

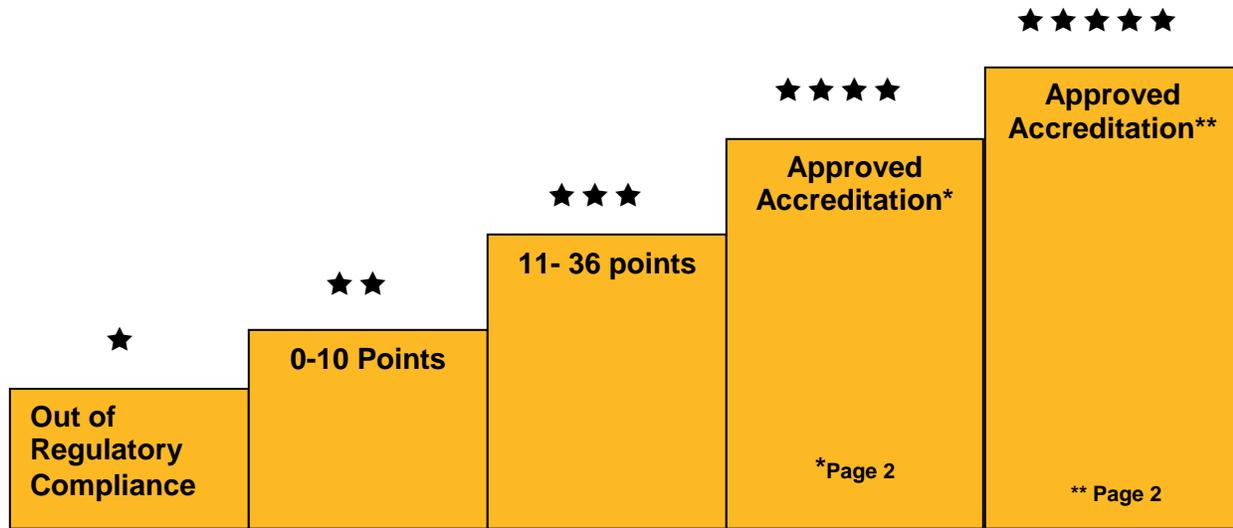


## Quality Indicator Point Detail

January 1, 2019 – December 31, 2020

Track 4 –Short-term Operational Programs (includes Licensed Day Camps)<sup>1</sup>

### 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 programs. YoungStar assists Wisconsin licensed day camp and short-term operational 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 Teachers/Lead Group Leaders/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
Lead Staff (Teachers/Counselors/Group Leaders) Qualifications	0-6
Director/Coordinator/Director/Administrator Qualifications	0-9
Learning Environment and Curriculum	0-9
Business and Professional Practices	0-7
Health and Wellness	0-5
<b>Total</b>	<b>0-36 points</b>

<sup>1</sup> Track 4 is used to rate short-term operational programs and Licensed Day Camps that are operational 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.

YoungStar will recognize other accepted accreditations as a path to a 4 or 5 Star rating. Accepted accreditations are found on the Accreditation Policy at: <https://dcf.wisconsin.gov/files/youngstar/pdf/policies/accreditation-policy.pdf>

\*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 Staff (Day Camp Counselor/Group Leader/Teacher):** Lead Staff 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 Staff will assist in daily planning and implementing of activities, communication with families, and relations with the community.

**Director/Coordinator/Director/Administrator:** [Research](#) has demonstrated the critical role of the Director/Coordinator in all programs. 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 Directors/Coordinators/Directors/Administrators demonstrate higher quality. This category recognizes a variety of ways to earn points by meeting higher levels of 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/School-Age Curricular Framework (B.2.1), Social Emotional/WI Pyramid Model/Inclusion Training (D.1.3), and Strengthening Families (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/Lead Teacher/Lead Group Leader. The educational level of these individuals that are listed as something other than the Lead Day Camp Counselor/Lead Group Leader/Lead Teacher will not be counted for Component A of YoungStar points. The method of awarding points for the education of the Lead Staff (Counselor/Group Leader/Teacher) will remain the same.

For example, if a Counselor/Teacher/Group Leader in the group has taken the Wisconsin Model Early Learning Standards (WMELS) but the Lead Staff 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 and short-term operational 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 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 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, Director/Coordinator/Director/Administrator has been shortened to "Director" in some instances. If the word "Director" is written, it refers to the person serving in any of the Director/Coordinator/Director/Administrator positions.
3. For YoungStar,<sup>2</sup> the person who is designated in The Registry Program Profile as the 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/Teacher or 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 Director may step in to help out with Lead Staff (Counselor/Group Leader/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.
6. The person serving as the Lead Staff (Teacher, Group Leader/Counselor) 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 Staff (Teacher/Group Leader/Counselor) 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 Staff (Teacher/Group Leader/Counselor) 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 Staff in the Program Profile teaching in that classroom or group. If a Technical Consultant does not see each Lead Staff 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.)

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<sup>2</sup> 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.

**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 Director is also a Lead Staff (Counselor/Group Leader/Teacher), 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 Director who also serves as a Lead Staff (Counselor/Group Leader/Teacher):
  - To be eligible to earn 3 Stars in a program licensed as a Day Camp: The person in the dual-role has 25% of the time the program is open<sup>3</sup> devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements. 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 3 Stars in a Group Child Care: The person in the dual-role has 25% of the time the program is open<sup>4</sup> devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements. 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.

**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 Lead Staff (Counselors/Group Leaders/Teachers) and 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/Teachers combined education and the Director/ Coordinator/Director/Administrator's education. If a Director or Lead Staff (Counselor's/Group Leader's/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 Staff (Counselors/Group Leaders/Teachers) 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 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:** The information below does not reflect requirements for licensing. The individual serving in a position must minimally meet licensing requirements for that position.

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

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<sup>3</sup>"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.

<sup>4</sup>"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.1) Lead Counselor/Group Leader/Teacher Qualifications**

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

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

Quality Indicators – Site Supervisor/Coordinator Qualifications <sup>5</sup>	Points Awarded
Director/Coordinator with Registry Level 9	2
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> <sup>6</sup>	3
Director/Coordinator with Registry Level 11 plus 6 of those credits must be in supervision/personnel management or financial management <sup>7</sup>	4
Director/Coordinator with Registry Level 12 plus 6 of those related credits must be in supervision/ personnel management course work	5
Director/Coordinator with Registry Level 13 - <i>Required with Accreditation for 5 Stars</i>	7
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) <a href="#">Self-Assessment</a> of program is performed - <i>Required for 3, 4 and 5 Stars</i>	Demonstration of practice to <a href="#">assess key elements</a> 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) <a href="#">Quality Improvement Plan</a> 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	<a href="#">Research ties appropriate implementation</a>	Review by	1

<sup>5</sup> 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.

<sup>6</sup> Registry Level 11 or higher without six credits in supervision/personnel management or financial management meets this requirement as well.

<sup>7</sup> Registry Level 12 or higher without six credits in supervision/personnel management or financial management meets this requirement as well.

appropriate environment, incorporating Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework - <i>Required for 3, 4 and 5 Stars</i>	<a href="#">of developmentally appropriate practice</a> (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.	Consultant/Rater	
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### **Optional Points**

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

<b>Criteria</b>	<b>Rationale</b>	<b>Verification</b>	<b>Points Awarded</b>
B.2.1) At least 50% of Lead Staff (Counselors/ Group Leaders/Group Leader/Teachers) 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**

<b>Criteria</b>	<b>Rationale</b>	<b>Verification</b>	<b>Points Awarded</b>
B.3.1) Program uses <a href="#">individual child portfolios</a> .	Demonstration of a child's development through use of portfolios informs the authentic assessment process.	Reviewed by Consultant/Rater	1
B.3.2) Lead Staff (Counselor/Group Leader/Teacher) 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>	<a href="#">Research links effective professional and business practices</a> 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	<a href="#">Strong parental involvement</a> 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			1

planning. Must be site/location specific.			
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**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 <a href="#">linked to higher quality afterschool and camp programs.</a>  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) 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) 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 <a href="#">are linked to higher quality programs.</a> 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) 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 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
<p>D.1.1) Program supports healthy nutrition and/or physical activity policies and practices through:</p> <ul style="list-style-type: none"> <li>• Use of a self-assessment tool for quality improvement in the area of nutrition and/or physical activity.</li> <li>• Development of a Quality Improvement Plan based upon the results of the self-assessment tool.</li> </ul> <p>Demonstration of policies and procedures to address children's allergies, accommodate dietary restrictions and nutritious meals and snacks.</p>	<p>Sound nutritional and physical activity practices lead to establishment of healthy eating patterns and prevention of obesity in the future.</p>	<p>Reviewed by Consultant/Rater</p>	<p>1</p>

### Optional Points

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

Criteria	Rationale	Verification	Points Awarded
<p>D.1.2) Program supports physical skill development and healthy physical activity.</p> <p><b>Note:</b> 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.</p>	<p><a href="#">Research</a> shows that physical activity is a daily routine for children to promote wellness and to prevent obesity in the future.</p>	<p>Reviewed by Consultant/Rater</p>	<p>1</p>
<p>D.1.3) <u>For 1 point</u> 50% of Counselors/Group Leaders/Teachers and 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%.<sup>8</sup></p>	<p><a href="#">Research</a> 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>

<sup>8</sup> 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.

<ul style="list-style-type: none"> <li>• 3 credits of inclusion and/or social-emotional training;</li> <li>• Positive Behavioral Intervention and Supports (PBIS) (15 hrs.);</li> <li>• Guiding Children’s Behavior (15 hrs.);</li> <li>• Tribes TLC (12 hrs.); or</li> <li>• 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.</li> </ul> <p><u>For 2 points</u> 100% of Counselors/Group Leaders/Teachers and Director/Coordinator have completed any one of the following five options:</p> <ul style="list-style-type: none"> <li>• 3 credits of inclusion and/or social-emotional training;</li> <li>• Positive Behavioral Intervention and Supports (PBIS) (15 hrs.);</li> <li>• Guiding Children’s Behavior (15 hrs.);</li> <li>• Tribes TLC (12 hrs.); or</li> <li>• 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.</li> </ul>			
<p>D.1.4) At least 50% of Counselors/Group Leaders/Teachers and the 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%.<sup>9</sup></p> <ul style="list-style-type: none"> <li>• Strengthening Families Through Early Care and Education: Building Protective Factors with Families,</li> <li>• Family Services Credential,</li> <li>• Touchpoints Birth to Three: Your Child’s Emotional and Behavioral Development, or</li> <li>• Department-approved equivalent that demonstrates knowledge of</li> </ul>	<p>Preventing child abuse and neglect has been linked to the <a href="#">Strengthening Families</a> 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	1

<sup>9</sup> 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.

protective factors.  <a href="http://www.cssp.org/reform/strengtheningfamilies/practice#program-self-assessments">http://www.cssp.org/reform/strengtheningfamilies/practice#program-self-assessments</a>			
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**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](mailto: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.

**Licensed Day Camp Profile Structure**

Licensed day camps are required to follow staff to child ratios indicated in DCF 252.42 Licensing Rules for Day Camps for Children at <https://dcf.wisconsin.gov/cclicensing/rules>. For mixed age groups, licensed day camps must comply with standards for staff to child ratios as explained in DCF 252.42(3). A ratio chart is included below:

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

Although there is no maximum group size for Day Camps in regulation, the Registry Program Profile should be maintained to meet YoungStar standards that align with the policy of other rating tracks. For Day Camps that operate in large groups, the Registry profile should include multiple groups of children, each with an associated YoungStar Lead Counselor, with no one group of children exceeding the maximum group sizes listed below. Day Camps must continue to maintain the ratio standards listed above even though every Counselor may not appear on the Registry Program Profile.

Note: For Day Camps with clearly defined groups of children that do not exceed the maximum group size listed below, each clearly defined group should be listed with an associated Lead Counselor. There should never be more than 36 children listed as a single group in a Day Camp Program Profile, with smaller maximum groups sizes for children under age 7. For the purposes of YoungStar, Day Camps will complete their Program Profile using the same maximum group size as Group Child Care DCF 251 as follows:

- 3 – 4 year olds, the maximum number of children in a group is 20
- 4 – 5 year olds, the maximum number of children in a group is 24
- 5 – 6 year olds, the maximum number of children in a group is 34
- 6 years and over, the maximum number of children in a group is 36

For example, a Day Camp with enrollment of 60 children ages 7 and up would have one group with 36 children and one YoungStar Lead Counselor and a second group with 24 children and another YoungStar Lead Counselor. Four Counselors are required to meet ratio standards which means at least 2 groups must be listed in the Registry program profile. There should never be more than 36 children listed as a single group in the profile.

<b>TABLE DCF 252.42 COUNSELOR-TO-CHILD RATIO FOR CHILDREN IN A DAY CAMP</b>	
<b>Age of Children</b>	<b>Minimum Number of Counselors to Children</b>
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

**NOTE:** All other short-term operational programs that are licensed/regulated as groups, family, school-age or public school will follow the requirements of staff-to-child ratios for the type of regulation the program follows.

### **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.



1	Registry Membership										
2	Verified high school diploma or GED										
3	80 hours (any tier)										
4	120 hours (any tier)										
5	160 hours (40 hours must be tier 2 or higher)										
6	<table border="1"> <tr> <td rowspan="2">Non-Credit Credentials</td> <td>CDA</td> <td>OR</td> <td>MATCE Montessori Credential</td> <td>OR</td> <td>Family Services Credential</td> <td>Related Credits</td> <td>3 Related Credits</td> <td></td> <td></td> </tr> </table>	Non-Credit Credentials	CDA	OR	MATCE Montessori Credential	OR	Family Services Credential	Related Credits	3 Related Credits		
Non-Credit Credentials	CDA		OR	MATCE Montessori Credential	OR	Family Services Credential	Related Credits	3 Related Credits			

## 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.

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

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

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