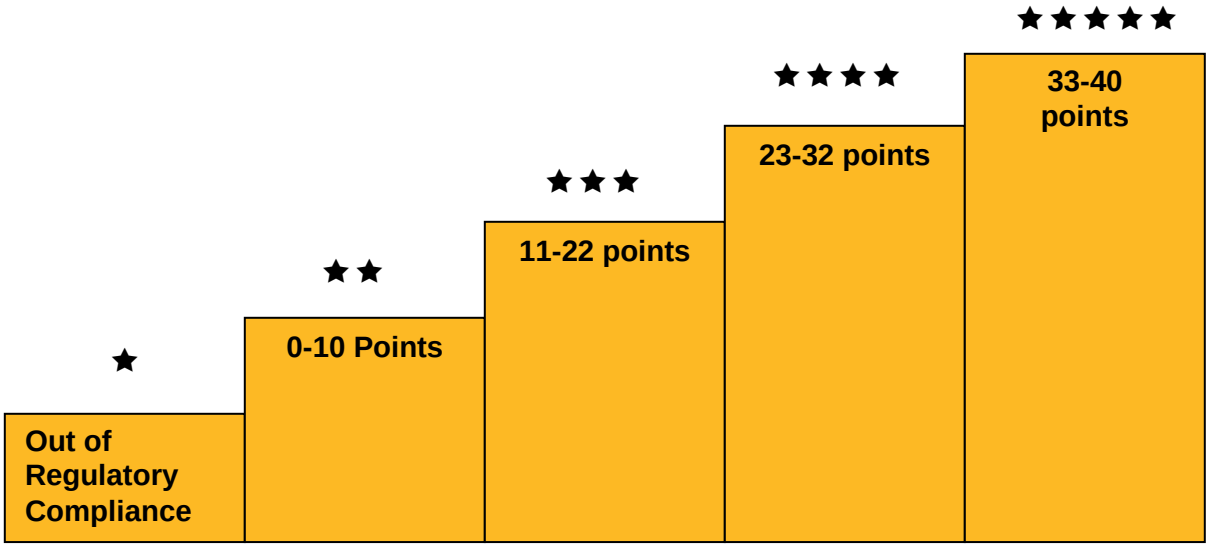
Quality Indicator Point Detail

2015

Track 2 – Group Child Care[1]

Quality Rating and Improvement System Overall Model



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

It is imperative that Wisconsin improve the quality of child care. YoungStar assists Wisconsin child care providers to improve their quality leading to a critically important outcome of improving outcomes for children. YoungStar is based on research and other states' experiences to establish criteria that are: research-based, objective, and verifiable on a regular basis.

This document describes the categories for earning points in YoungStar. Each child care provider or program can earn up to forty points across four categories – education (Lead Teacher and Director), learning environment and curriculum; professional and business practices; and health and wellness. In general, when the word "staff" is used in the Group child care section, it means Lead Teachers and Directors unless otherwise noted. 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 Teacher Qualifications	0-9
Group Director Qualifications	0-6
Learning Environment and Curriculum	0-13
Business and Professional Practices	0-7
Health and Wellness	0-5
Total	**0-40 points**

[1] This track includes licensed group child care serving children from birth through age 12.

Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a 4 Star or 5 Star rating for accredited providers. Accreditations of the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), the City of Madison, and Head Start Performance Standards with no non-compliances or findings 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 Lead Teachers and the Director), the program would qualify for a 5 Star rating.

If a program is accredited by NECPA 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 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 a 4 Star or 5 Star rating is that the standards used in these accreditations are nationally recognized as linked to quality and each accreditation requires on-site observations and verification of similar characteristics laid out in YoungStar.

A) Education and Training of Director and Lead Teachers (Maximum Points = 15)

Teacher Education and Training: Teacher education is considered one of the most consistent predictors of quality in an early childhood setting. Staff and provider early childhood education and school-age education qualifications will be entered into an Organizational Profile within The Wisconsin Registry. The Registry is Wisconsin's recognition system for the childhood care and education profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

Director Education and Training: Research has demonstrated the critical role of the child care Director 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 centers with well-qualified Directors demonstrate higher quality. Directors with degrees operate nearly half of the centers in Wisconsin. This category recognizes a variety of ways to earn points by meeting higher levels of Director qualifications.

Full-Time vs. Part-Time

YoungStar recognizes that some child 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 someone 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 Group Child Care Programs:

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 person who is designated as the Director 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 program
    3. Staff meetings and orientation
    4. Continuing education for the staff

B. The person serving as the Director may step in to help out with Lead Teacher 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.

Variations—the following variations to rule A will be allowed:[3]

- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the center, 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 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 Director.
  - Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Director. **If the program wants to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role (below) must be followed.**

- **Dual-role:** programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also is listed as a Lead Teacher 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 Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role 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.
  - 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 Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director 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 Director role for 15 hours per week.
  - To be eligible to earn 5 Stars: A full-time dedicated Director must be in place, who meets the educational qualifications for a 5 Star rating.

Verification of the variations to rule A: 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 credit-based course offerings availability can be accessed by contacting the individual institution of higher education directly, or by contacting a Professional Development or T.E.A.C.H. Early Childhood® Wisconsin Scholarship Counselor at the Wisconsin Early Childhood Association. Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels,

[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.

[3] In either of these cases, the following rule still applies: 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 one organization 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.

professional development opportunities and credit for prior learning experience is available in the appendix of this document.

In the following two charts for Lead Teaching staff and center Directors, points are not cumulative. For each staff qualification chart, a program receives credit for the highest level achieved looking at the composition of the Lead Teaching staff education and the center Director's education. If a Director or Lead Teacher'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 Lead Teachers for 50% of the classrooms are at Registry Level 8, the program would receive 2 points because the Registry Levels are higher than the requirement at the 2 point level but they did not meet the requirement at the 3 point level. Additionally, for example, if a Director were at Registry Level 11, the program would receive 1 point because the Registry Level is higher than the requirement at the 1 point level but did not meet the requirement at the 3 point level.

Any time a related Associate's degree is referenced in this document, 60 credits beyond high school with 30 of those credits related to early childhood or school-age care would be accepted as equivalent to the related Associate's degree.

A.1) Lead Teacher Qualifications

Quality Indicators –Lead Teaching Staff Qualifications	Verification	Points Awarded
Lead teachers with Child Development Associates (CDA) for 50% of classrooms	Registry Level 6	**1**
Lead Teachers with 6 related credits beyond high school for 25% of all classrooms	Registry Level 7	**1**
Lead Teachers with 6 related credits for 50% of all classrooms – *Required for 3 Stars*	Registry Level 7	**2**
Lead Teachers with Infant/Toddler, Family Child Care or Inclusion Credential for 50% of classrooms or 18 related credits; all other classrooms have a Lead Teacher with at least 6 related credits – *Required for 4 Stars*	Registry Level 9	**3**
Lead Teachers with Administrator or Preschool Credential or 24 related credits for 50% of classrooms; all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 10	**4**
Lead Teachers with related Associate's degree (AA) for 50% of classrooms and all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 12	**5**
Lead Teachers with related AA for 50% of classrooms and Lead Teachers with a Registry Credential for all other classrooms	Registry Level 12	**6**
Lead Teachers with related AA for 100% of classrooms – *Required for 5 Stars*	Registry Level 12	**7**
Lead Teachers with related AA for 50% of classrooms and Bachelor's degrees/Bachelor's degrees with DPI licenses for the other 50% of classrooms	Registry Levels 12-14	**8**
Lead Teachers with related Bachelor's degrees for 100% of classrooms or Bachelor's degrees with Department of Public Instruction (DPI) license or Master's degree or Doctorate	Registry Level 14 or higher	**9**

A.2) Director Qualifications

Quality Indicators – Director Qualifications	Verification	Points Awarded
Administrator Credential – *Required for 3 Stars*	Registry Level 10	**1**
Associate's degree (related) **or** Bachelor's degree (unrelated) – *Required for 4 Stars*	Registry Level 12	**3**
Administrator Credential **and either** Associate's degree (related) **or** Bachelor's degree (unrelated) – *Required for 5 Stars*	Registry Level 13	**4**
Bachelor's degree (related)	Registry Level 14	**5**
Bachelor's degree (related) and Administrator Credential or Master's degree or higher	Registry Level 15 or higher	**6**

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 following tools: Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), and/or 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 following tools: Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), and/or the School-Age Care Environment Rating Scale (SACERS).

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*	Program has demonstrated effort to assess key elements of program that are linked to higher quality care and has developed a plan to improve in areas identified	Review of self-assessment by Observation Rater	1
B.4.1) Environment Rating Scale (ECERS-R, ITERS-R and/or SACERS) average score of 4– *Required for 4 Stars*	Research based tool linked to demonstrating high quality in key areas of early childhood and school-age environments.	Conducted and recorded by Observation Rater	3
B.4.2) Environment Rating Scale (ECERS-R, ITERS-R and/or SACERS) 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.	Review of Quality Improvement Plan by Observation Rater/Technical Consultant	1
B.1.3) Quality Improvement plan verified by outside independent entity OR at least two additional hours of time spent working with a PDAS-approved Technical Consultant or Master Trainer on an item from a program's Quality Improvement Plan	Independent verification of efforts to improve quality provides greater assurance of tool efficacy.	Review by Observation Rater/Technical Consultant	1

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

Criteria	Rationale	Verification	Points Awarded
B.2.1) At least 50% of Lead Teachers/Group Leaders have received training in WMELS or the School-Age Curricular Framework. **OR** All Lead Teachers/Group Leaders have received training in WMELS or the School-Age Curricular Framework.	WMELS have been nationally-recognized as a useful tool to improve practices in early childhood settings. They establish a connection between developmentally appropriate practice and early care settings in key areas. Research ties appropriate implementation of developmentally appropriate practice (DAP) to higher quality child care. School-age programs will align with School-Age Curricular Framework.	Registry verified	1 point if 50% of teachers/ group leaders meet Indicator 2 points if 100% of teachers/group leaders meet Indicator
B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards (WMELS) and/or Wisconsin Afterschool Network (WAN) School-Age Curricular Framework for school-age children.		Reviewed by Observation Rater/Technical Consultant	1

B.3.1-3) 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 Observation Rater/Technical Consultant	1
B.3.2) Teacher uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tool.	Teacher uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) 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, 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 Model Work 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 caregivers and children.	Review of business planning efforts by Observation Rater/Technical Consultant	1
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 and staff expectations is provided – *Required for 4 Stars*			1
C.2.3) Program offers evidence of using Model Work Standards for administration of business including hiring, staffing and business planning. Must be site/location specific. – *Required for 5 Stars*			1

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.	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 child care.	Review of records by Observation Rater/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, program 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, including http://wisconsinearlychildhood.org/programs/teach/ for credit based instruction.			
C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).			
C.3.4) Director or Administrator active membership in a professional association focused on early care and education and membership in a professional association focused on school-age if school-age children enrolled. (membership in one organization that focuses on both the infant/toddler age group and school-age group would count for this point)	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) Lead Teachers and program administration 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 care including staff assessment, access to professional development are linked to higher quality care. Benefits are also linked to longevity and less turnover in early care settings.	Reviewed by Observation Rater/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) Lead teaching staff 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. The days off must be able to be used in the first year of employment.			
C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Lead Teachers			

C.5.1-6) Parent/Family Involvement—Optional Points

Criteria	Rationale	Verification	Points
C.5.1) Program has **all** of the following: • A written description of the program's philosophy is available to all families; AND • materials and resources are available in a process or communication style that meets the needs of families; AND • orientation opportunities are available to all families prior to enrollment; AND • parents are encouraged to observe program	Strong parental involvement in child care is linked to higher quality.	Reviewed by Observation Rater/Technical Consultant	If two practices are verified, program receives one point. If three or more practices are verified, program receives two points.
C.5.2) Families have an opportunity to provide input on program policies and procedures; advisory committee/parent board membership opportunities are available.			
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.			
C.5.4) Frequent, regular, on-going communication between staff and families conveys trust and respect, and helps ensure smooth transitions from home to program, or one program to another; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates. If there are children in the program who attend school, communication between staff and school staff helps ensure smooth transitions from school to program and program to school.			
C.5.5) Parent and family outreach, educational and social opportunities are available at least twice annually.			
C.5.6) Information is shared with family about children's experiences during the day, day to day schedule of program and any injuries or special events as well as changes in a child's health, or eating habits.			

D) Health and Wellness (Maximum Points = 5)

Required Minimums for 3, 4 and 5 Stars

- ***Required for 3 Stars:***
  - Program serves nutritious meals

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points
D.1.1) Nutritious meals or snacks are served daily in child care program	Sound nutritional practices in early childhood 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 EITHER 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.). **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
D.1.2) Program provides at least sixty minutes of physical activity a day. Note: The sixty minutes is prorated for programs that operate for fewer then eight hours per day.	Research shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.	Reviewed by Observation Rater/Technical Consultant	1
D.1.3) For 1 point 50% of Lead Teachers and Director have completed any one of the following six options: • 3 credits of inclusion and/or social-emotional training; • Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours); • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior in School-Age 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.	Research consistently demonstrates that a strong social and emotional foundation in early childhood is a key determinant in a child's future success and readiness for school	Registry verified	1 or 2

For 2 points 100% of Lead Teachers and Director have completed any one of the following six options: • 3 credits of inclusion and/or social-emotional training; • Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours); • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior in School-Age 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) At least 50% of Lead Teachers/Director are trained in protective factors training around working with parents through the Strengthening Families Initiative: http://jjcdev.com/~ctf/index.php?section=communitynorms~strengthfam An additional equivalency that will be accepted is the Family Services Credential or Touchpoints training. OR 100% of Lead Teachers/Director have completed Department-approved Suspected Child Abuse and Neglect Mandated Reporter training or Darkness to Light training or 10-307-167 ECE: Health, Safety, and Nutrition to assist in identification, prevention and reporting of child abuse and neglect. 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.	Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents. Child care providers have a critical role in ensuring that children are safe in child care 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	If one of the two criteria are verified, program receives one point

Appendix

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 also 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.

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

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

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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
		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.