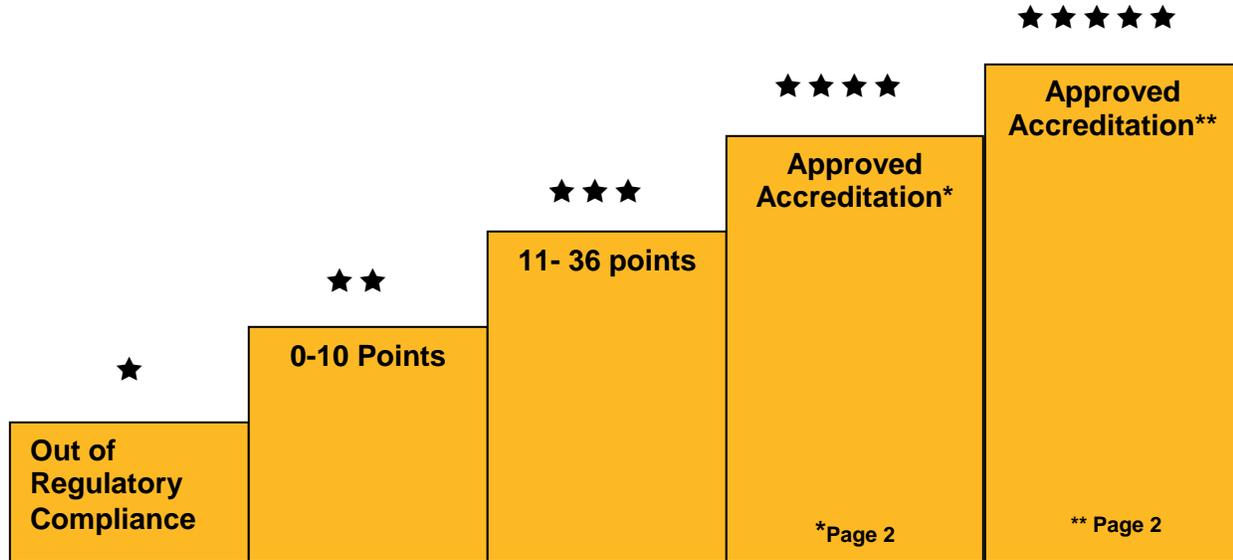




Quality Indicator Point Detail

January 1, 2016
Track 4 –Licensed Day Camps¹

Quality Rating and Improvement System Overall Model



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

It is imperative that Wisconsin improve the quality of day camp programs. YoungStar assists Wisconsin licensed day camp 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 thirty six 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 Counselors and the Camp Directors/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
Counselor/Group Leaders Qualifications	0-6
Camp Director/Coordinator/Director/Administrator Qualifications	0-9
Learning Environment and Curriculum	0-9
Business and Professional Practices	0-7
Health and Wellness	0-5
Total	0-36 points

¹ Track 4 is used to rate Licensed Day Camps that have children enrolled 14 weeks or fewer per year. Licensed Day Camps that have children enrolled for more than 14 weeks are rated using Track 3 (School-Age).

Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a 4 Star or 5 Star rating for accredited licensed day camp programs. Accreditation by the City of Madison is accepted as equivalent to a 5 Star rating.

*Accreditation by the American Camp Association (ACA) is equivalent to a 4 Star rating.

**When the program meets the educational requirements for a 5 Star program in the Licensed Day Camp rating track (as outlined on pages 4 of this document), the program will receive a 5 Star rating.

The rationale for accepting this accreditation as equivalent to 4 Star or 5 Star ratings is that the standards used in this accreditation is 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 afterschool and camp programs](#). Staff education qualifications are entered into a Program 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 Child Development Associate (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.

Definitions

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

Camp Director/Coordinator/Director/Administrator: [Research](#) has demonstrated the critical role of the Camp Director/Coordinator in all day camps. They are responsible for the recruitment, hiring, and guidance of counselors and – when necessary – for firing or dismissal of staff. Research shows that programs with well-qualified Camp Directors/Coordinators/Directors/Administrators demonstrate higher quality. This category recognizes a variety of ways to earn points by meeting higher levels of Camp Director/Coordinator qualifications.

Beginning January 1, 2016, if 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 (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: Day Camp Counselor. The educational level of these individuals that are listed as something other than the Lead Day Camp Counselor will not be counted for component A of YoungStar points. The method of awarding points for the education of the Lead Counselor will remain the same.

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

Full-time vs. Part-time

YoungStar recognizes that some licensed day camp 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 Technical Consultant will use the average number of hours per day to award points for items like this.

Staffing of Licensed Day Camps: 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 group 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. For YoungStar Contracts received in 2016, the following rules will apply in regard to staffing of Track 4 programs:

1. For the purposes of YoungStar, the maximum ratios of staff to children and the size of a "group" will be based upon licensing rules governing these areas. See Appendix for this information.
2. In this document, Camp Director/Coordinator/Director/Administrator has been shortened to "Camp Director" in some instances. If the word "Director" is written, it refers to the person serving in any of the Camp Director/Coordinator/Director/Administrator positions.
3. For YoungStar,² the person who is designated in The Registry Program Profile as the Camp Director shall be on-site for at least 50% of the total number of hours per week the program is open 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
4. For the purposes of YoungStar, the definition of a full-time employee is a Counselor/Group Leader or Camp Director who works an average of 40 hours per week at least 6 months of the year. So, if the program is open for 10 weeks (one sixth) 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 3 days off per year.
5. The person serving as the Camp Director may step in to help out with Counselor/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.
6. The person serving as the Lead Teacher or 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 Teacher or 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 Teacher or 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 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/Lead Group Leader in the classroom/group in which they are listed in the Registry Program Profile, a Technical Rating will not be completed 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.)

² Licensing requirements regarding the role of the Director are different from YoungStar and can be found here: <http://dcf.wisconsin.gov/childcare/licensed/Rules.HTM>. 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.

Exceptions—The following exceptions to rule 3 will be allowed:

- **Centralized administration (for programs with multiple sites):** If the program is administrated outside the site, the program may ask for an exception to 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 their working hours. 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 in regard to the Program Profile:
 - Option 1: List a person from the administrative office who is responsible for 3 and/or 4 as the Camp Director.
 - Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Camp Director. **If the program wants to choose this option and the person listed as the Camp Director is also a Counselor/Group Leader, the rules for Dual-Role (below) must be followed.**
- **Dual-role:** For YoungStar ratings, day camp programs licensed for 50 or fewer children may, in the following limited circumstances, have a Camp Director who also serves as a Counselor/Group Leader:
 - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open³ devoted to the responsibilities of the Camp Director **AND** child to staff ratios must follow licensing requirements for licensed day camps. The dual-role Camp Director 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 Director role for 10 hours per week.

Verification of the exceptions to rule 3: To verify this indicator, the program will be asked to provide schedules, pay stubs, timesheets, job descriptions, employee handbooks and/or employment policy and procedure documentation.

In the following two charts for Counselors/Group Leaders and Camp Director/Coordinator/Director/Administrators, points are not cumulative. For each staff qualification chart, a program receives credit for the highest level achieved looking at the Counselors/Group Leaders combined education and the Camp Director/Coordinator/Director/Administrator's education. If a Camp Director or Counselor's/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 Counselors/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 Camp Director is at Registry Level 10 but did not have the additional 6 credits in supervision/personnel management, the 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 is accepted as equivalent to the Associate's degree.

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

A.1) Lead Counselor Qualifications

Quality Indicators –Staff Qualifications	Points Awarded
Lead Counselors with Registry Level 7 for 25% of groups	1
Lead Counselors with Registry Level 7 for 50% of groups - <i>Required for 3 Stars</i>	2
Lead Counselors with Registry Level 9 for 100% of groups	3
Lead Counselors with Registry Level 9 for 50% of groups, all others Counselors/Group Leaders with Registry Level 7 – <i>Required with Accreditation for 5 Stars</i>	4

³“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.

Lead Counselors with Registry Level 10 and above for 50% of the groups, all others Counselors/ Group Leaders with Registry Level 7	5
Lead Counselors with Registry Level 14 or higher	6

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

Quality Indicators – Site Supervisor/Coordinator Qualifications	Points Awarded
Camp Director/Coordinator with Registry Level 9	2
Camp Director/Coordinator with Registry Level 10 plus 6 of those credits must be in supervision/personnel management or financial management course work -- <i>Required for 3 Stars</i>	3
Camp Director/Coordinator with Registry Level 11 plus 6 of those credits must be in supervision/personnel management or financial management	4
Camp Director/Coordinator with Registry Level 12 plus 6 of those related credits must be in supervision/ personnel management course work	5
Camp Director/Coordinator with Registry Level 13 AND Administrator’s Credential <i>Required with Accreditation for 5 Stars</i>	7
Camp Director/Coordinator with Registry Level 14 or higher	9

B) Learning Environment and Curriculum (Maximum Points = 9)

Required Minimums for 3 Stars

- ***Required for 3 Stars:***
 - Program must use a provider-chosen Self-Assessment tool leading to Quality Improvement Plan.

B.1.1) Required Minimums

Criteria	Rationale	Verification	Points Awarded
B.1.1) Self-Assessment of program is performed - <i>Required for 3 Stars</i>	Program has demonstrated effort to assess key elements of the program and has developed a plan to improve in areas identified	Review of self-assessment by Technical Consultant	1

Optional Points

B.1.2-3) Quality Improvement Plan and Developmentally Appropriate Practices – 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.	Review of Quality Improvement Plan by Technical Consultant	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 group environments for children.	Research ties appropriate implementation of developmentally appropriate practice (DAP) to higher quality child care. Counselors can demonstrate they understand developmentally appropriate practices in order to make sound decisions with child outcomes in mind.	Review by Technical Consultant	1

B.2.1-2) Wisconsin Model Early Learning Standards or School-Age Curricular Framework – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.2.1) At least 50% of Counselors/ Group Leaders have received training in the Wisconsin Model Early Learning Standards (WMELS) or the Wisconsin Afterschool Network (WAN) School-Age Curricular Framework.	Counselors/Group Leaders can demonstrate they have been trained in developmentally appropriate practice techniques	Registry verified	1 point if 50% of Counselors/ Group Leaders meet Indicator,
B.2.2) Program’s curriculum aligned with Wisconsin Model Early Learning Standards (WMELS) and/or Wisconsin Afterschool Network School-Age Curricular Framework for school-age children.	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. Research ties appropriate implementation of developmentally appropriate practice to higher quality.	Reviewed by Technical Consultant	1

B.3.1-3) Program-wide Practices for Child Outcomes – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.3.1) Program uses individual child portfolios .	Information on individual children is documented and updated to provide appropriate planning for activities.	Review by Technical Consultant	1
B.3.2) Counselor/Group Leader uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tool.	Counselor/Group Leader uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) Program implements Developmental Screening Practices. Teacher 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 developmental screening tools used in their program.	Early childhood provides opportunity for early detection of challenges; providers can be key resources to assist in receiving screening and referral for early intervention.		1
B.3.4) Individual child outcomes tracked Note: this point cannot be earned if center 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 and 3 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

C.2.1) 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. <i>Required for 3 Stars</i>	Research links effective professional and business practices to high quality learning environments that support nurturing interaction between staff and children.	Review of business planning efforts by Technical Consultant	1

Optional Points

C.2.2-3) Business Practices – Optional Points

C.2.2) Written copy of employment policies and procedures including job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies is provided.		Review of Business planning efforts by Technical Consultant	If six or more of the practices are verified, camp receives one point
C.2.3. Business offers evidence of using full-staff strategic planning for improved workplace standards for administration of business including hiring, staffing and business planning. Must be site/location specific.			1

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.	Professional development on an ongoing basis is linked to higher quality care including staff assessment, access to professional development are linked to higher quality afterschool and camp programs . Staff access to professional	Review of records by Technical Consultant. Benefits are verified as either currently available or that they have been available in the last year.	If two or more of the following practices are verified, camp receives one point
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.			

C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).	development materials will increase their capacity to provide high quality program.		
C.3.4) Camp Director /Coordinator 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 program providers.		
C.3.5) 75 percent or higher retention rate of well educated (Associate's degree or higher) Camp Director/Coordinator over three-year period.	Well-educated consistent staffing in school age settings is linked to higher quality.		

C.4.1-5) 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 programs. Benefits are also linked to longevity and less turnover.	Reviewed by Technical Consultant	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) Camp Director/Coordinator 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, prorated for part year programs.			
C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Camp Director/Coordinator.			

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

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

Criteria	Rationale	Verification	Points
C.5.1) Transitions - To ensure a smooth transition of information between current and future placements, family involvement will be encouraged throughout the process, as the families are the primary advocates for their children.	Strong parental involvement is linked to higher quality.	Reviewed by Technical Consultant	If five activities from either Tier A or Tier B in at least two separate categories are verified, program receives one point; Or, If ten activities
C.5.2) Family involvement (engagement) – Family Involvement is the participation of families in the systems and activities of the program in ways that support them as the primary educators, nurturers and advocates for individual children and for all children enrolled in the program. Family Engagement is ongoing, goal-directed relationships between staff and families that are mutual, culturally responsive, and that support what is best for children and families both			

individually and collectively.			from three separate categories, of which five of the ten activities need to be at the Tier B level, are verified, program receives two points.
C.5.3) Family communication strategies – Family communication strategies are the foundation to begin building meaningful relationships with the families that attend child care programs.			
C.5.4) Family support strategies – Families that receive support in areas of need, especially during challenging time which allows for the family to interact with their children in a way that enhances their physical, emotional, social, and educational development.			
C.5.5) Family/community connection strategies – By developing a strong relationship with communities and community service providers, early childhood programs can effectively connect families with what they need (Strengthening Families).			

D) Health and Wellness (Maximum Points= 5)

Required Minimums for 3 Stars

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

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points
D.1.1) Nutritious meals, snacks and beverages are served daily in program. <i>Required for 3 Stars</i>	Sound nutritional practices lead to establishment of healthy eating patterns and prevention of obesity in the future.	To earn this point, programs must meet requirements 1 and 2 below: 1) The program must: A) Participate in the Child and Adult Care Food Program (CACFP) OR B) Serve meals and snacks that meet CACFP guidelines as demonstrated through three months of menus. Further evidence may be required in some instances (receipts, etc.). If meals are brought from home, the program will need to provide supplement. AND 2) The program must have policies and procedures to address children’s allergies and accommodate dietary restrictions.	1

Optional Points

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

Criteria	Rationale	Verification	Points
<p>D.1.2) Program provides at least sixty minutes of physical activity per day.</p> <p>Note: The sixty minutes is prorated for programs that operate for fewer than 8 hours per day.</p>	<p>http://www.acacamps.org/sites/default/files/downloads/Briefing-Paper-Physical-Activity-Health-Camps.pdf shows that physical activity is a daily routine for children to promote wellness and to prevent obesity in the future.</p>	<p>Reviewed by Technical Consultant</p>	<p>1</p>
<p>D.1.3)</p> <p><u>For 1 point</u> 50% of Counselors/Group Leaders and Camp Director/Coordinator 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%.⁴</p> <ul style="list-style-type: none"> • 3 credits of inclusion and/or social-emotional training; • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior (15 hrs.); • Tribes TLC (12 hrs.); or • Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs. <p><u>For 2 points</u> 100% of Counselors/Group Leaders and Camp Director/Coordinator have completed any one of the following five options:</p> <ul style="list-style-type: none"> • 3 credits of inclusion and/or social-emotional training; • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior (15 hrs.); • Tribes TLC (12 hrs.); or • Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive 	<p>http://www.acacamps.org/downloads/briefing-paper-emotional-safety-and-camps consistently demonstrates that a strong social and emotional foundation is a key determinant in a child's future success</p> <p>Positive Behavioral Interventions and Supports, Tribes TLC, or Guiding Children's Behavior in School-age Programs</p>	<p>Registry verified</p>	<p>1 or 2</p>

⁴ Individuals from a group means an individual who is listed in The Registry Program Profile as any of the following: Lead Counselor, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see Appendix D for information on Maintaining Registry Program Profiles.

practices, serving children with disabilities, and children with special health needs.			
<p>D.1.4) At least 50% of Counselors/Group Leaders and the Camp Director/ Coordinator 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%.⁵</p> <ul style="list-style-type: none"> • 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. <p>https://preventionboard.wi.gov/Pages/AboutPrevention/RiskandProtectiveFactors.aspx</p> <p style="text-align: center;">OR</p> <p>The Director and an individual from every group must have completed training in Darkness to Light or Course10-307-167 ECE: Health, Safety, and Nutrition (WTCS).</p> <p>For ratings occurring on or after January 1, 2016, YoungStar will no longer accept Department-approved Child Abuse and Neglect Prevention (CANP) training to meet the requirements of indicator D.1.4. Programs that earned a point for D.1.4 due to having 100% of Camp Counselor/Camp Director with CANP training will no longer earn that point when they are rated in the 2016 rating year unless the program has staff with qualifications to meet the other training options in indicator D.1.4. However, the Darkness to Light training will continue to be accepted.</p>	<p>Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents.</p> <p>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. Consistent training is needed to ensure consistent standards.</p>	Registry verified	If one of the two criteria are verified, program receives one point

⁵ Individuals from a group means an individual who is listed in The Registry Program Profile as any of the following: Lead Counselor, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see Appendix D for information on Maintaining Registry Program Profiles.

Appendix

Professional Development Opportunities for Credit Based Instruction:

For those interested in taking credit based college coursework in school-age 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 Professional Development counselor at Wisconsin Early Childhood Association: phone 1-800-783-9322, ext. 7240 or email teach@wisconsinearlychildhood.org .

To assist you, the WECA website, <http://www.wisconsinearlychildhood.org/teach/index.php> has 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.

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.

Age of Children	Minimum Number of Counselors to Children
3 Years to 4 Years	1:4
4 Years to 5 Years	1:6
5 Years and 6 Years	1:12
7 Years and Over	1:18

YoungStar Resource Citations

American Camp Association, ACA Research and Trends. <http://www.acacamps.org/research>.

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

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

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



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

Career Levels

Last Updated 9/2014

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

Registry Membership	Verified high school diploma or GED	Approved Training ¹			Non-Credit Credentials	Credit Based Credentials			
		80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 hours must be tier 2 or 3 training)	CDA 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 <ul style="list-style-type: none"> ▪ Afterschool and Youth Development ▪ Family Child Care ▪ Inclusion ▪ Infant Toddler ▪ Leadership ▪ Program Development 	Registry Credentials ⁶ <ul style="list-style-type: none"> ▪ 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	Associate's Degree	Associate's Degree + Registry Credential	Bachelor's Degree	Bachelor's Degree + Registry Credential	Master's Degree	Doctorate
Any 2 Registry Credentials			Bachelor's Degree + DPI License ⁸	Bachelor's Degree + Registry Credential + DPI License ⁸	Master's Degree + DPI License ⁸	Doctorate + DPI License ⁸
Credit Based Increments ⁹	Degrees in Another Field					
30 related credits	Bachelor's Degree	Bachelor's Degree + Registry Credential	Master's Degree	Doctorate	Master's Degree + 36 related credits	Doctorate + 36 related credits
	Associate's Degree + 30 related credits	Bachelor's Degree + 30 related credits	Bachelor's Degree + 36 related credits	Master's Degree + Registry Credential		

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

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

³Must be taken in the role of Mentor.

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

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

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

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

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

⁹Credits calculated as semester credits.