

**Comparison of Department of Children and Families (DCF) YoungStar Quality Indicators and
Department of Public Instruction (DPI) 4-Year-Old Kindergarten (4K) Requirements and Optional Areas of Focus
March 3, 2017**

YoungStar Program Standard Areas	DCF YoungStarⁱ Required Minimums and Optional Pointsⁱⁱ	DPI Requirementsⁱⁱⁱ and Optional Areas of Focus for 4K Programs^{iv}
Education	<p><i>REQUIRED – 3 STARS:</i></p> <p>Lead Teachers in 50% of classrooms have at least 6 related credits beyond high school.</p> <p><i>REQUIRED – 4 STARS:</i></p> <p>Lead Teachers in 50% of classrooms have an Infant/Toddler or Inclusion Credential or 18 related credits beyond high school; Lead Teachers in all other classrooms have at least 6 related credits beyond high school.</p> <p><i>REQUIRED – 5 STARS:</i></p> <p>Lead Teachers in 100% of classrooms have an Associate’s Degree in a related area. (<i>NOTE:</i> For YoungStar, the equivalent to a “related Associate’s Degree” is 60 credits beyond high school with at least 30 of those credits related to early childhood or school-age care.)</p>	<p>4K teachers have at least a Bachelor’s Degree and an appropriate Early Childhood license from DPI:</p> <p>Wis. Stat. § 118.19 Teacher certificates and licenses. (1) Except as provided in s. 118.40 (8) (b) 2., any person seeking to teach in a public school... shall first procure a license or permit from the department.</p> <p>Wis. Stat. § 121.02 School district standards. (1) Except as provided in s. 118.40 (2r) (d), each school board shall: (a) 1. Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit.... (b) Annually, establish with school board employees a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.</p>
Learning Environment and Curriculum	<p><i>REQUIRED – 3 STARS:</i></p> <p>Program must perform a self-assessment.</p> <p><i>REQUIRED – 4 STARS:</i></p> <p>Self-assessment, plus program must achieve an <i>average</i> Environment Rating Scale (ERS)^v score of 4.</p> <p><i>REQUIRED – 5 STARS:</i></p> <p>Self-assessment, plus program must achieve an average ERS score of 5.</p>	<p>Wis. Stat. § 118.01(1) states, in part: “Each school board should provide curriculum, course requirements and instruction consistent with the goals and expectations established under sub. (2).”</p>

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<p>Learning Environment and Curriculum <i>(continued)</i></p>	<p><i>OPTIONAL POINTS:</i></p> <p><i>Quality Improvement Plan (QIP):</i></p> <ul style="list-style-type: none"> ○ Self assessment informs development of a QIP. ○ QIP is verified by outside independent entity, or at least two additional hours of time are spent working with a Technical Consultant on a QIP item. <p><i>Wisconsin Model Early Learning Standards (WMELS)^{vi} and Wisconsin School-Age Curricular Framework (SACF)^{vii}:</i></p> <ul style="list-style-type: none"> ○ Training of staff in WMELS or SACF. ○ Alignment of curriculum with WMELS or SACF. <p><i>Child Outcomes:</i></p> <ul style="list-style-type: none"> ○ Program uses individual child portfolios. ○ Teacher uses intentional planning to improve child outcomes. ○ Individual child outcomes tracked. 	<p>Wis. Stat. § 118.01(2) EDUCATIONAL GOALS.</p> <p>(a) <i>Academic skills and knowledge.</i> Since the development of academic skills and knowledge is the most important goal for schools, each school board shall provide an instructional program designed to give pupils:</p> <ol style="list-style-type: none"> 1. Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking. 2. Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively. 3. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences...and social sciences.... 4. The skills and attitudes that will further lifelong intellectual activity and learning.

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<p style="text-align: center;">Learning Environment and Curriculum <i>(continued)</i></p>		<p>Wis. Stat. § 118.015 Reading instruction. (1) PURPOSE AND INTENT. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.</p> <p>An early literacy screener (PALS-PreK)^{viii} is required in 4K:</p> <p style="padding-left: 40px;">Wis. Stat. § 118.016 Assessments of reading readiness. (1) In the 2013–14 school year, each school board...shall, using the appropriate, valid, and reliable assessment of literacy fundamentals selected by the department, annually assess each pupil enrolled in 4–year–old kindergarten...for reading readiness.... The department shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.... (2) The school board of the school district...shall provide...a pupil whose assessment under sub. (1) indicates that he or she is at risk of reading difficulty with interventions or remedial reading services....</p> <p>Wis. Stat. § 121.02(1)(k)1 defines subject areas that should be addressed by a school board. They include:</p> <ul style="list-style-type: none"> • Reading • Language arts • Mathematics • Social studies • Science • Health • Computer literacy • Environmental education • Physical education • Art • Music

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<p>Learning Environment and Curriculum <i>(continued)</i></p>		<p>Wis. Stat. § 121.02 School district standards. (1) Except as provided in s. 118.40 (2r) (d), each school board shall... (h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society....</p> <p>Gifted and talented:</p> <p style="padding-left: 40px;">Wis. Stat. § 118.35 Programs for gifted and talented pupils. (2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils. (3) Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.</p> <p style="padding-left: 40px;">Wis. Stat. § 121.02 School district standards. (1) Except as provided in s. 118.40 (2r) (d), each school board shall... (t) Provide access to an appropriate program for pupils identified as gifted or talented....</p> <p>DPI encourages the use of WMELS in 4K programs and supports WMELS training in collaboration with DCF.</p> <p>Many districts use ECERS-R^{ix} or CLASS^x to assess program quality.</p> <p>Districts assure that there are screening and assessment systems to support their legal obligations under IDEA Special Education Child Find.^{xi} They also use screening and assessment processes such as Response to Intervention^{xii} or ongoing student assessment.</p>

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<p>Business and Professional Practices</p>	<p><i>REQUIRED – 2 STARS:</i></p> <p>Program signs a YoungStar contract and is willing to enroll children who receive Wisconsin Shares subsidies.</p> <p><i>REQUIRED – 3 STARS:</i></p> <p>Program has an ongoing annual line-item budget, completes accurate taxes, and demonstrates sound record-keeping practices.</p> <p><i>REQUIRED – 4 STARS:</i></p> <p>Program has employment policies and procedures in writing.</p> <p><i>REQUIRED – 5 STARS:</i></p> <p>Program uses Model Work Standards^{xiii} for administration of business, including hiring, staffing, and business planning.</p> <p><i>OPTIONAL POINTS:</i></p> <ul style="list-style-type: none"> • <i>Professional Development:</i> Program facilitates professional development opportunities for staff. • <i>Staff Benefits:</i> Program staff have access to benefits such as health care, retirement plans, and paid time off. • <i>Parent / Family Involvement:</i> Programs facilitate two-way communication and other opportunities for parents / families to provide input, participate in decision-making, and engage in quality improvement efforts. 	<p>School boards oversee business practices and budgets for school district programs, providing assurance of strong business practices. Schools follow DPI fiscal practices and are audited.</p> <p>4K teachers must be licensed and follow school system requirements, which include continuing education and creation of a professional development plan (PDP).^{xiv}</p> <p>The school funding formula promotes parent outreach, as seen in Wis. Stat. § 121 School Finance:</p> <p>Wis. Stat. § 121.004(7)(cm): A pupil enrolled in a 4-year-old kindergarten program...shall be counted as 0.6 pupil <i>if the program annually provides at least 87.5 additional hours of outreach activities</i> [emphasis added].</p> <p>Wis. Stat. § 121.02(1)(f)2: 2. Annually, schedule at least 437 hours of direct pupil instruction in kindergarten... <i>A school board operating a 4-year-old kindergarten program may use up to 87.5 of the scheduled hours for outreach activities</i> [emphasis added].</p> <p>Governed by Wis. Stat. § 121.02 School district standards:</p> <ul style="list-style-type: none"> • Budget and membership reports • Personnel evaluations • Compliance with the school district standards <p>Governed by Wis. Stat. § 115 State Superintendent; General Classifications and Definitions; Children with Disabilities:</p> <ul style="list-style-type: none"> • School performance and education program reviews • Accountability reports

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<p>Business and Professional Practices <i>(continued)</i></p>		<p>Governed by Wis. Stat. § Chapter 118 General School Operations:</p> <ul style="list-style-type: none"> • Commencement of school term • Summer classes • Pupil discrimination • Program or curriculum modifications • Pupil records • Seclusion, restraint, etc. • Personnel contracts • Personnel evaluations • Interventions for low-performing schools and school districts <p>Through Wis. Stat. § Chapter 119 First Class City School System, the City of Milwaukee (as the only Wisconsin city of sufficient size to be designated a “first class city”) has greater power over school district matters than do other towns and cities. Among other things, Chapter 119 mentions:</p> <ul style="list-style-type: none"> • Wis. Stat. § 119.74 Extended–day elementary grade, 4–year–old kindergarten and alcohol and other drug abuse programs. The board shall spend at least \$430,000 for the following programs in each school year: <ul style="list-style-type: none"> (1) Extended–day preschool to grade 6 programs. (2) Four–year–old kindergarten programs.... • Wis. Stat. § 119.78 Family resource center. The board shall establish a family resource center to distribute parent education materials, conduct workshops on child development, facilitate communication between school personnel and parents of pupils enrolled in the school district and provide volunteer opportunities for parents within the schools.

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<p>Health and Wellness</p>	<p><i>REQUIRED – 3, 4, & 5 STARS:</i></p> <ul style="list-style-type: none"> • Program participates in the Child and Adult Care Food Program (CACFP)^{xv} or can demonstrate that they serve nutritious meals and snacks that meet CACFP guidelines. • Program has policies and procedures that address children’s allergies and dietary restrictions. <p><i>OPTIONAL POINTS:</i></p> <ul style="list-style-type: none"> • <i>Physical Activity:</i> Full-day programs provide at least 60 minutes of physical activity daily (this is prorated for part-day programs). • <i>Social-Emotional Competence and Inclusive Practices:</i> Programs facilitate understanding of social-emotional health and inclusive practices (trainings in the Wisconsin Pyramid Model and Positive Behavioral Interventions and Supports^{xvi} are two examples of ways to build these understandings). • <i>Protective Factors:</i> Programs facilitate understanding of protective factors in children and families (Strengthening Families^{xvii} training is one way to build this understanding), to keep children safe from abuse and neglect. 	<p>Based on the number of program hours, programs would also follow the CACFP guidelines or USDA guidelines.</p> <p>Physical education is required for thirty minutes a day, 3 times a week. 4K has access to the school nurse.</p> <p>DPI funds Pyramid Model training, and school districts across the state access that training for teachers, administrators, and parents. 4K teachers also participate in Strengthening Families training.</p> <p>School districts follow all federal and state requirements under IDEA and are required to provide services to children with disabilities in least restrictive environments. Training is provided by DPI in a wide variety of related topics with focus on the Office of Special Education (OSEP) Indicators.^{xviii}</p> <p>Governed by Wis. Stat. § Chapter 118 General School Operations:</p> <ul style="list-style-type: none"> • Health and safety requirements; environmental quality • Curricula: human growth and development, life skills • Reports regarding pupils whose parents or guardians are absent or cannot provide necessary food and clothing • Policies on bullying <p>Governed by Wis. Stat. § 121.02 School district standards:</p> <ul style="list-style-type: none"> • Guidance and counseling services • Emergency nursing services • Safe and healthful facilities
<p>Licensing Requirements</p>	<p><i>REQUIRED</i> for participation in YoungStar.^{xix}</p>	<p>Child-staff ratios are determined by local school boards. Based on local policies, the child-staff ratio in 4K may or may not be consistent with licensing standards for child care.</p> <p>Part of the teacher licensing process includes background checks.</p>

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- ⁱ DCF YoungStar: <http://dcf.wi.gov/youngstar/> (See especially <https://dcf.wisconsin.gov/youngstar/providers> and <https://dcf.wisconsin.gov/youngstar/providers/resources>.)
- ⁱⁱ The YoungStar required minimums and optional points in this document are for Group Child Care programs in 2013. You can find more detailed information for Group Child Care programs, as well as information for Family Child Care and School-Age programs, at:
- YoungStar Quality Indicator Points Detail and Evaluation Criteria:
 - <http://dcf.wisconsin.gov/youngstar/providers/point-detail>
- ⁱⁱⁱ WI public school districts are expected to meet the Wisconsin Education Standards (the 20 Standards), as well as other state and federal laws: <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/10-08>
- ^{iv} DPI 4K: <https://dpi.wi.gov/early-childhood/4k>
- ^v The Environment Rating Scales (ERS) include the Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), Family Child Care Environment Rating Scale-Revised (FCCERS-R), and School-Age Care Environment Rating Scale (SACERS): <http://www.ersi.info/>
- ^{vi} Wisconsin Model Early Learning Standards (WMELS): <http://www.collaboratingpartners.com/wmels-about.php>
- ^{vii} School-Age Curricular Framework (SACF): <http://dcf.wi.gov/files/youngstar/pdf/sa-curricularframework-info.pdf>
- ^{viii} Phonological Awareness Literacy Screening (PALS) tool: <https://dpi.wi.gov/assessment/historical/pals>
- ^{ix} For information about the ECERS-R, see endnote ii.
- ^x The Classroom Assessment Scoring System (CLASS) is an observation tool that focuses on classroom interactions:
- <http://www.teachstone.org/about-the-class/>
 - <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/class-brief.pdf>
- ^{xi} Child Find: <http://www.collaboratingpartners.com/child-find-screening-about.php>
- ^{xii} Response to Intervention (RtI): <http://www.wisconsinrticenter.org/>
- ^{xiii} Model Work Standards:
- ^{xiv} DPI Professional Development Plans (PDPs): <https://dpi.wi.gov/tepd/pdp>
- ^{xv} Child and Adult Care Food Program (CACFP):
- <http://dcf.wi.gov/files/youngstar/pdf/policies/cacfp-policy.pdf>
 - <http://dpi.wi.gov/community-nutrition/cacfp>
- ^{xvi} The Wisconsin Pyramid Model for Social Emotional Competence and Positive Behavioral Interventions and Supports (PBIS):
- WI Pyramid Model: <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>
 - PBIS: <http://www.wisconsinpbisnetwork.org/>
 - Linking the WI Pyramid Model and PBIS: <http://www.collaboratingpartners.com/documents/PWISandPWPM.pdf>
- ^{xvii} Strengthening Families: A Protective Factors Framework:
- <http://www.cssp.org/reform/strengtheningfamilies>
- ^{xviii} To learn more about the Office of Special Education Programs (OSEP) Indicators (Indicator #6: Educational Placements, Ages 3-5; Indicator #7: Preschool Outcomes; Indicator #12: Transition from Birth – 3 to Early Childhood Programs), go to <https://dpi.wi.gov/sped/early-childhood>, and click on a topic under “Early Childhood Special Education Indicators.”
- ^{xix} Wisconsin’s Licensed Child Care Programs: <http://dcf.wisconsin.gov/eclicensing>