

Quality Indicator Rating Detail

January 1, 2021 – December 31, 2022
Track 3 – School-Age Care¹

Quality Rating and Improvement System

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<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 supports healthy nutrition and/or physical activity policies and practices</p>	<p>Program supports healthy nutrition and/or physical activity policies and practices</p>
		<p>Program supports healthy nutrition and/or physical activity policies and practices</p>	<p>Ongoing yearly budget, budget review, record-keeping and parent payment agreements</p>	<p>Ongoing yearly budget, budget review, record-keeping and parent payment agreements</p>
		<p>Ongoing yearly budget, budget review, record-keeping and parent payment agreements</p>	<p>Many family engagement items</p>	<p>Many family engagement items</p>
		<p>Some family engagement items</p>	<p>High-quality employment policies</p>	<p>High-quality employment policies</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 environment, incorporating WMELS/SACF</p>	<p>Developmentally appropriate environment, incorporating WMELS/SACF</p>
		<p>Lead Group Leaders with Registry Level 7 or higher for 25% of all groups AND Level 6 or higher for 25% of additional groups</p>	<p>ERS Average Score of 4.00</p>	<p>ERS Average Score of 5.00</p>
		<p>Lead Group Leaders with Registry Level 7 or higher for 25% of all groups AND Level 6 or higher for 25% of additional groups</p>	<p>Lead Group Leaders with Registry Level 7 or higher for all groups</p>	<p>Lead Group Leaders with Registry Level 9 or higher for 50% of all groups AND Level 7 or higher for remaining groups</p>
		<p>Site Supervisor with Registry Level 10 or higher. If level 10, must also have 6 business specific credits</p>	<p>Site Supervisor with Registry Level 12 or higher. If level 12, must also have 6 business specific credits</p>	<p>Site Supervisor with Registry Level 13 or higher. If level 13, must also have 6 business specific credits</p>
★★				
In Regulatory Compliance	In Regulatory Compliance	In Regulatory Compliance	In Regulatory Compliance	

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.

¹ This track includes stand-alone school programs operating under the public school exemption and certified school-age programs.

High-quality school-age care is critical to children’s healthy growth and development and is foundational for future success in school and life. YoungStar assists Wisconsin School-Age 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.

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 Programs. It currently recognizes the National Accreditation Commission (NAC), the City of Madison, the Council on Accreditation (COA), NECPA, American Montessori Society (AMS), and Cognia accreditations. The standards used by these 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, some YoungStar accepted accreditation bodies do not require lead staff to complete the same level of education as what is required within YoungStar.

A program that is accredited by the Council on Accreditation (COA) is eligible for a 4 Star rating, however, if the program meets the educational requirements of a 5 Star program in their respective YoungStar rating track, that program would be eligible for a 5 Star rating. If a program is accredited by NECPA, American Montessori Society (AMS), or Cognia AND the program meets the educational requirements of a 4 Star program in their respective YoungStar rating track, that program would be eligible for a 4 Star rating. If a program is accredited by NECPA, AMS, or Cognia AND the program meets the educational requirements of a 5 Star program in their respective YoungStar rating track, that program would be eligible for a 5 Star rating. are accepted as equivalent to 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 two years and can be renewed.

Requirement 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 Lead Staff

Staff education is considered one of the most [consistent predictors of quality in a school-age setting](#). To count for YoungStar, each Lead Staff member’s educational qualifications must be entered into an

Organizational/Program Profile within The Registry. The Registry is Wisconsin's recognition system for the childhood care and education profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

Lead Group Leader: A Lead Group Leader is responsible for supervising and guiding a group of children in the program under the direction of a Site Supervisor/Coordinator/Director/Administrator. A Lead Group Leader assists in daily planning, implements of activities, communicates with families, and forms relationships with the community. An individual listed as a Lead Group Leader must be the person who is with a group of children for the greatest number of hours between the hours of 6 AM and 6 PM. 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 Group Leader on the Registry Program Profile. To calculate the number of hours a staff person works, only hours between 6 AM and 6 PM will count.

A person can only be associated in The Registry's Program Profile with one program at a time. This means a person who has responsibilities for more than one program must choose on Program Profile with which to be affiliated. Every classroom that is open at least 25% of the time (up to 40 hours) that the program accepts children must be listed on the Program Profile. A classroom/group must be a Program Profile to be eligible for a Formal Rating.

- A. For YoungStar,² the maximum ratios of staff to children and the size of a "group" will be based upon licensing rules governing these areas. See Appendix C for this information.

If a program has more than one individual assigned to a group within 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 group leader in the Program Profile, an individual needs to be with the assigned group of children 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 Group Leader will not be counted for YoungStar' education requirements.

For example, if an Assistant School-Age Teacher for a group has taken the Pyramid Model training but the Lead Group Leader has not, the program would be given credit for that group having met the requirement for Pyramid Model training.

Site Supervisor/Coordinator/Director/Administrator: [Research](#) has demonstrated the critical role that a Site Supervisor/Coordinator/Director/ Administrator plays when considering the quality of a program. They are responsible for the recruitment, hiring, and guidance of staff, and – when necessary – for firing or dismissal of staff. Research shows that programs with well-qualified Site Supervisors/Coordinators/Directors/Administrators demonstrate higher quality. This category recognizes a variety of ways to receive indicators by meeting higher levels of Site Supervisor/Coordinator/ Director/Administrator qualifications.

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.

- A. In this document, Site Supervisor/Coordinator/Director/Administrator has been shortened to “Site Supervisor” in some instances. If the word “Site Supervisor” is written, it refers to the person serving in any of the Site Supervisor/ Coordinator/Director/Administrator positions.
- B. For YoungStar, the person who is designated as the Site Supervisor shall be on-site for at least 25% of the total number of hours they work per week for the program and shall have the following responsibilities:
 1. Supervision of the planning and implementation of the programming for children
 2. Supervision of the staff at the site
 3. Staff meetings and orientation
 4. Continuing education for the staff
- C. The person serving as the Site Supervisor may step in to help out with Lead Group Leader responsibilities if a staff member is ill, during staff break/meal time, when special programming or activities require more adults to be in the room or for emergencies.

YoungStar recognizes a variety of ways that programs can meet the star level requirements for the Site Supervisor/Coordinator/Director/ Administrator qualifications, including centralized administration and dual-role options. **Variations—The following variations will be allowed:**³

- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the site, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed above) must be performed by a person who is on-site at the site for at least 25% of the total number of hours they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

In these cases, the program has two options:

- Option 1: List a person from the administrative office who is responsible for 3 and/or 4 as the Site Supervisor.
 - Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Site Supervisor. **If the program wants to choose this option and the person listed as the Site Supervisor is also a Lead Group Leader, the rules for Dual-Role (below) must be followed.**
- **Dual-role:** school-age sites licensed for 50 or fewer children may, in the following limited circumstances, have a Site Supervisor who also is listed as a Lead Group Leader in the Program Profile:
 - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open⁴ devoted to the responsibilities of the Site Supervisor **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Site Supervisor 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 Site Supervisor role for 10 hours per week.
 - To be eligible to earn 4 Stars: The person in the dual-role has 37.5% of the time the program is open devoted to the responsibilities of the Site Supervisor **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Site Supervisor must also meet the

³ In either of these cases, the following rule still applies: A person can only be associated in The Registry’s organizational profile with one program at a time. This means a person who has responsibilities for more than one program must choose one Program Profile with which to be affiliated.

⁴ “The time the program is open” means the number of hours the program accepts children for care. If a program had additional hours where staff are present but no children are in care, these hours do not count toward the time the program is open.

educational qualifications for a 4 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Site Supervisor role for 15 hours per week.

- To be eligible to earn 5 Stars: A full-time dedicated Site Supervisor must be in place, who meets the educational qualifications for a 5 Star rating.

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

Full-time vs. Part-time

YoungStar recognizes that some school-age care programs have different operating schedules based on the time of year. For all of the measures within this document, the quantities shall be pro-rated based on the average number of hours per day or per week a program is open. YoungStar considers a full-time schedule as an 8 hour day and/or 40 hour week. For example, if a quality indicator asks a program to provide 60 minutes of physical activity per day, a part-time program operating 4 hours per day would be asked to provide 30 minutes of physical activity. If the operating hours vary during the week, a Consultant/Rating Observer will use the average number of hours per day to determine how quantities will be pro-rated.

For the purposes of YoungStar, the definition of a full-time employee within a full-time program is a Lead Group Leader or Site Supervisor who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

Verification of Staff: Before approving a rating, the Technical Consultant will visit each group at least once and must see the person who is listed as the Lead Group Leader in the Program Profile is teaching in that classroom or group. If a Technical Consultant does not see each Lead Group Leader in the group in which they are 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 Profile Policy, Updated 9/21/2016.)

Professional Development Opportunities: Information about early care and education and school-age 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 two charts for Lead Teacher and Director qualifications, a program receives credit for the highest level achieved looking at the composition of the Lead Teaching staff education and the center Director's education.

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).

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

Lead Group Leader Qualifications

Quality Indicators –Lead Staff Qualifications
Lead Group Leaders with Registry Level 7 or higher for 25% of all groups and Lead Group Leaders with Registry Level 6 or higher for an additional 25% of all groups – <i>Required for 3 Star</i>
Lead Group Leaders with Registry Level 7 or higher for 100% of groups – <i>Required for 4 Star</i>
Lead Group Leaders with Registry Level 9 or higher for 50% of groups, all other Lead Group Leaders with Registry Level 7 or higher – <i>Required for 5 Star</i>

Site Supervisor/Coordinator/Center Director/Administrator Qualifications

Quality Indicators – Site Supervisor/Coordinator/ Director/ Administrator Qualifications ⁵
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 10 – 6 of the credits must be in supervision/personnel management or financial management course work - <i>Required for 3 Star⁶</i>
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 12 – 6 of the credits must be in supervision/personnel management or financial management - <i>Required for 4 Star</i>
Site Supervisor/Coordinator/Director/ Administrator with Registry Level 13 - <i>Required for 5 Star</i>

B) Learning Environment and Curriculum

Developmentally Appropriate Environment, Incorporating Wisconsin Model Early Learning Standards (WMELS) 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. Lead Group Leaders can demonstrate they understand developmentally appropriate environment practices in order to make sound decisions with child outcomes in mind.	Reviewed by Consultant/ Rater

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

Environment Rating Scale - Updated (SACERS – U) average score of 4.00 – <i>Required for 4 Star</i>	Research-based tool linked to demonstrating high quality in key areas of school-age environments.	Conducted and recorded by ERS Observer
Environment Rating Scale – (SACERS – Updated) average score of 5.00 - <i>Required for 5 Star</i>		

⁵ If a Site Supervisor/Coordinator/Director/Administrator has a Registry Level higher than what is required for a 3 and/or 4 Star rating the individual does not need to have six credits in supervision/personnel management or financial management.

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

C) Business and Professional Practices

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

Criteria	Rationale	Verification
<p>Program 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 with parents <p>*Programs are now required by to have a written payment agreement with each parent that receives subsidy for care.</p> <p>Programs are required to retain a copy of each current written payment agreement at the location where care is provided.</p> <p>Programs 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 links effective professional and business practices to high quality learning environments that support nurturing interaction between staff and children.</p> <p>Programs 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>Reviewed by Consultant/Rater</p>

High-quality employment policies – Required for 4 and 5 Star

<p>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 are provided.</p>	<p>Research links effective professional and business practices to high quality learning environments that support nurturing interaction between staff and children.</p>	<p>Reviewed by Consultant/Rater</p>
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Business Invests in staff retention strategies – Required for 5 Star

<p>Program offers evidence of full-staff strategic planning that focuses on improving the work environment for staff. Must be site/location specific.</p>	<p>Research links effective professional and business practices to high quality learning environments that support nurturing interaction between staff and children.</p>	<p>Reviewed by Consultant/Rater</p>
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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 demonstrates 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> <ul style="list-style-type: none"> C.5.1 Communication C.5.2 Family Needs and Feedback Inform Program 	<p>Strong parental involvement is linked to higher quality.</p>	<p>Reviewed by Consultant/Rater</p>
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C.5.3 Collaborative Activities with Families		
C.5.4 Community Resources and Family Support		

D) Health and Wellbeing

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 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>

ADDITIONAL HIGH-QUALITY PRACTICES

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

- **Curriculum Aligned with 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 School-Age Curricular Framework

Criteria	Rationale	Verification
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Curriculum aligned with School-Age Curricular Framework	The National Afterschool Association created School-Age Curricular Framework training 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.	Reviewed by Consultant Rater
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Practice 2: Individual Child Portfolios

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

Lead Group Leaders use 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.	Reviewed by Consultant/Rater
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Practice 4: Developmental Screening Practices

Program implements developmental screening practices. Lead Group Leaders are trained to provide annual developmental screening and appropriate referrals are made as well as linkages to resources. Program 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.	Reviewed 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.	It is important to demonstrate that teacher training and child interactions improve children’s individual outcomes.	Reviewed by Consultant/Rater
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Practice 6: Social Emotional/Inclusion of Children with Special Needs training

<p>50% of the groups/classrooms have a Group Leader who has completed one of the YoungStar-approved professional development trainings. - <i>Required for 4 Star</i></p> <p>At least one Group Leader from 100% of groups/classrooms plus the Site Supervisor/Coordinator/Director/ Administrator have completed one of the YoungStar-approved professional development trainings. – <i>Required for 5 Star</i></p> <p>The full list of approved trainings/equivalencies can be found at: https://dcf.wisconsin.gov/files/youngstar/pdf/approved-pd-youngstar.pdf</p>	Research consistently demonstrates that a strong social and emotional foundation is a key determinant in a child’s future success	Registry verified
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Practice 7: Strengthening Families training by staff

<p>50% of the groups/classrooms have a Group Leader who has completed one of the YoungStar-approved professional development trainings.</p> <p>The full list of approved trainings/equivalencies can be found at: https://dcf.wisconsin.gov/files/youngstar/pdf/approved-pd-youngstar.pdf</p>	<p>Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents.</p> <p>Adult staff have a critical role in ensuring that children are safe in school settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards.</p>	<p>Registry verified</p>
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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, Revised Edition, Updated. New York: Teachers College Press, 2007.

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

Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

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		Related Credits	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 - Administrator - Preschool	OR		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	OR	Associate's Degree + Registry Credential				
12		Associate's Degree			Bachelor's Degree	OR	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>