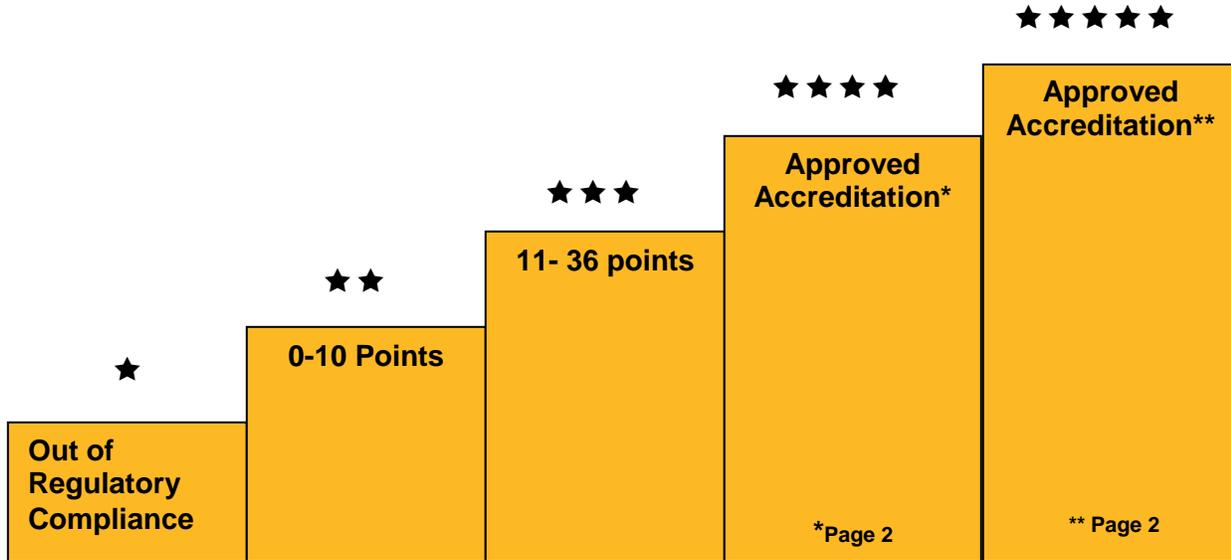




Quality Indicator Point Detail

January 1, 2019 – December 31, 2020
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 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.

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 (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 1/1/2016.)

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

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.

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 or higher for 25% of groups and Lead Counselors with Registry Level 6 or higher for 25% of all other groups - <i>Required for 3 Stars</i>	1
Lead Counselors with Registry Level 7 or higher for 50% of groups	2
Lead Counselors with Registry Level 7 or higher for 100% of all groups	3
Lead Counselors with Registry Level 9 or higher for 50% of groups, all others with Lead Counselors/Group Leaders with Registry Level 7 or higher – <i>Required with Accreditation for 5 Stars</i>	4
Lead Counselors with Registry Level 10 and above for 50% of the groups, all other Lead Counselors/ Group Leaders with Registry Level 7 or higher	5
Lead Counselors with Registry Level 14 or higher for 100% of groups	6

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.

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

Quality Indicators – Site Supervisor/Coordinator Qualifications ⁴	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> ⁵	3
Camp Director/Coordinator with Registry Level 11 plus 6 of those credits must be in supervision/personnel management or financial management ⁶	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, 4 and 5 Stars

- ***Required for 3, 4 and 5 Stars:***
 - Program must use a provider-chosen Self-Assessment tool leading to Quality Improvement Plan.

B.1.1, B.1.2, B.1.3) Required Minimums

Criteria	Rationale	Verification	Points Awarded
B.1.1) Self-Assessment of program is performed - <i>Required for 3, 4 and 5 Stars</i>	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	-
B.1.2) Quality Improvement Plan that is informed by the self-assessment is developed in accordance with authentic quality improvement tool. – <i>Required for 3, 4, and 5 Stars</i>	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Reviewed by Consultant/Rater	-
B.1.3) Developmentally appropriate environment, incorporating Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework - <i>Required for 3, 4 and 5 Stars</i>	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 Consultant/Rater	1

⁴ If a Site Supervisor/Coordinator/Director/Administrator has a Registry Level higher than what is required for a 3 Star rating the individual does not need to have six credits in supervision/personnel management or financial management.

⁵ Registry Level 11 or higher without six credits in supervision/personnel management or financial management meets this requirement as well.

⁶ Registry Level 12 or higher without six credits in supervision/personnel management or financial management meets this requirement as well.

Optional Points

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.	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.	Registry verified	1
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.		Reviewed by Consultant/Rater	2

B.3.1-4) Program-wide Practices for 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) Counselor/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.		2
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) Curriculum and environment support individual child goals as derived from child assessments. Program implements tracking of children’s development for child outcomes, as derived from child assessments.	Demonstrate that the program is accountable through assessment to improve child interactions and 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, C.5.1-4) 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.	Reviewed by Consultant/Rater	1
C.5. Program has a vested interest in connecting with families of the children that attend the program. The four indicators are: C.5.1 Communication C.5.2 Family Needs and Feedback Inform Program C.5.3 Collaborative Activities with Families C.5.4 Community Resources and Family Support Strategies	Strong parental involvement in child care is linked to higher quality.	Reviewed by Consultant/Rater	If one activity from one item in each indicator are verified, program receives one point. If one activity from two items in each of the indicators are verified, program receives two points.

Optional Points

C.2.2-3) Business Practices – Optional Points

Criteria	Rationale	Verification	Points Awarded
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.		Reviewed by Consultant/Rater	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 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, 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).			
C.3.4) Camp Director /Coordinator active membership in a professional association focused on school-age care.			
C.3.5) 75 percent or higher retention rate of well educated (Associate's degree or higher) Camp Director/Coordinator over three-year period.			

C.4.1-5) Staff Benefits – Optional Points

Criteria	Rationale	Verification	Points Awarded
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 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) 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.			

D) Health and Wellness (Maximum Points= 5)

Required Minimums for 3 Stars

- Program supports healthy nutrition and/or physical activity policies and practices.

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points Awarded
D.1.1) Program supports healthy nutrition and/or physical activity policies and practices through: <ul style="list-style-type: none"> • 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 restrictions and nutritious meals and snacks.	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

Optional Points

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

Criteria	Rationale	Verification	Points Awarded
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) <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%. ⁷ <ul style="list-style-type: none"> • 3 credits of inclusion and/or 	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 TLC, or Guiding Children's Behavior in School-age Programs	Registry verified	1 or 2

⁷ 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.

<p>social-emotional training;</p> <ul style="list-style-type: none"> • 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 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%.⁸</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>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>	<p>Registry verified</p>	<p>1</p>

⁸ 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.

<http://www.cssp.org/reform/strengtheningfamilies/practice#program-self-assessments>

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.

TABLE DCF 252.42 COUNSELOR-TO-CHILD RATIO FOR CHILDREN IN A DAY CAMP	
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.



The Registry

Career Levels

Use this document to identify your career status, and understand what you need to take your career to the next level.

To see if the training, courses, credentials, credits or degrees you have qualify, call 608-222-1123 or email support@the-registry.org.

1	Registry Membership									
2	Verified high school diploma or GED									
3	80 hours (any tier)	Registry Tiered Training								
4	120 hours (any tier)									
5	160 hours (40 hours must be tier 2 or higher)									
6	Non-Credit Credentials	CDA	OR	MATCE Montessori Credential	OR	Family Services Credential	Related Credits	3 Related Credits		

7	Mentor and Mentor-Protégé									
8	Family Services Credential (6-9 Credits)	OR	Early Childhood Ed. Technical Diploma (9-12 credits)							
9	Registry Credentials 4 courses (12 total credits) per credential		- After-school & Youth Dev. - Family Child Care - Inclusion							
10	Registry Credentials 6 courses (18 total credits) per credential - Administrator - Preschool	OR	Apprenticeship Program (18 credits)							
				Related Credits	6 Related Credits					
					12 Related Credits					
					18 Related Credits					
					24 Related Credits					

11	WTCS One-Year Diploma (24 or more credits.)	OR	Any 2 Registry Credentials								
12	Associate's Degree										
13	Associate's Degree + Registry Credential										
14	Bachelor's Degree	OR	Bachelor's Degree + Professional Educator DPI License								
15	Bachelor's Degree + Registry Credential	OR	Bachelor's Degree + Registry Credential + Professional Educator DPI License								
16	Master's Degree	OR	Master's Degree + Professional Educator DPI License								
17	Doctorate	OR	Doctorate + Professional Educator DPI License								
				Degree in Another Field	30 Related Credits	OR	Associate's Degree + Registry Credential				
					Bachelor's Degree	OR	Associate's Degree + 2 Registry Credentials	OR	Associate's Degree + 30 Related Credits		
					Bachelor's Degree + Registry Credential	OR	Bachelor's Degree + 30 Related Credits				
					Master's Degree	OR	Bachelor's Degree + 2 Registry Credentials	OR	Bachelor's Degree + 36 Related Credits		
					Doctorate	OR	Bachelor's Degree + 3 Registry Credentials	OR	Bachelor's Degree + 48 Related Credits	OR	Master's Degree + Registry Credential
					Master's Degree + 36 Related Credits	OR	Master's Degree + 2 Registry Credentials	OR	Doctorate + Registry Credential		
					Doctorate + 36 Related Credits	OR	Doctorate + 2 Registry Credentials				

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

Find more information at: <http://www.the-registry.org/Membership/CareerLevels.aspx>