youngstar
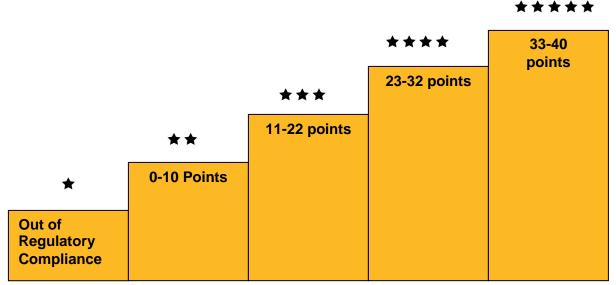### Wisconsin's Child Care Quality Rating and Improvement System

Quality Indicator Point Detail
January 1, 2017 – December 31, 2018
Track 3 – School-Age 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 will 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 school-age programs 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 program can earn up to forty points across four categories – education, learning environment and curriculum; professional and business practices; and health and wellness. In general, when the word "staff" is used, it means Group Leaders and the Site Supervisors/Coordinators/Directors/Administrators. 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
Group Leader Qualifications	0-6
Site Supervisor/Coordinator/Director/Administrator Qualifications	0-9
Learning Environment and Curriculum	0-13
Business and Professional Practices	0-7
Health and Wellness	0-5
Total	**0-40 points**

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[1] This track includes stand-alone school programs operating under the public school exemption and certified school-age programs.

Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a 4 Star or 5 Star rating for accredited school-age providers. Accreditations of the National Accreditation Commission (NAC) and the City of Madison are accepted as equivalent to a 5 Star rating. The accreditation through the Council on Accreditation (COA) is equivalent to a 4 Star rating however, if the program met 5 Star credit-based education standards (for Group Leaders and the Site Supervisor/Coordinator/Director/Administrator), the program could qualify for a 5 Star rating.

If a program is accredited by NECPA, American Montessori Society (AMS), or AdvancED AND the program meets the educational requirements of a 4 Star program in their respective YoungStar rating track, that program would be eligible for a 4 Star rating. If a program is accredited by NECPA, American Montessori Society (AMS), or AdvancED AND the program meets the educational requirements of a 5 Star program in their respective YoungStar rating track, that program would be eligible for a 5 Star rating.

The rationale for accepting these accreditations as equivalent to 4 Star or 5 Star ratings is that the standards used in these accreditations are nationally recognized as linked to quality and each accreditation requires observations and verification of similar characteristics laid out in YoungStar.

A) Education and Training of Staff (Maximum Points = 15)

Staff education is considered one of the most consistent predictors of quality in a school-age setting. Staff 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.

Group Leader: Group Leader has the responsibilities that include supervision and guidance of a group of children in the program under the direction of a Site Supervisor/Coordinator/Director/Administrator. Group Leader will assist in daily planning and implementing of activities, communication with families, and relations with the community.

Site Supervisor/Coordinator/Director/Administrator: Research has demonstrated the critical role of the Site Supervisor/Coordinator/Director/Administrator in all centers. They are 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 Site Supervisors/Coordinators/Directors/Administrators demonstrate higher quality. This category recognizes a variety of ways to earn points by meeting higher levels of Site Supervisor/Coordinator/Director/Administrator qualifications.

When a program has more than one individual listed in their Program Profile for a group, 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 (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 group for at least 50% of the time that the group 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 Group Leader will not be counted for YoungStar points. The method of awarding points for the education of the Lead Group Leader will remain the same.

For example, if the Other Group Leader in a group has taken the School Age Curricular Framework(SACF) but the Lead Group Leader has not, the program would be given credit for that group having met the requirement for SACF training.

Full-time vs. Part-time
YoungStar recognizes that some school-age care programs have different operating schedules based on the time of year. For all of the measures within this document, the quantities shall be pro-rated based upon the average number of hours per day or per week a program is open using a definition of full-time as an 8-hour day and a 40-hour week. For example, if a quality indicator asks a program to provide 60 minutes of physical activity per day, the part-time program operating 4 hours per day would be asked to provide 30 minutes of physical activity. If the operating hours vary during the week, a Consultant/Rating Observer will use the average number of hours per day to award points for items like this.

For the purposes of YoungStar, the definition of a full-time employee is a Group Leader or Site Supervisor who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

Staffing of School-Age Child Care Programs:
Note: If a site is not licensed or certified, the enrollment of the program will be used instead of the license capacity.

A person can only be associated in The Registry's Program Profile with one program at a time. This means a person who has responsibilities for more than one program must choose on Program Profile with which to be affiliated. Every classroom that is open at least 25% of the time (up to 40 hours) that the program accepts children must be listed on the Program Profile. A classroom/group must be a Program Profile to be eligible for a Formal Rating.

 A. For YoungStar, [2] the maximum ratios of staff to children and the size of a "group" will be based upon licensing rules governing these areas. See Appendix C for this information.

 B. In this document, Site Supervisor/Coordinator/Director/Administrator has been shortened to "Site Supervisor" in some instances. If the word "Site Supervisor" is written, it refers to the person serving in any of the Site Supervisor/ Coordinator/Director/Administrator positions.

 C. For YoungStar, the person who is designated as the Site Supervisor shall be on-site for at least 25% of the total number of hours they work per week 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 site
  3. Staff meetings and orientation
  4. Continuing education for the staff

 D. The person serving as the Site Supervisor may step in to help out with Group Leader 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 for emergencies.

 E. The person serving as the Lead Group Leader will be designated as follows:
  1. The person who is teaching for the greatest number of hours between the hours of 6 AM and 6 PM in a given classroom should be listed as the Lead Group Leader on the Registry Program Profile.
  2. 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 Group Leader on the Registry Program Profile.
  3. To calculate the number of hours a staff person works, only hours between 6 AM and 6 PM will count.

Verification of Staff: Before approving a rating, the Technical Consultant will visit each group at least once and must see the person who is listed as the Lead Group Leader in the Program Profile teaching in that classroom or group. If a Technical Consultant does not see each Lead Group Leader in the group in which they are listed in the Registry Program Profile, a Technical Rating will not be completed and the program will be ineligible for a Formal

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[2] Licensing requirements regarding the role of the Director are different from YoungStar and can be found here: https://dcf.wisconsin.gov/cclicensing/rules. Licensing is meant to be a base level for health and safety and YoungStar is meant to be a step higher toward quality. So, while a program may be following licensing requirements for the role of a Director, the requirements outlined in this document will be used for YoungStar.

Rating until the information can be verified. Further proof may be required in the form of time sheets or pay stubs. (Maintaining Your Registry Profile Policy, Updated 1/28/2015.)

Variations—The following variations to rule C will be allowed:[3]

- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the 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 site for at least 25% of the total number of hours they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

  In these cases, the program has two options:

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

- **Dual-role:** school-age sites licensed for 50 or fewer children may, in the following limited circumstances, have a Site Supervisor who also is listed as a Group Leader in the Program Profile:

  - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open[4] devoted to the responsibilities of the Site Supervisor **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Site Supervisor must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Site Supervisor role for 10 hours per week.

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

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

  Verification of the variations to rule C: To verify this indicator, the program may be asked to provide schedules, pay stubs, timesheets, job descriptions, employee handbooks and/or employment policy and procedure documentation.

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 (WECA). 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 two charts for Group Leaders, Site Supervisor/Coordinator/Director/Administrator, points are not cumulative. For each staff qualification chart, a program receives credit for the highest level achieved looking at the Group Leaders' combined education and the Site Supervisor/Coordinator/Director/Administrator's education. If a Site Supervisor or Group Leader's Registry Level falls in between two point levels, they will be awarded the points for the lower of the two levels. For example, if Group Leaders for 100% of the classrooms are at Registry Level 8, the program would receive 3 points because the Registry Levels are higher than the requirement at the 3 point level but they did not meet the requirement at the 4 point level. Additionally, for example, if a Site Supervisor is at Registry Level 10 but did not have the additional 6 credits in supervision/personnel management, the

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[3] In either of these cases, the following rule still applies: A person can only be associated in The Registry's organizational profile with one program at a time. This means a person who has responsibilities for more than one program must choose one Program Profile with which to be affiliated.

[4] "The time the program is open" means the number of hours the program accepts children for care. If a program had additional hours where staff are present but no children are in care, these hours do not count toward the time the program is open.

program would receive 2 points because the Registry Level is higher than the requirement at the 2 point level but did not meet the requirement at the 3 point level.

NOTE: Any time an Associate's degree is referenced in this document, 60 credits beyond high school would be accepted as equivalent to the Associate's degree.

Verification for qualifications is through The Registry. http://www.the-registry.org/.

A.1) Group Leader Qualifications

Quality Indicators –Staff Qualifications	Points Awarded
Group Leaders with Registry Level 7 for 25% of groups	1
Group Leaders with Registry Level 7 for 50% of groups - *Required for 3 Stars*	2
Group Leaders with Registry Level 7 for 100% of groups – *Required for 4 Stars*	3
Group Leaders with Registry Level 9 for 50% of groups, all others Group Leaders with Registry Level 7 – *Required for 5 Stars*	4
Group Leaders with Registry Level 10 or higher for 50% of the groups, all others Group Leaders with Registry Level 7	5
Group Leaders with Registry Level 14 or higher for 100% of groups	6

A.2) Site Supervisor/Coordinator/Center Director/Administrator Qualifications

Quality Indicators – Site Supervisor/Coordinator/ Director/ Administrator Qualifications[5]	Points Awarded
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 9	2
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 10 – 6 of the credits must be in supervision/personnel management or financial management course work - *Required for 3 Stars*[6]	3
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 11 – 6 of the credits must be in supervision/personnel management or financial management [7]	4
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 12 – 6 of the credits must be in supervision/personnel management or financial management **-** *Required for 4 Stars*	5
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 13 - *Required for 5 Stars*	7
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 14 or higher	9

B) Learning Environment and Curriculum (Maximum Points=13)

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* Environment Rating Scale (ERS) score of 4 as observed and verified with the School-Age Care Environment Rating Scale (SACERS).
- *Required for 5 Stars*
  - Program must achieve an *average* Environment Rating Scale (ERS) score of 5 as observed and verified with the School-Age Care Environment Rating Scale (SACERS).

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[5] If a Site Supervisor/Coordinator/Director/Administrator has a Registry Level higher than what is required for a 3 and/or 4 Star rating the individual does not need to have six credits in supervision/personnel management or financial management.
[6] Registry Level 11 or higher without six credits in supervision/personnel management or financial management meets this requirement as well.
[7] Registry Level 13 or higher without six credits in supervision/personnel management or financial management meets this requirement as well.

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 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	Reviewed by Consultant/Rater	1
B.4.1) School-Age Environment Rating Scale - Updated (SACERS - U) average score of 4 – *Required for 4 Stars*	Research-based tool linked to demonstrating high quality in key areas of school-age environments.	Conducted and recorded by ERS Observer	3
B.4.2) School-Age Environment Rating Scale - Updated average score of 5 - *Required for 5 Stars*			4

Optional Points

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

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

B.2.1-2) Wisconsin Afterschool Network School-Age Curricular Framework – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.2.1) 50% of Group Leaders have received training in the Wisconsin Afterschool Network (WAN) School-Age Curricular Framework	Group Leaders can demonstrate they have been trained in developmentally appropriate practice techniques	Registry verified	1
B.2.2) Curriculum aligned with Wisconsin Afterschool Network School-Age Curricular Framework	National Afterschool Association School-Age Curricular Framework has been designed as a useful tool to improve practices in school-age settings. They establish a connection between developmentally appropriate practice and school-age settings in key areas.	Reviewed by Consultant Rater	1

B.3.1-3) Child Outcomes – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.3.1) Program uses individual child portfolios	Demonstration of a child's development through use of portfolios informs the authentic assessment process.	Reviewed by Consultant/ Rater	1
B.3.2) Group Leader 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.		1
B.3.3) Program implements developmental screening practices. Group Leader is trained to provide annual developmental screening and appropriate referrals are made as well as linkages to resources. Provider demonstrates that they have received training on authentic assessment tools used in their program.	Early childhood provides opportunity for early detection of challenges; providers can be key resources to assist in receiving screening and referral for early intervention.		1
B.3.4) Individual outcomes tracked **Note:** this point cannot be earned if program does not earn point for Indicators B.3.1 and B.3.2 AND they cannot earn this point in the first year if they have not already started tracking child outcomes	It is important to demonstrate that teacher training and child interactions improve children's individual outcomes.		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
- *Required for 4 Stars:*
  - Program has employment policies and procedures in writing
- *Required for 5 Stars:*
  - Program uses full-staff strategic planning for improved workplace standards

C.2.1-3) Required Minimums

Criteria	Rationale	Verification	Points Awarded
C.2.1) Program 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 Stars*	Research links effective professional and business practices to high quality learning environments that support nurturing interaction between staff and children.	Reviewed by Consultant/Rater	1
C.2.2) Written copy of employment policies and procedures including job descriptions and hiring practices,			1

personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies is provided. *Required for 4 Stars*			
C.2.3) Program offers evidence of full-staff strategic planning for improved work place standards for administration of business including hiring, staffing and business planning. Must be site/location specific. - *Required for 5 Stars*			1
C.5. Program has a vested interest in connecting with families of the children that attend the program. The five categories each with a Tier A and Tier B are: 　　C.5.1 Transitions 　　C.5.2 Family involvement (engagement) 　　C.5.3 Family communication strategies 　　C.5.4 Family support strategies 　　C.5.5 Family / community connection strategies. **C.5.5 is *Required for 3, 4 and 5 Star programs*. One point required for 3 Star programs. Two points required for 4 and 5 Star programs.**	Strong parental involvement is linked to higher quality.	Reviewed by Consultant/Rater	If five activities from either tier in at least two separate categories are verified, program receives one point. If ten activities in at least three separate categories are verified, program receives two points. At least five of the ten activities need to be at the Tier B level.

Optional Points

C.3.1-5) Professional Development – Optional Points

Criteria	Rationale	Verification	Points Awarded
C.3.1) Annual staff evaluation plan includes professional development goal-setting. C.3.2) Access to professional development funding to cover the costs Associated with the completion of selected training opportunities that meet the goals of the individual staff person's professional development plan, including access to T.E.A.C.H. Scholarships for credit based instruction. C.3.3) Access to professional resource materials available on-site	Professional development on an ongoing basis is linked to higher quality care including staff assessment, access to professional development are linked to higher quality care. Staff access to professional development materials will increase their capacity to provide high quality program.	Reviewed by Consultant/Rater	If two or more of the following practices are verified, center receives one point

Criteria	Rationale	Verification	Points
(ex. books, magazines, or other materials on child development).			
C.3.4) Site Supervisor/Coordinator/ Director/Administrator active membership in a professional association focused on school-age care	Professional connections with colleagues in the field can be an important source of information and support for child care providers		
C.3.5) 75 percent or higher retention rate of well educated (Associate's Degree or higher) Site Supervisor/Coordinator/ Director/Administrator over three-year period.	Consistent staffing in early care settings is linked to higher quality.		

C.4.1-4) Staff Benefits – Optional Points

Criteria	Rationale	Verification	Points
C.4.1) Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff.	Staff benefits are also linked to higher quality programs including staff assessment, access to professional development are linked to higher quality care. Benefits are also linked to longevity and less turnover.	Reviewed by Consultant/Rater	If two or more practices are verified, program receives one point
C.4.2) Access to a pension/retirement plan with employer contribution for full time staff.			
C.4.3) Site Supervisor/Coordinator/ Director/Administrator has paid time off equivalent to 18 or more days annually to be used in a combination of holiday pay and/or person days or sick days for full time staff. Time off is prorated for part time staff.			
C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Site Supervisor/Coordinators			

D) Health and Wellness (Maximum Points = 5)

Required Minimums for 3, 4 and 5 Stars
  o Program supports healthy nutrition and/or physical activity policies and practices.

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	Sound nutritional and physical activity practices lead to establishment of healthy eating patterns and prevention of obesity in the future.	Reviewed by Consultant/Rater	1

restrictions and nutritious meals and snacks. Program supports healthy nutrition and/or physical activity policies and practices			

Optional Points

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

Criteria	Rationale	Verification	Points
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 and to prevent obesity in the future.	Reviewed by Consultant/Rater	1
D.1.3) For 1 point 50% of the staff have one of the Registry-verified trainings /equivalencies listed below. 50% is determined by taking every group that is in the Registry Program Profile and adding the Director's role to that number then dividing by two. One individual from a group would have to have the training/equivalency for that group to be counted toward the 50%.[8] ▪ 3 credits of inclusion and/or social-emotional training; • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior in School-Age Care (15 hrs.); • Tribes TLC (12 hrs.); or • Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs. For 2 points 100% of Group Leaders and Site Supervisor/Coordinator/Director/ Administrator have completed any one of the following five options:	Research consistently demonstrates that a strong social and emotional foundation is a key determinant in a child's future success Positive Behavioral Interventions and Supports, TRIBES, or Guiding Children's Behavior in School-age Programs	Registry verified	1 or 2

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[8] Individuals from a classroom means an individual who is listed in The Registry Program Profile as any of the following: Group Leader, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see Appendix D for information on Maintaining Registry Program Profiles.

• 3 credits of inclusion and/or social-emotional training; • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior in School-Age Care (15 hrs.); • Tribes TLC (12 hrs.); or • Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.			
D.1.4) 50% of the staff have one of the Registry-verified trainings/equivalencies listed below. 50% is determined by taking every classroom that is in The Registry Program Profile and adding the Director's role to that number then dividing by two. One individual from a group would have to have the training/equivalency for that group to be counted toward the 50%.[9] • Strengthening Families Through Early Care and Education: Building Protective Factors with Families, • Family Services Credential, • Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development, or • Department-approved equivalent that demonstrates knowledge of protective factors. • http://www.cssp.org /reform/strengthenin gfamilies/practice . **OR** The Director and an individual from every group must have one of the Registry-verified Darkness to Light training or 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.	Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents. Adult staff have a critical role in ensuring that children are safe in school settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards.	Registry verified	1

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[9] Individuals from a classroom means an individual who is listed in The Registry Program Profile as any of the following: Group Leader, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see Appendix D for information on Maintaining Registry Program Profiles.

Professional Development Opportunities for Credit Based Instruction:

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

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

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

Credit for Prior Learning and Experience:

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

YoungStar Resource Citations

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

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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. Leadership and Management. New

http://www.the-registry.org/Membership/CareerLevels.aspx

The Registry

Career Levels

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.