



Quality Indicator Rating Detail

January 1, 2021- December 31, 2022

Track 1 – Family Child Care¹

Quality Rating and Improvement System

<p>High-Quality Practices</p> <ol style="list-style-type: none"> 1. Curriculum Aligned with WMELS/SACF 2. Individual Child Portfolios 3. Intentional Planning to Improve Child Outcomes 4. Developmental Screening 5. Tracking Child Outcomes 6. Social Emotional/Inclusion of Children with Special Needs Training 7. <i>Strengthening Families Through Early Care and Education Training</i> 	★★★★★		
	<p>Program demonstrates 5 of 7 additional areas* of high-quality practices</p>	<p>Program demonstrates 4 of 7 additional areas* of high-quality practices</p>	<p>Program demonstrates 3 of 7 additional areas* of high-quality practices</p>
	<p>Program progresses on healthy nutrition and/or physical activity policy and practice goals</p>	<p>Program progresses on healthy nutrition and/or physical activity policy and practice goals</p>	<p>Program progresses on healthy nutrition and/or physical activity policy and practice goals</p>
	<p>Ongoing yearly budget, budget review, payment agreement, and record-keeping</p>	<p>Ongoing yearly budget, budget review, payment agreement, and record-keeping</p>	<p>Ongoing yearly budget, budget review, payment agreement, and record-keeping</p>
	<p>Some family engagement items</p>	<p>Many family engagement items</p>	<p>Many family engagement items</p>
	<p>High-quality family handbook</p>	<p>High-quality family handbook</p>	<p>High-quality family handbook</p>
<p>Health and Well-Being</p>	<p>Some family engagement items</p>	<p>High-quality family handbook</p>	<p>Strategies to reduce risk</p>
<p>Business and Professional Practices</p>	<p>Developmentally appropriate interactions, materials, and environment, incorporating WI Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF)</p>	<p>Developmentally appropriate interactions, materials, and environment, incorporating WMELS/SACF</p>	<p>Developmentally appropriate interactions, materials, and environment, incorporating WMELS/SACF</p>
<p>Environment and Curriculum</p>	<p>ERS Avg Score of 3.25</p>	<p>ERS Avg Score of 3.25</p>	<p>ERS Avg Score of 4.25</p>
<p>Education and Training</p>	<p>Provider with Registry Level 7 or higher</p>	<p>Provider with Registry Level 10 or higher</p>	<p>Provider with Registry Level 12 or higher</p>
<p>Regulatory Compliance</p>	<p>Provider with Registry Level 7 or higher</p>	<p>Provider with Registry Level 10 or higher</p>	<p>Provider with Registry Level 12 or higher</p>
<p>In Regulatory Compliance</p>	<p>In Regulatory Compliance</p>	<p>In Regulatory Compliance</p>	<p>In Regulatory Compliance</p>

Programs not in regulatory or subsidy compliance receive 1 Star and are not eligible for YoungStar services. Programs are required to complete a Self-Assessment and Quality Improvement Plan for micro-grant and/or onsite rating eligibility.

High-quality early care and education is critical to children’s healthy growth and development and is foundational for future success in school and life. YoungStar assists Wisconsin Family Child Care Providers in improving their program’s quality in areas that lead to improved outcomes for children. YoungStar is based on research and other states’ experiences and it uses rating criteria that are: research-based, objective, and verifiable on a regular basis.

¹ This track includes licensed family, certified family, and provisionally certified family child care providers that operate for more than 14 consecutive weeks per year.

Accreditation: Alternative Path to Four or Five Star Rating

YoungStar offers an alternate path to a 4 Star or 5 Star rating for some accredited Providers. It currently recognizes the National Association for Family Child Care (NAFCC) accreditation and the City of Madison-Satellite accreditation. The standards used by these two accreditation bodies are nationally recognized as linked to quality and each accreditation requires onsite observations and verification of characteristics that are similar to those in YoungStar. However, neither accreditation requires that the provider complete any credit-based education beyond high school. For this reason, a family child care Provider who has either accreditation is eligible for a 4 Star rating. With verified credit-based education in addition to either accreditation, family child care Providers may be eligible for a 5 Star rating.

Requirement for Participation

Signed YoungStar Contract or Renewal

Each program must sign a YoungStar Contract or Renewal Contract and must be willing to enroll children from families who receive Wisconsin Shares subsidies. Each Contract is valid for a two-year period and can be renewed.

Requirements for Onsite Rating Eligibility

Self-Assessment and Quality Improvement Plan

Criteria	Rationale	Verification
Self-Assessment of program is performed – Required for 3, 4 and 5 Star	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	Review by Consultant/Rater
Provider has completed a Quality Improvement Plan that is informed by the self-assessment. – Required for 3, 4 and 5 Star	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review by Consultant/Rater

A) Education of Provider (Teacher)

Provider education is considered one of the most [consistent predictors of quality in an early childhood setting](#). In family child care, one individual often serves in both the administrative/business role and the lead provider role. For this reason, YoungStar combines the lead provider and administrator qualifications.

To count for YoungStar, the Lead Provider's educational qualifications must be entered into an Organizational/Program Profile within The Registry. [The Registry](#) is Wisconsin's recognition system for the early 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.

When a program has more than one individual listed in their Program Profile, the training (but not the education) of either individual will be counted when awarding YoungStar indicators for the following

indicators: Social Emotional/WI Pyramid Model/Inclusion training and Strengthening Families through Early Care and Education training.

To be qualified to be listed as a second provider in the Program Profile, an individual needs to be in the assigned program for at least 50% of the time that the program is open (up to 40 hours per week). The individual could be listed as any of the following in the Program Profile: Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. The educational level of the second individual that is listed as something other than the Lead Teacher will not be counted for YoungStar education requirements.

For example, if a second provider in a family child care program has taken the Pyramid Model training but the Lead Provider has not, the program would be given credit for having met the requirement for Pyramid Model training.

Verification of Staff: Before approving a rating, the Consultant will visit the program and must see the person who is listed as the Provider in the Program Profile teaching in that program. If a Consultant does not see the Provider that is listed in the Registry Program Profile, a Technical Rating will not be completed, and the program will be ineligible for a Formal Rating until the information can be verified. Further proof may be required in the form of time sheets or pay stubs. (Maintaining Your Registry Program Profile Policy, Updated 9/1/2016.)

Professional Development Opportunities: Information about early care and education and school-age education credit-based course offerings can be accessed by contacting any individual institution of higher education directly, or by contacting a 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, professional development opportunities, and credit for prior learning experience is available in the appendix of this document.

In the following chart for family child care providers, a provider receives credit for the highest level of education attained.

Any time a related Associates degree (Level 12) 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 Associates degree (Level 12).

A. Education of Provider

Quality Indicators – Provider Qualifications
Registry Level 7 – <i>Required for 3 Star</i>
Registry Level 10 – <i>Required for 4 Star</i>
Registry Level 12 – <i>Required for 5 Star</i>

B) Learning Environment and Curriculum

Items 1 – 5. Developmentally Appropriate Environment, Incorporating Wisconsin Model Early Learning (WMELS) Standards and/or School-Age Curricular Framework (SACF) – Required for 3, 4 and 5 Star

Criteria	Rationale	Verification
Developmentally appropriate environments are created by intentionally considering the physical and social environment, including materials, room arrangement, interactions, schedules and routines incorporating Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework	Research ties appropriate implementation of developmentally appropriate practice (DAP) to higher quality child care.	Review by Consultant/Rater

Environment Rating Scales (ERS)- Required for 4 and 5 Star

Family Child Care Environment Rating Scale-Third Edition (FCCERS-3) average score of 3.25 – <i>Required for 4 Star</i>	Demonstration of high-quality environment in key areas	Conducted and recorded by ERS Observer
FCCERS-3 average score of 4.25 – <i>Required for 5 Star</i>	Demonstration of a higher threshold of quality	

C) Business and Professional Practices

Items 1 – 4. Ongoing yearly budget/review/record-keeping/written payment plan with parent – Required for 3, 4, and 5 Star

Criteria	Rationale	Verification
<p>Provider demonstrates all of the following:</p> <ul style="list-style-type: none"> • ongoing annual line-item budget; • budget review; • record-keeping practices; • written payment agreement* <p>*Providers are now required by to have a written payment agreement with each parent that receives subsidy for child care. Providers are required to retain a copy of each current written payment agreement at the location where child care is provided. Providers are also required to retain a copy of an expired written payment agreement for at least three (3) years after the child’s last day of attendance. The agreement must be kept at a location where it can be made available to the Department within 24 hours of a request.</p>	<p>Research shows that Providers who use effective professional and business practices are more likely to provide a high-quality learning environment and interact more sensitively with children.</p> <p>Providers are required by Administrative Rule DCF 201.038 (5) to have a written payment agreement with each parent that receives subsidy for child care by the Provider.</p>	<p>Review by Consultant/Rater</p>

High-quality parent handbook – Required for 4 and 5 Star

Parent handbook identifies program policies for vacation, holidays, staff time off, procedures for sick Provider days, parent procedures for sick days and related family questions including contracts with parents for paid time off days.	Clear policies will avoid confusion and minimize disruptions for Provider and parent as it relates to vacations and sick time.	Review by Consultant/Rater
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Written policies to reduce risk/program financial planning – Required for 5 Star

Program has written policies that reduce risk including posted information about emergency drills and emergency contact numbers and insurance coverage for various risks of doing business in a home. Priorities, budget and program planning is intentional and in-line with program budget; procedures are in place for timely review of budget, and long-term fiscal records are maintained and demonstrate sound financial planning.	Clear policies will avoid confusion and minimize disruptions for Provider and parent as it relates to vacations and sick time.	Review by Consultant/Rater
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Family Engagement – Required for 3, 4 and 5 Star

- For a 3 Star rating a program must demonstrates practices aligned with at least one item from each of the four indicators in Family Engagement

- For a 4 or 5 Star rating a program must demonstrate practices aligned with at least two items from each of the four indicators in Family Engagement

<p>Program has a vested interest in connecting with families of the children that attend the program. The four main indicators of quality family engagement are:</p> <ol style="list-style-type: none"> 1. Communication 2. Family Needs and Feedback Inform Program 3. Collaborative Activities with Families 4. Community Resources and Family Support 	<p>Strong parental involvement in child care is linked to higher quality.</p>	<p>Review by Consultant/ Rater</p>
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D) Health and Wellbeing

Items 1 -4. Program progresses on healthy nutrition and/or physical activity policy and practice goals – Required for 3, 4 and 5 Star

Criteria	Rationale	Verification
<p>Program progresses in healthy nutrition and/or physical activity policies and practices through:</p> <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. • If the program allows meals, snacks or beverages to be brought from home, the program has a policy which states that program will supplement the meals, snacks and beverages if they do not meet the guidelines established by the Child and Adult Care Food Program (CACFP). <p>Programs having met this requirement in the past must also demonstrate progress on at least one nutrition and/or physical activity goals from the previous quality improvement plan.</p>	<p>Sound nutrition and physical activity practices in early childhood lead to establishment of healthy eating patterns, physical activity and prevention of obesity in the future.</p>	<p>Review by Consultant/Rater</p>

ADDITIONAL HIGH-QUALITY PRACTICES

Additional High-Quality Practices for a formal rating include the following:

- **Curriculum Aligned with WMELS or SACF**
- **Individual Child Portfolios**
- **Intentional Planning to Improve Child Outcomes**
- **Developmental Screening Practices**
- **Tracking Child Outcomes**
- **Social Emotional/Inclusion of Children with Special Needs training**
- **Strengthening Families through Early Education and Care training**

For a 4 Star rating, the program must demonstrate at least 4 these additional High-Quality Practices.

For a 5 Star rating, the program must demonstrate at least 5 of these additional High-Quality Practices.

Practice 1: Curriculum aligned with Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF)

Criteria	Rationale	Verification
Curriculum aligned with Wisconsin Model Early Learning Standards or School-Age Curricular Framework for school-age children.	Wisconsin’s Model Early Learning Standards have been nationally-recognized as a useful tool to improve practices in early childhood settings. It is critical to establish connections between a child care program’s developmentally appropriate practices with key WMELS domains. School-age programs will align with School-Age Curricular Framework.	Review by Consultant/Rater

Practice 2: Individual Child Portfolios

Provider uses individual child portfolios	Demonstration of a child’s development through use of portfolios informs the authentic assessment process.	Review by Consultant/Rater
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Practice 3: Intentional Planning to Improve Child Outcomes

Provider 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.	Review by Consultant/Rater
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Practice 4: Developmental Screening Practices

Provider is trained to provide annual developmental screening and appropriate referrals are made as well as linkages to resources. Provider demonstrates that they have received training on authentic assessment tools used in their program.	Early childhood provides opportunity for early detection of challenges; Providers can be key resources to assist in receiving screening and referral for early intervention.	Review by Consultant/Rater
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Practice 5: Tracking Child Outcomes

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.	Review by Consultant/Rater
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Practice 6: Social Emotional/Inclusion of Children with Special Needs Training

Provider has completed any one of the following the YoungStar-approved professional development trainings. https://dcf.wisconsin.gov/files/youngstar/pdf/approved-pd-youngstar.pdf	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
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Practice 7: Strengthening Families through Early Care and Education Training

Provider is trained in protective factors around working with parents through the Strengthening Families Initiative , the Family Services Credential, or Touchpoints training. https://dcf.wisconsin.gov/files/youngstar/pdf/approved-pd-youngstar.pdf	Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents.	Registry verified
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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) – can be found by contacting an institution of higher education directly or by contacting 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](#), offers T.E.A.C.H. program information. All Wisconsin Universities and Colleges are shown on the [map](#) provided by WECA. The WECA website also houses a T.E.A.C.H. online directory of course offerings within the Wisconsin Technical College System.

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 individuals ease into the higher education system. In Wisconsin, each college has its own process of CPL evaluation established. 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, Third Edition. New York: Teachers College Press, 2019.

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Third Edition. New York: Teachers College Press, 2017.

Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Third Edition. New York: Teachers College Press, 2015.

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.



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	Registry Tiered Training	80 hours (any tier)										
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	Credit-Based Credentials	Mentor and Mentor-Protégé				6 Related Credits						
8		Family Services Credential (8-9 Credits)	OR	Early Childhood Ed. Technical Diploma (9-12 credits)		12 Related Credits						
9		Registry Credentials 4 courses (12 total credits) per credential		- Afterschool & Youth Dev. - Family Child Care - Inclusion	- Infant Toddler Leadership - Program Development		18 Related Credits					
10		Registry Credentials 6 courses (18 total credits) per credential	OR	- Administrator - Preschool	Apprenticeship Program (18 credits)		24 Related Credits					
11	Early Childhood & Youth Development Degrees	WTCS One-Year Diploma (24 or more credits.)	OR	Any 2 Registry Credentials		30 Related Credits	Associate's Degree + Registry Credential					
12		Associate's Degree				Bachelor's Degree	Associate's Degree + 2 Registry Credentials	OR	Associate's Degree + 30 Related Credits			
13		Associate's Degree + Registry Credential				Bachelor's Degree + Registry Credential	OR	Bachelor's Degree + 30 Related Credits				
14		Bachelor's Degree	OR	Bachelor's Degree + Professional Educator DPI License		Master's Degree	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		Doctorate	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		Master's Degree + 36 Related Credits	OR	Master's Degree + 2 Registry Credentials	OR	Doctorate + Registry Credential		
17		Doctorate	OR	Doctorate + Professional Educator DPI License		Doctorate + 36 Related Credits	OR	Doctorate + 2 Registry Credentials				

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