race to the Top – Early Learning Challenge grant, the Department of Children and Families had the opportunity to create 2,250 developmentally appropriate environment kits to support classroom environments. YoungStar Technical Consultants are distributing kits to 2 and 3 Star providers across the state of Wisconsin. Kits are designed for ages birth-12 months, 12-24 months and 24-36 months and include books, art and dramatic play materials, and materials to support math and fine motor development.



The kits promote learning through play, allowing opportunities to choose from a variety of age appropriate materials. Children tend to choose activities that interest them and become fully engaged when they can use their developmental strengths. Using these materials, teachers are able to expand on these interests, planning play experiences while weaving in a child’s individual learning goals.

The Wisconsin Model Early Learning Standards (WMELS) were created to provide specific information around what children should know and be able to do as they develop. Teachers can use this information to guide them in creating learning goals and planning playful learning experiences. On pages 102-103 of the WMELS fifth edition, there are suggested interest areas where teachers can arrange materials and make them available for children to choose from. Carefully planned activities can promote learning in more than one interest area and developmental domain, as demonstrated on page 104. Keeping this in mind, teachers can create or update interest areas using materials provided in the environment kits.

Contact your YoungStar Consultant to learn more about the environment kits and how to use them in your program.



Developmentally Appropriate Environment, Incorporating Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework

In the [winter 2017 DCF Child Care Provider Newsletter](#), the new requirements for Developmentally Appropriate Environment were introduced. The indicator has been changed from optional to required and expanded from the 2017/2018 indicator. The specifics of the YoungStar **2019/2020** Evaluation Criteria B.1.3 indicator are as follows:

1. Classroom staff members provide developmentally appropriate activities/practices that are engaging, comforting, culturally sensitive, and compassionate.
 - **All of the following elements must be observed:**
 - All interactions by teachers must be positive or neutral at best.
 - The classroom staff and children appear to enjoy being with each other and demonstrate respect for one another.
 - Classroom staff use communication that is developmentally appropriate, and have developmentally appropriate expectations for children's behavior.
 - **At least two of these additional practices must be observed:**
 - The classroom staff is usually in close physical proximity with the children and often joins in the children's experiences and activities.
 - Classroom staff provides opportunities for peer interactions as children are able to participate in experiences and activities together.
 - The classroom staff is observed having turn-taking conversations with most children and asking follow-up questions in a neutral or pleasant tone of voice.
 - Classroom staff offers at least one staff-initiated receptive language activity each day (e.g. reading a book to children, storytelling, etc.)
2. The environment includes at least five defined interest centers/areas that are developmentally appropriate and reflect either the WMELS' five domains or the School Age Curricular Framework's nine content areas.

Additionally, ALL of the following elements must be observed:

All materials must be developmentally appropriate and each classroom/group must include (specified minimum):

- At least **one** book for every child allowed to attend at any given time;
- At least **six** types of fine motor materials;
- At least **six** types of art materials (for classrooms with all children age 12 months or older);
- At least **two sets** of 10-20 blocks (for classrooms with children ages 12 months to 12 years);
- At least **five** examples of dramatic play materials; and
- At least **six** types of materials that support math/number development.



Materials and/or experiences in at least three areas must offer children varied levels of difficulty and/or address use of different learning styles.

Materials in the interest centers must be considered easily accessible for independent use by the children.

The daily schedule must include a minimum of 50 consecutive minutes of uninterrupted indoor free choice to allow for in-depth investigation of the environment and materials.

- If the program is open for more than four hours per day for that age group of children served, 50 consecutive minutes of uninterrupted indoor free choice must be observed.
- If the program is open for less than four hours per day for that age group of children served, a pro-rata will be determined.

Continued on page 3



Important YoungStar Updates (continued)

- If the program has a split schedule, then the 50 consecutive minutes can be split.

At least one of these additional practices must be observed:

- All interest centers/areas must be available for children to use for the majority of the day (excluding routine care times).
- Quiet activity areas are located away from noisy activity areas.
- Information about WMELS and/or SACF is provided to families and staff (if applicable).

Verification (Group, School-Age, Day Camp)

For this indicator, all classrooms/groups must follow the items outlined above, but to use verification time wisely, a Consultant/Rater should verify this practice in one classroom for each age group served: birth – 35 months, 36 – 60 months and/or school-age. If there are fewer than four classrooms/groups in the program, Consultant/Rater

must verify indicators in every classroom/group. If not all age groups are represented, the Consultant/Rater will verify three selected classrooms/groups. Consultant/Rater must verify developmentally appropriate environment through observation. If more information is needed, a lesson plan, schedule, and/or interview may be used.

Verification (Family)

For this indicator, the program must follow the indicators outlined above. Consultant/Rater will verify developmentally appropriate environment through observation, and if more information is needed, a lesson plan, schedule, and/or interview may be used. The YoungStar Consultants are available to help prepare your program for the implementation of the indicator in 2019. For a list of scheduled trainings, please contact your local YoungStar office or find the list at <https://dcf.wisconsin.gov/youngstar/providers/training>.

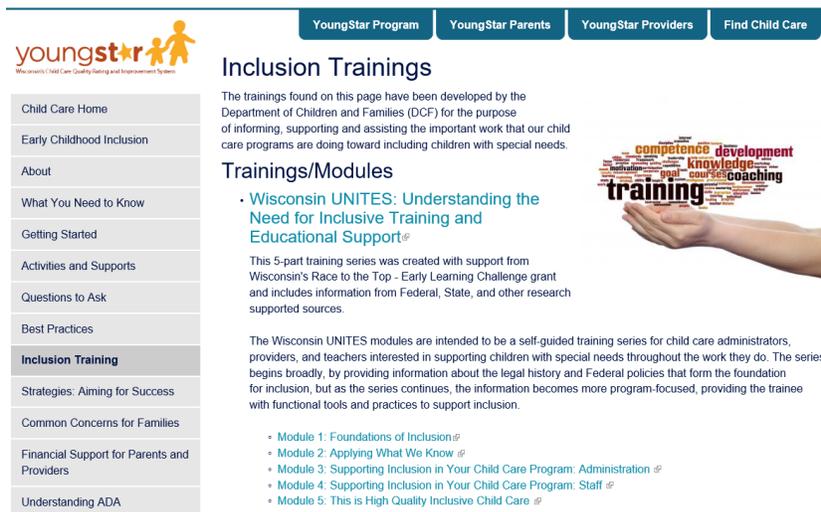
Wisconsin UNITES: Understanding the Need for Inclusive Training and Educational Support

The Wisconsin UNITES inclusion training series, developed and supported through Wisconsin's Race to the Top – Early Learning Challenge grant, is now complete. Beginning in April 2017, the Department of Children and Families (DCF) began publishing the Wisconsin UNITES modules, a Wisconsin-specific set of information and resources intended to assist and support child care programs as they begin to incorporate inclusive policies and practices into their program as a whole.

The framework used to develop the Wisconsin UNITES modules began with a set of questions that became more and more focused with each training. What begins in Module #1 as the question, "What is inclusion?" ends in Module #4 with the more pointed question of, "What can my program and staff do to support inclusion?"

The newly published Module #5 concludes the series with the state-

ment, "This is High-Quality Inclusive Child Care." This final module is made up of an overview of the previous four modules, information on ideas and projects that DCF is currently working on, as well as planning for the coming year. Included in Module #5 is an hour-long video from the 2017 Inclusion Institute titled, "Redefining Inclusion." We encourage you to explore both the video and the newly added resources associated with it.



youngstar
Wisconsin's Child Care Quality Rating and Improvement System

Child Care Home
Early Childhood Inclusion
About
What You Need to Know
Getting Started
Activities and Supports
Questions to Ask
Best Practices
Inclusion Training
Strategies: Aiming for Success
Common Concerns for Families
Financial Support for Parents and Providers
Understanding ADA

YoungStar Program | YoungStar Parents | YoungStar Providers | Find Child Care

Inclusion Trainings

The trainings found on this page have been developed by the Department of Children and Families (DCF) for the purpose of informing, supporting and assisting the important work that our child care programs are doing toward including children with special needs.

Trainings/Modules

- Wisconsin UNITES: Understanding the Need for Inclusive Training and Educational Support

This 5-part training series was created with support from Wisconsin's Race to the Top - Early Learning Challenge grant and includes information from Federal, State, and other research supported sources.

The Wisconsin UNITES modules are intended to be a self-guided training series for child care administrators, providers, and teachers interested in supporting children with special needs throughout the work they do. The series begins broadly, by providing information about the legal history and Federal policies that form the foundation for inclusion, but as the series continues, the information becomes more program-focused, providing the trainee with functional tools and practices to support inclusion.

- Module 1: Foundations of Inclusion
- Module 2: Applying What We Know
- Module 3: Supporting Inclusion in Your Child Care Program: Administration
- Module 4: Supporting Inclusion in Your Child Care Program: Staff
- Module 5: This is High Quality Inclusive Child Care

competence development knowledge training coaching

You'll find all five modules in the Wisconsin UNITES series on DCF's Early Childhood Inclusion web page (<https://dcf.wisconsin.gov/youngstar/eci>) under the left-hand tab marked "Inclusion Training" (<https://dcf.wisconsin.gov/youngstar/eci/trainings>).



Important YoungStar Updates *(continued)*

Together – Children Grow: Quality Child Care for Children with Special Needs

The widely distributed booklet, *Together – Children Grow: Quality Child Care for Children with Special Needs*, was recently redesigned, including the addition of new pictures, updated resources, and a reorganization of the content. Together, the Departments of Children and Families and Public Instruction, collaborated to give a much needed new look to this great resource.

The most significant changes to the brochure include:

- Distinct sections for parents and providers
- Color coding for easier navigation
- Updated information and resource pages
- Photographs of children with disabilities used throughout
- Translated into Spanish

The redesign project finished with the printing of both the English and Spanish versions of the booklet. You may download the booklet in English or Spanish at <https://dcf.wisconsin.gov/ccic/free-materials/providers/lcc-resources> (item E-7). You may order print copies at <https://dcf.wisconsin.gov/ccic/free-materials/catalog> or by contacting the Child Care Information Center (CCIC) at 1-800-362-7353 or ccic@wi.gov.



Annual Monitoring for CCDBG Compliance

The Child Care Development Block Grant (CCDBG) (<https://dcf.wisconsin.gov/childcare/ccdbg>) included a requirement that any program that is eligible to receive Wisconsin Shares child care subsidy payments must be monitored annually for compliance with identified health and safety requirements. Currently, all licensed child care programs receive at least one annual monitoring visit, and some certified programs are also monitored annually. In the past, certified programs that had been monitored once every two years will now receive an annual monitoring visit.

Public school-operated child care programs are exempt from the requirement for a child care license under s. 48.65 Wis. Stats., and DCF 201 allowed them to obtain

authorizations without the need for regulation. In order to comply with the CCDBG requirements, these school district-operated programs were required to submit information to the Bureau of Early Care Regulation (BECR) and to receive an annual monitoring visit for a subset of DCF 251, Licensing Rules for Group Child Care Centers. Introductory visits to these programs began in late 2016.

Beginning in late 2017 and going forward, public school-operated child care programs that are participating in YoungStar, and eligible for a child care subsidy authorization, will be monitored by BECR licensing staff. Results of monitoring visits will show on the public website. <https://childcarefinder.wisconsin.gov/>

YoungStar Participation in 2017

As of December 2017, there were a total of 3,770 child care programs participating in the YoungStar quality rating system. Licensed Group centers account for 54% of all rated programs. Thank you to all child care programs who continue to be committed to providing Wisconsin's children with safe, fun, and quality care.

	1 Star	2 Star	3 Star	4 Star	5 Star	Pending Rating	Total
Licensed Group	2	574	794	138	440	69	2,017
Licensed Family	5	540	348	79	62	58	1,092
Certified Family	2	379	52	11	1	47	492
Public School	0	82	72	4	5	6	169
Total	9	1,575	1,266	232	508	180	3,770

