



Wisconsin's Child Care Quality Rating and Improvement System

## Quality Indicator Rating Detail

January 1, 2021 – December 31, 2022

Track 2 – Group Child Care<sup>1</sup>

### Quality Rating and Improvement System

<p>High-Quality Practices</p> <ol style="list-style-type: none"> <li>1. Curriculum Aligned with WMELS/SACF</li> <li>2. Individual Child Portfolios</li> <li>3. Intentional Planning to Improve Child Outcomes</li> <li>4. Developmental Screening</li> <li>5. Tracking Child Outcomes</li> <li>6. Social Emotional/Inclusion of Children with Special Needs Training</li> <li>7. <i>Strengthening Families Through Early Care and Education Training</i></li> </ol>			★★★★★	
			★★★★★	Program demonstrates 5 of 7 additional areas of high-quality practices
				Program demonstrates 4 of 7 additional areas of high-quality practices
				Program progresses on healthy nutrition and/or physical activity policy and practice goals
		★★★		Program progresses on healthy nutrition and/or physical activity policy and practice goals
				Ongoing yearly budget, budget review, payment agreement, and record-keeping
				Many family engagement items
Health and Well-Being			High-quality employment policies	
Business and Professional Practices			Strategic planning around staff retention strategies	
Environment and Curriculum			Developmentally appropriate interactions, materials, and environment, incorporating WMELS/SACF	
Education and Training			ERS Average Score of 4.50	
Regulatory Compliance			ERS Average Score of 3.50	
			Lead Teachers with Registry Level 9 or higher for 50% of all classrooms AND Level 7 or higher for all additional classrooms	
			Lead Teachers with Registry Level 12 or higher for all classrooms	
			Director with Registry Level 13 or higher	
	★★		Director with Registry Level 10 or higher	
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.*

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 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.

<sup>1</sup> This track includes licensed group child care programs serving children from birth through age 12.

## 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 Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), the City of Madison, Head Start Performance Standards, 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.

## 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 Director and Lead Teacher(s)

**Lead Teacher Education:** Lead Teacher education is considered one of the most [consistent predictors of quality in an early childhood 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.

An individual listed as the Lead Teacher in a classroom **must** be the person who is with the children in that classroom 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 Teacher 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.

If a program has more than one individual assigned to a classroom 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 teacher 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 an Assistant Teacher in a classroom has taken the Pyramid Model training but the Lead Teacher has not, the program would be given credit for that classroom having met the requirement for Pyramid Model training.

**Director Education and Training:** [Research](#) has demonstrated the critical role that a child care Director plays when considering the quality of a program. They are responsible for the recruitment, hiring, and guidance of teaching staff, and – when necessary – for firing or dismissal of staff. Research shows that centers with well-qualified Directors demonstrate higher quality. YoungStar recognizes a variety of ways that programs can meet the star level requirements for the Director qualifications, including centralized administration and dual-role options.

- A. For YoungStar,<sup>2</sup> the person who is designated as the Director shall be on-site weekly for at least 25% of the total number of hours they work per week for the program (up to 40 hours) and shall have the following responsibilities:
  1. Supervision of the planning and implementation of the programming for children
  2. Supervision of the staff at the program
  3. Staff meetings and orientation
  4. Continuing education for the staff
- B. The person serving as the Director may step in to assist with Lead Teacher responsibilities if a staff member is ill, during staff break/meal times, when special programming or activities require more adults to be in the room or for emergencies.

**Variations—the following variations to the above Director requirements will be allowed:**<sup>3</sup>

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

In these cases, the program has two options:

- Option 1: List a person from the administrative office who is responsible for 3 and/or 4 as the Director.

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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.

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

- Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Director. **If the program wants to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role (below) must be followed.**
- **Dual-role:** programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also is listed as a Lead Teacher in the Program Profile:
  - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open<sup>4</sup> devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 10 hours per week.
  - To be eligible to earn 4 Stars: The person in the dual-role has 37.5% of the time the program is open devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the education qualifications for a 4 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 15 hours per week.
  - To be eligible to earn 5 Stars: A full-time dedicated Director must be in place, who meets the educational qualifications for a 5 Star rating.

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

#### **Full-Time vs. Part-Time**

YoungStar recognizes that some child care programs have different operating schedules based on the time of year. For all of the measures within this document, the quantities shall be pro-rated based 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 the purposes of YoungStar, the definition of a full-time employee within a full-time program is someone who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

#### **Staffing of Group Child Care Programs:**

A person can only be listed in one Program Profile through The Registry at a time. This means a person who has responsibilities for more than one program must choose which Program Profile they will be affiliated with. 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 listed in the Program Profile to be eligible for a Formal Rating observation.

**Verification of Staff:** Before approving a rating, the Technical Consultant will visit each classroom or group at least once and must see the person who is listed as the Lead Teacher in the Program Profile teaching in that classroom or group. If a Technical Consultant cannot initially verify this information, 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.)

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<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.

**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 Teacher Qualifications**

Quality Indicators –Lead Teaching Staff Qualifications
Lead Teachers with Registry Level 7 or higher for 25% of all classrooms and Lead Teachers with Registry Level 6 or higher for an additional 25% of classrooms – <i>Required for 3 Star</i>
Lead Teachers with Registry Level 9 for 50% of classrooms; all other classrooms have a Lead Teacher with Registry Level 7 or higher – <i>Required for 4 Star</i>
Lead Teachers with Registry Level 12 or higher for 100% of classrooms – <i>Required for 5 Star</i>

**Director Qualifications**

Quality Indicators – Director Qualifications
Registry Level 10 – <i>Required for 3 Star</i>
Registry Level 12 – <i>Required for 4 Star</i>
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	<a href="#">Research ties appropriate implementation of developmentally appropriate practice</a> (DAP) to higher quality child care. Lead Teachers can demonstrate they understand developmentally appropriate environment practices in order to make sound decisions with child outcomes in mind.	Review by Consultant/Rater

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

<a href="#">Environment Rating Scale</a> (ECERS-3, ITERS-3 and/or SACERS-Updated) average score of 3.50 – <i>Required for 4 Star</i>	<a href="#">Research-based tool</a> - linked to demonstrating high quality in key areas of school-age	Conducted and recorded ERS Observer
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Environment Rating Scale (ECERS-3, ITERS-3 and/or SACERS-Updated) average score of 4.50 - <i>Required for 5 Star</i>	environments	
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**C) Business and Professional Practices**

**Items 1 – 4. 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"> <li>• ongoing annual line-item budget;</li> <li>• budget review;</li> <li>• record-keeping practices;</li> <li>• written payment agreement with parents</li> </ul> <p>*Programs are now required by to have a written payment agreement with each parent that receives subsidy for child care.</p> <p>Programs are required to retain a copy of each current written payment agreement at the location where child 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><a href="#">Research links effective professional and business practices</a> to high-quality learning environments that support nurturing interaction between caregivers and children.</p> <p>Programs are required by <a href="#">Administrative Rule DCF 201.038 (5)</a> 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 - <i>Required for 4 Star</i></p>	<p><a href="#">Research links effective professional and business practices</a> to high-quality learning environments that support nurturing interaction between caregivers 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. – <i>Required for 5 Star</i></p>	<p><a href="#">Research links effective professional and business practices</a> to high-quality learning environments that support nurturing interaction between caregivers 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> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Family Needs and Feedback Inform Program</li> <li>3. Collaborative Activities with Families</li> <li>4. Community Resources and Family Support</li> </ol>	<p><a href="#">Strong parental involvement</a> in child care is linked to higher quality.</p>	<p>Reviewed 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"> <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> <li>• 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).</li> </ul> <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 in early childhood 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 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 <a href="#">nationally-recognized</a> 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**

Program uses <a href="#">individual child portfolios</a>	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**

Lead Teacher(s) 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**

Program implements developmental screening practices. Lead Teacher(s) is trained to provide annual developmental screening and appropriate referrals are made as well as linkages to resources. Lead staff demonstrate that they have received training on the developmental screening tool(s) 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**

<p>50% of classrooms have a teacher listed on The Registry Program Profile that has completed at least one of The Registry-verified, YoungStar-approved social emotional/inclusion trainings.<sup>5</sup> - <b>Required for 4 Star</b></p> <p>The Director plus one individual from <u>every</u> classroom must have completed one of the YoungStar-approved trainings /equivalencies - <b>Required for 5 Star</b></p> <p>The full list of approved trainings/equivalencies can be found at:  <a href="https://dcf.wisconsin.gov/files/youngstar/pdf/approve-d-pd-youngstar.pdf">https://dcf.wisconsin.gov/files/youngstar/pdf/approve-d-pd-youngstar.pdf</a></p>	<p><u>Research</u> 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</p>	<p>Registry verified</p>
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**Practice 7: Strengthening Families through Early Care and Education training**

<p>50% of classrooms have a teacher listed on The Registry Program Profile that has completed at least one of The Registry-verified, YoungStar-approved Strengthening Families trainings.</p> <p>The full list of approved trainings/equivalencies can be found at:  <a href="https://dcf.wisconsin.gov/files/youngstar/pdf/approve-d-pd-youngstar.pdf">https://dcf.wisconsin.gov/files/youngstar/pdf/approve-d-pd-youngstar.pdf</a></p>	<p>Preventing child abuse and neglect has been linked to the <u>Strengthening Families</u> approach to building protective factors in children and parents.</p> <p>Child care providers have a critical role in ensuring that children are safe in child care settings and can be important resources for families in detecting early signs of stress. Consistent training is needed to ensure consistent standards.</p>	<p>Registry verified</p>
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**Appendix**

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](mailto:teach@wisconsinearlychildhood.org) . You may want to inquire about scholarship eligibility as well.

<sup>5</sup> Individuals from a classroom means an individual who is listed in The Registry Program Profile as any of the following: Lead Teacher, Other Lead Teacher, Lead School-Age Teacher, Assistant Lead Teacher or Assistant School-Age Lead Teacher. Please see Appendix D for information on Maintaining Registry Program Profiles.

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: Lead Teachers College Press, 2007.

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

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

Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale – Updated, New York: Lead Teachers College Press, 2014.

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

Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Lead 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](mailto:support@the-registry.org).

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

7	Mentor and Mentor-Protégé			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		- Afterschool & Youth Dev. - Family Child Care - Inclusion	18 Related Credits			
10	Registry Credentials 6 courses (18 total credits) per credential	OR	Apprenticeship Program (18 credits)	24 Related Credits			

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			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>