

Wisconsin Early Childhood Cross Sector Professional Development Initiative



Five-Year Project Report January 2013 to December 2017

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent



Wisconsin Early Childhood Cross Sector Professional Development Initiative

Wisconsin Early Childhood Collaborating Partners (WECCP)
Braided Funding and Race to the Top—
Early Learning Challenge Grant (RTT-ELC)

Five-Year Project Report

January 2013 to December 2017



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Madison, Wisconsin

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<https://dpi.wi.gov/early-childhood/prof-dev> or
<http://collaboratingpartners.com/professional-guidance-about.php>

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Foreword



To ensure that all young children have the best foundation for school success, the state must have a strong early childhood professional development system. This system is unique, as it supports a cross-sector workforce that includes professionals in a variety of programs, including health programs, home visitation, child care, Head Start, 4- and 5-year-old kindergarten, and Individuals with Disabilities Part C and B-619 programs.

This system requires careful coordination among three Wisconsin state departments: Children and Families, Public Instruction, and Health Services. These three agencies partner with higher education and various early childhood organizations to ensure consistency and access to quality professional development offerings.

During the past five years, the Race to the Top—Early Learning Challenge grant has provided these stakeholders with an excellent opportunity to build on past system collaboration through the Wisconsin Early Childhood Collaborating Partners. Stakeholders partnered to refine the cross-sector structure as well as increase access to high-quality and consistent early childhood professional development.

Thank you to the all of the stakeholders who collaborated on this project. You will be proud to review this publication, which highlights the cross-sector professional development system components, progress milestones, products, and continuing opportunities for system collaboration. Our partnership allowed us to expand our system in order to support the providers and professionals who educate and care for children in their earliest years from birth to first grade.

Tony Evers, PhD
State Superintendent

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Acknowledgements

Project Leadership

A wide variety of people provided leadership throughout the past five years of the Wisconsin Early Childhood Professional Development Initiative. Project lead coordinators, Regional Collaboration Coaches, and other state professional development personnel played key roles in the implementation of this project. Primary leadership included:

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Mary L. Peters, Professional Development and Wisconsin Model Early Learning Standards Coordinator, UW-Madison Waisman Center

Jeanette Paulson, Wisconsin Early Childhood Association

A complete listing of key project personnel can be found in Appendix C of this report.

Special Thanks

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Committee Participation: A variety of committees and workgroups were actively involved in the work. The individual membership is too numerous to list for this report. The committees and work groups include:

- Regional Action Teams: Milwaukee/Southeast, North, Northeast, Southern, Western
- Professional Development Initiative

- Wisconsin Model Early Learning Standards Steering and Leadership Committees
- Early Learning Workgroup
- Pyramid Model Advisory Committee
- Early Childhood Dual Language Learners Initiative
- Wisconsin State Task Force on Homelessness in Early Childhood
- Inclusion Workgroup
- Healthy Children Committee
- Screening and Assessment Workgroup
- Kindergarten Entrance Assessment Workgroup
- State Superintendent’s Advisory Committee on Four-Year-Old Kindergarten and Community Approaches
- Early Childhood Tribal Workgroups: Tribal-State Relationships and Tribal Early Childhood

RTT-ELC Executive Sponsors

Eloise Anderson, Secretary, Department of Children and Families

Judy Norman-Nunnery, Division Administrator, Department of Children and Families

Sheila J. Briggs, Assistant State Superintendent, Department of Public Instruction

Karen McKeown, State Health Officer and Administrator of Public Health, Department of Health Services

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Division for Learning Support—Carolyn Stanford Taylor, Assistant State Superintendent; Barbara Van Haren, Director, Special Education Team

Governor’s Early Childhood Advisory Council

For their interest in improving data collection, professional development, screening, and assessment.

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Introduction

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Report Overview

Professional development is a key feature of a coordinated and comprehensive system to promote quality in the early childhood profession as well as related professions. This coordination includes projects and products that unify cross-sector partners, as well as integration- and capacity-building efforts across state, regional, and local systems of professional development.

For over 20 years, Wisconsin's early childhood stakeholders have engaged in cross-sector professional development collaboration. Much of this collaboration occurs under the auspices of the Wisconsin Early Childhood Collaborating Partners (WECCP) Braided Funding Initiative and their Wisconsin Early Childhood Professional Development Structure (WI-ECPD). The braided funds are provided by the Department of Public Instruction (Individuals with Disabilities Part B 619, McKinney-Vento Homeless Assistance Act), the Department of Children and Families (Division of Early Care and Education), and the Department of Health Services (Division of Public Health—Maternal and Child Health Program). The Department of Public Instruction is the fiscal agent and provided coordination of effort.

In 2013, the state departments involved in WECCP applied for and received \$34 million in federal grant funding for early childhood initiatives through the federal Race to the Top—Early Challenge Grant (RTT-ELC). The Department of Children and Families (DCF) was the overall RTT-ELC grant lead. The Department of Public Instruction (DPI) was the lead on three professional development related projects: Tribal Relations, Early Learning Standards, and Professional Development Alignment. The Department of Health Services (DHS) was also a partner in the grant and project. Many other state associations participated in work groups and project activities.

Since professional development was a major focus of WECCP, substantial RTT-ELC funds were added to the braided funding initiative to enhance and expand the work of the WI-ECPD. To align and coordinate the implementation of the grant's professional development projects, the DPI was awarded \$2,983,500 in RTT-ELC funds.

This report is an overview of the past five years of the state's early childhood professional development efforts through the WECCP and the RTT-ELC grant. The report describes the Wisconsin Early Childhood

Professional Development (ECPD) System and the structure necessary to implement this system. It highlights milestones in the RTT-ELC areas of Early Learning Standards (Project 7/C1), Professional Development (Project 9/D1), and Tribal Relations (Project 1/A3) during the January 2013 through December 2017 grant cycle. It also includes information about continuing opportunities to sustain this system beyond the RTT-ELC grant. An executive summary is also available.

Report Authors and Contributors

The primary authors of this five-year report were Jill Haglund and Sherry W. Kimball, Early Childhood Consultants with the Wisconsin Department of Public Instruction (DPI). The report format was developed by Ann Ramminger (former RTT-ELC PD Coordinator at UW-Madison Waisman Center).

Additionally, invaluable contributions from the Content Coordinators and the Regional Collaboration Coaches are recognized for their invaluable contribution to annually updating data, milestones, products, and opportunities.

Report Format

Since the beginning of the RTT-ELC grant, progress has been documented in mid-year and end-of-year reports. These reports have highlighted efforts to identify and improve the infrastructure, coordination, and opportunities in the Wisconsin ECPD System. The reports for 2013–2016 are located at <http://www.collaboratingpartners.com/professionalism/wi-pd-initiative/>.

This five-year report uses the timeline and format developed for the RTT-ELC four-year report. This report summarizes Wisconsin early childhood cross-sector professional development from January 2013 through the end of December 2017. Due to the collaborative nature of RTT-ELC and WECCP, information extends beyond RTT-ELC-funded efforts to include WECCP braided funding activities. The report highlights the major milestones and opportunities to sustain and build on this work. Sections of this report will use the following format to highlight milestones and opportunities.

Description and Infrastructure

Milestones (January 2013–December 2017)

- Integration and Capacity Building (committees, organizations, individuals)
- Projects (events, activities)
- Products (reports, publications, training packages, online systems)

Continuing Opportunities

Data for this report were gathered from the WECCP website, the Regional Collaboration Coaches quarterly reports, Content Coordinator reports, and other cross-sector sources.

Executive Summary

Wisconsin Early Childhood Cross Sector Professional Development Initiative

Five-Year Project Executive Summary January 2013–December 2017

Introduction:

Professional development is a key feature of a coordinated and comprehensive system to promote quality in the early childhood-related professions. For over 20 years, Wisconsin's early childhood stakeholders have engaged in cross-sector professional development collaboration. Much of this collaboration occurs under the auspices of the Wisconsin Early Childhood Collaborating Partners (WECCP) Braided Funding Initiative and their Wisconsin Early Childhood Professional Development Structure (WI-ECPD). In 2013, the state Departments of Children and Families, Public Instruction, and Health Services applied for a four-year grant and received \$34 million in federal grant funding for early childhood initiatives through the federal Race to the Top—Early Challenge grant (RTT-ELC). As a result, the Wisconsin Early Childhood Professional Development (ECPD) System has undergone significant enhancements and project activity. It has benefited particularly from Race to the Top—Early Learning Challenge (RTT-ELC) grant funding, as its funding supported personnel to engage in system collaboration to build integration and capacity among sectors and partners.

This executive summary is an overview of a full report that describes the state's early childhood professional development efforts during the grant period, including a no-cost extension year. The full report describes in detail the Wisconsin Early Childhood Professional Development (ECPD) System and the structure. It highlights milestones in the RTT-ELC-defined areas of Early Learning Standards and Professional Development. It also includes information about continuing opportunities to sustain the ECPD system beyond the RTT-ELC grant. Projects and documents can also be found by visiting <http://www.collaboratingpartners.com>.

The Wisconsin Early Childhood Professional Development (ECPD) System and Structure:

Consisting of interrelated efforts, services, and supports, the system and its structure address the continuum of workforce needs with a common goal of building and sustaining an effective system of education, training, and technical assistance. The system supports a cross-sector workforce

that includes professionals in a variety of programs for young children and their families, including health programs, home visitation, child care sector, Head Start, 4- and 5-year-old-kindergarten, and Individuals with Disabilities Education Act Part C and B-619 programs.



Impact on Wisconsin Early Childhood Professional Development Structure:

A primary impact during the past five years has been to clarify the ECPD Structure to support cross-sector professional development. Of significance is the strengthening of cross-sector communication, agreed upon professional competences and standards, a commitment to reduce duplication of efforts, and, an increased understanding of system roles and partnerships. Activities have resulted in an agreed upon statewide infrastructure that can be utilized to further improve early childhood pre-service education and ongoing professional development. The descriptions below are based on the core elements that have been defined during this five-year process.

- A. Sector and Cross-Sector Commitment to System Alignment and Collaboration: State agencies and related associations committed to collaboration among existing state professional development structures, including those that provide provider/teacher preparation, educator licensing, educator/provider effectiveness, ongoing professional development, and training and technical assistance practices.
- B. Regional Networks, Coaches, and Teams: The use of the WECCP braided funding initiative structure resulted in an increased ability to support efforts at the regional and local levels through the use of Regional Collaboration Coaches, Regional Action Teams, Regional Work Plans, and local mini-grants.

- C. System Sectors and Partners: The new RTT-ELC efforts brought expanded awareness and participation at the state, regional, and local levels. This increased the scope of commitment to building the vision and capacity for high-quality comprehensive services for young children and families.
- D. Cross-Sector Professional Development Initiative (WI PDI): The WI PDI became an accepted structural mechanism to enhance alignment among the early childhood professional development sectors and to shape cross-sector alignment and consistent evidence-based practices.
- E. Communication through Web-based Professional Development System: Web-based professional development was enhanced or developed to create common understanding, share cross-sector products, align efforts, and provide broader access to best practices print and media materials.
- F. Cross-Sector Commitment to Excellence for Early Childhood Professional Development: The use of consistent guiding principles, early learning standards, professional core competencies, trainers and technical assistance competencies, and consistent qualification levels ensured a level of reliability in quality. Best practices were promoted through training packages and resources in the content areas, including social-emotional competence, early literacy and math, inclusion, dual language learners, homelessness and poverty, comprehensive system for child screening and assessment, 4-year-old kindergarten community approaches and YoungStar, and tribal-state relations.

Impact Summary by Professional Development Method:

- Resource material and products were consistently promoted across sectors and partners. Products were vetted by content-specific project committees and were disseminated through web-based and in-person mechanisms. Professional development packages were created for online access. All content area resource materials were made available online. A plan to align the cross-sector websites began.
- Four hundred eighty-three full-day training sessions provided direct instruction on the Wisconsin Model Early Learning Standards (WMELS), Pyramid Model, Dual Language Learners (DLL), and vision screening (reaching over 10,000 participants).

- Ten state conferences were hosted or co-sponsored which were attended by more than 1,570 participants.
- Nine statewide and 80 regional Communities of Practice gatherings were utilized to increase trainer skills, ensuring consistency and quality related to WMELS, Pyramid, screening/assessment, and DLL.
- Twelve online webinars increased access to diverse stakeholders interested in homelessness or vision screening.
- Fourteen train the trainer events ensured that state-approved and content-specific trainers were knowledgeable and consistent in WMELS, Competencies, Ages and Stages Screeners, and WISELearn.
- Information was shared through four listservs reaching 2,452 subscribing members, many of whom then forwarded the messages to other stakeholders.
- Mini-grants were used by Regional Action Teams or content projects to support 159 local projects.
- Regional stipends were provided to cover attendance of 700 people at state and national conferences.

Impact Summary by Project Area:

- WMELS structures, training, and resources were expanded and aligned to help the child care workforce, school districts, and other early care and education providers use standards in everyday practice. The WMELS document was updated and reprinted. Materials in WMELS trainer curriculum and assessment tool kits were updated. There were 201 full-day training sessions for 4,940 people. Forty-five new trainers were approved, including those that could provide training targeted to Spanish- and Hmong-speaking audiences and tribal communities.
- The *Pyramid Model for Social Emotional Competence* cross-sector structure was advanced and new materials were developed. Two hundred forty-nine Pyramid Model trainings were provided to 5,216 people. Cross-sector implementation sites increased by 21 programs located in 73 sites. Eight communities implemented Parents Interacting with Infants groups.
- Early literacy and math content was developed. A seven-topic online early literacy module is available online. A 2014 conference “kicked-off” the material to over 200 participants. A collaboration with the

Wisconsin Mathematics Council resulted in an early math preconference and strand being added to their 2017 conference, with at least 50 early childhood participants attending.

- **Inclusion:** Collaboration among the state departments resulted in additional training and technical assistance to help children with special needs. Two statewide conferences were held with over 400 cross-sector technical assistance providers and others. Online materials for providers were developed. National inclusion resource materials were promoted to stakeholder groups and through three local pilot projects.
- **Dual Language Learners (DLL):** A comprehensive and consistent approach to dual language learners was promoted through partnerships with WIDA Early Learning Years. Two statewide full-day trainings were provided to 90 participants. A cadre of DLL content trainers was developed. The content was promoted locally through these trainers and through Regional Action Team meetings, material distribution, and stipends to attend state events.
- **Homelessness:** A comprehensive and consistent approach to homelessness was framed for early childhood and promoted to the field through webinars, email blasts, and conference sessions. In addition, a community tool kit was produced and seven communities received mini-grants to pilot the kits.
- **Screening and Assessment:** The concept of kindergarten entrance assessment (KEA) was explored. It resulted in the promotion of a vision for a comprehensive and consistent approach to screening and assessment at the state level. Communities were supported in their efforts to increase cross-sector screening and assessment, including support for trainers using the Ages and Stages screening tools. Professional development materials were created and shared at conferences to increase child care providers' knowledge of comprehensive screening practices and promote school utilization of child care and Head Start as part of their Response to Intervention data collection and practices. Collaboration with Prevent Blindness Wisconsin provided webinars and training to increase vision screening in the early years. Screening/assessment tools were made more readily available.
- **Four-year old kindergarten and YoungStar alignment:** The alignment between private child care and public 4K was promoted to increase provider participation into the WI QRIS (YoungStar). Updated policy

and practice information was shared through the Forces44 listserv. The Preserving Early Childhood conferences brought together more than 250 school, child care, and Head Start leaders annually to promote community approaches to 4-year-old kindergarten. In addition, annual school district network meetings shared information on quality, YoungStar, community approaches, and other best practices.

- Tribal professional development: RTT-ELC placed emphasis on professional development alignment to an existing collaboration through the IDEA-funded Disproportionality Technical Assistance Network. A complete report on the full impact of this project is available. The professional development goal focuses on making the state professional development projects more receptive to and accessible by tribal communities. It included recruiting and supporting trainers to provide WMELS training in the tribal community. Culturally appropriate materials were developed to support WMELS, Pyramid Model, and trauma informed care trainings. Eight of the 11 tribal communities applied for and received mini-grants to support professional development and community collaboration.

Continuing Opportunities and Sustainability:

The Wisconsin Early Childhood Professional Development System and Structure have had substantial capacity building over the past five years. The structure has supported alignment among state, regional, and local professional development initiatives, thereby reducing duplication and maximizing funding. Professional development in early childhood content and project areas has impacted more than 10,000 early childhood providers, educators, administrators, trainers, and technical consultants.

Recognizing the importance of this work, key stakeholders have made a number of commitments to support sustainability, including, but not limited to:

- The key partners recognize and commit to continue to work in partnership to explore how to sustain these cross-sector professional development efforts, refine the structure, and take advantage of the continuing opportunities identified in the various content areas.
- The key partners will continue to explore the use of the WECCP braided funding for coaches, Action Teams, and the website.

- The Office of Early Learning and the Early Childhood Consultant will continue their work to promote cross-sector efforts.
- The DPI will continue to explore increased alignment with current department efforts related to screening and assessment as well as efforts of the RtI Center and PBIS.
- DPI recognizes the importance of the funding from and/or alignment with the McKinney-Vento Homeless Assistance Act, the Title III English Language Learners, and the longitudinal data system, and will continue to support alignment with these efforts.
- The Disproportionality Technical Assistance Network will continue its funding of the early childhood tribal project.
- The DCF has committed to maintaining functions of RTT-ELC coordinator positions related to inclusion and professional development.
- Stakeholders are committed to continue to improve data coordination through the use of the RTT-ELC System's Portfolio and to continue efforts to align project and Registry data collection.
- Stakeholders are committed to continue PDI and to explore its relationships with other continuing committees, including WMELS, Pyramid, and ELAG.
- Stakeholders are committed to continue screening and assessment efforts through promotion of the *Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin's Blueprint* and related professional development resources.
- Conferences and networking events will continue by increasing or requiring fee-based registration or by aligning with other existing events.

The end of the RTT-ELC grant funding will have a significant impact on the sustainability of this work in the future. Without continued intentional focus on, and integration of, newly developed systems, skills, materials, and relationships, the impact of the grant's accomplishments will be time-limited and an effective system of professional development will be more difficult to sustain. The commitments listed above will sustain some of the RTT-ELC grant activities. As these commitments evolve, Wisconsin is hopeful that new opportunities and partnerships will emerge, allowing for the continued promotion and implementation of optimal supports and services in the field of early care and education.

Wisconsin Early Childhood Professional Development (ECPD) System

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The Wisconsin Early Childhood Professional Development (ECPD) System consists of interrelated efforts, services, and supports that address the continuum of workforce needs with a common goal of building and sustaining an effective system of education, training, and technical assistance. The system supports a cross-sector workforce that includes professionals in a variety of programs for young children and their families, including health programs, home visitation, child care, Head Start, 4- and 5-year-old-kindergarten, and Individuals with Disabilities Part C and B-619 programs. This system requires careful coordination among three Wisconsin state departments: Children and Families, Public Instruction, and Health Services. These departments and various early childhood organizations have worked for many years to build the cross-sector nature of this system.

Historically, the early childhood profession evolved in ways that did not encourage a coordinated system of workforce preparation and professional development. Due to this, there was a need for the development of a system structure to support early learning workforce knowledge and competency, identification of priority professional development content areas, the use of early learning standards, and the alignment of professional development delivery systems and content.

Working collaboratively since 1994, WECCP has built a structure to enhance coordination of cross-sector early childhood professional development systems. In 2013, utilizing the Race to the Top—Early Learning Challenge (RTT-ELC) grant, the partnership began a new effort to refine and enhance the quality, consistency, and relevance of this professional development system for the workforce serving young children and their families.

This effort leveraged the talent, experience, and vision of key stakeholders to strengthen the existing ECPD structure. Stakeholders began the new effort by referring back to six policy areas used to build the Wisconsin ECPD structure. In 2011, these policy areas were used for a Professional Development Scan that was conducted for the Governor's Early Childhood Advisory Council. The six policy areas of this Scan addressed the state structure to maximize resources in supporting a cross-sector ECPD system.

These areas supported the goal of the RTT-ELC Grant and lent continuity to ECPD System progress. They included:

- professional standards,
- career pathways,
- articulation,
- advisory structure,
- data, and
- financing.

Additionally, the state's early childhood stakeholders have identified three other components that were foundational to the system and its structure:

Consistency through use of common standards and competencies, including:

- Wisconsin Model Early Learning Standards (WMELS)*
- Wisconsin Core Competencies for Professionals Working with Young Children and Their Families*
- Wisconsin Training and Technical Assistance Professional (T-TAP) Competencies*
- identification of common professional development content areas and the utilization of common resources and training materials

Delivery through state and regional efforts, including:

- Wisconsin Regional Collaboration Coaches, Regional Action Teams, and Regional Networks
- Wisconsin Cross Sector Professional Development Initiative (WI PDI)
- Networking and communities of practice to support trainer and technical assistance providers

Communication through online mechanisms, including:

- Wisconsin Early Childhood Collaborating Partners listserv
- Wisconsin Early Childhood Collaborating Partners (WECCP) website
- Wisconsin Early Childhood System Portfolio
- Wisconsin Early Childhood Professional Development Packages
- WISELearn resources for classroom teachers

With these strong foundations to build upon, the early childhood professional development stakeholders worked over the past five years to enhance the ECPD structure and improve support for cross-sector early childhood professional development. This structure is described in more detail in Chapter 2; work on specific projects is described in Chapters 3-11.



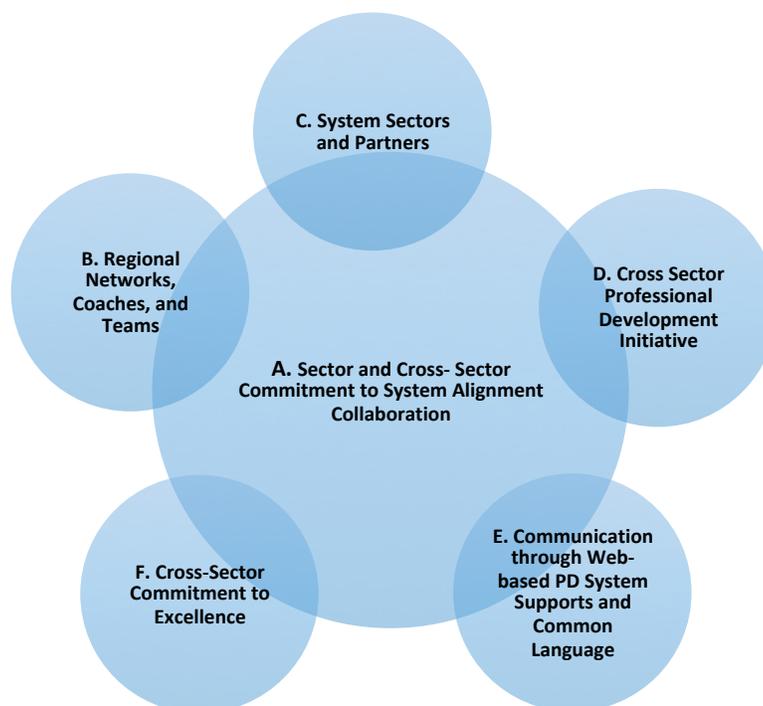
Wisconsin Early Childhood Professional Development (ECPD) Structure



The ECPD System (as outlined in Section I) is implemented through a structure that is designed to

- Promote the successful professional development of early childhood providers by better aligning efforts in the state's system of early childhood professional development and technical assistance, and strengthening the alignment of core content, evidence-based practices, and system partners.
- Break down the complicated cross-sector components into manageable components that enhance the quality, consistency, and relevance of professional development to the workforce. RTT-ELC provided funding that expanded the previous structure by bringing additional personnel and resources to state, regional, and local levels.

WI Early Childhood Professional Development Structure



Briefly described below are the key components of the ECPD Structure. Detailed descriptions of the five-year activities are located in subsections of this report. Noted within each section of the report is the specific role that RTT-ELC funds played in influencing the system.

A. Sector and Cross-Sector Commitment to System Alignment and Collaboration

Collaboration among the existing state professional development structures, including provider/teacher preparation, educator licensing, educator/provider effectiveness, training and technical assistance practices, and other professional development structures. Support systems are the foundation for the structure. These key systems have committed to maintain and support cross-system collaboration.

B. Regional Networks, Coaches, and Teams

Provision of a regional structure and mechanism to localize professional development collaboration among system sector and partners.

C. System Sectors and Partners

Commitment by Wisconsin communities, agencies, associations, and state government to work together as a system to support high-quality comprehensive services for young children and families.

D. Wisconsin Early Childhood Cross Sector Professional Development Initiative (WI PDI)

Ensures a mechanism that brings together system partners to enhance collaboration among the various early childhood professional development sectors by creating and/or adopting consistent evidence-based practices.

E. Communication through Web-Based PD System Supports and Common Language

Leverages online mechanisms to create common understanding and share information, projects, and products in order to better align cross-sector efforts.

F. Cross-Sector Commitment to Excellence for Early Childhood Professional Development

Adds a level of quality assurance by use of consistent guiding principles, early learning standards, professional core competencies, trainer and technical assistance competencies, consistent qualification levels, and promotion of best practices through training packages and resources in the content areas, including social-emotional competence, early literacy and math, inclusion, dual language learners, homelessness and poverty, comprehensive system for child screening and assessment, 4-year-old kindergarten community approaches and YoungStar, and tribal-state relations.

A. Sector and Cross-Sector Commitment to System Alignment and Collaboration

Description and Infrastructure

Wisconsin has several sector-based early childhood professional development preparation and licensing/registry systems. These systems prepare the early childhood workforce that serves home visiting, child care, Head Start, public 4- and 5-year-old kindergarten, school-age programs, and programs that service children with disabilities.

This workforce can attend preparation programs through one or more state approved systems:

- Wisconsin's technical college system provides coursework and the two-year associate degree program in early childhood.
- Wisconsin's university system provides courses, as well as bachelor's, master's, and doctoral degrees, in several early childhood fields.

Two licensing and registry systems can be utilized by the early childhood workforce:

- The DPI oversees the system for state-licensed teachers and administrators who work in public schools (see <https://dpi.wi.gov/tepd/elo>).
- Educators in 4- and 5-year-old kindergarten and special educators in IDEA Part B-619 and Part C must hold appropriate teaching licenses. Head Start programs are moving toward degreed teachers. Many providers and staff in other early childhood programs seek educator licenses and/or degree programs. The licensed educators are supported through the Wisconsin Educator Effectiveness system, a performance-based continuous improvement system that includes coaching, performance plans, and evaluation systems (see <https://dpi.wi.gov/ee>).
- DCF supports a system of recognition levels to "register" providers/teachers who work in child care. A "Registry" membership is required for family providers, employees in group centers, staff in school-age programs, personnel in support organizations and others. The Registry documents that the person has met the educational qualifications for the position and identifies the "level" of professional development (see

<http://www.the-registry.org/>). Providers can also access the T. E. A. C. H. Early Childhood Wisconsin system for support in obtaining higher education and the REWARD Wisconsin system for provider longevity compensation (see <http://wisconsinearlychildhood.org/programs/>). These systems are supported by a technical assistance structure that aligns with YoungStar, the state's child care rating system.

System alignment and collaboration is vital:

- As there is considerable overlap among coursework content and often individuals participate in multiple systems, the state systems recognize the need to align and collaborate to ensure a high-quality workforce. They applied for and received a professional development grant through Wheelock College, which was the beginning of the first formal cross-sector efforts. This intentional commitment to cross-sector professional development alignment and collaboration began a history of more than 20 years in Wisconsin.
- The Wisconsin Early Childhood Collaborating Partners (WECCP) was initially formed in 1994 and has continued as the foundational infrastructure that keeps the collaboration aligned. The WECCP mission is: All children will be healthy, nurtured, safe, and successful. They have a strong emphasis on enhancing coordination of cross-sector early childhood professional development systems. The current WECCP Braided Funding Initiative provides direction, funding, and support to ensure cross-sector professional development collaboration and engagement of state, regional, and local stakeholders. Three state departments are direct WECCP funders for this project; the sources of grant funding have changed depending on availability. In addition to the three state departments' funding from the Race to the Top—Early Learning Challenge Grant, the other funders include:
 - the Department of Public Instruction: Office of Early Learning, Early Child Special Education, and McKinney-Vento Homeless Assistance Act
 - the Department of Children and Families Division of Early Care and Education (DECE)
 - the Department of Health Services Division of Public Health—Maternal and Child Health Program

Additional stakeholders (identified in *Section C. System Sectors and Partners*) offered indirect funding and support.

- In 2013, these state department partners applied for and received the federal Race to the Top—Early Learning Challenge (RTT-ELC) grant. The state application built on the state's early childhood infrastructure, cross-sector collaborations, and work of the WECCP. The functional objective became to promote the successful professional development of early childhood providers by better aligning efforts in the state's system of early childhood professional development and technical assistance, and strengthening the alignment of core content, evidence-based practices, and system partners. Two of the RTT-ELC Grant priority areas aligned with the current efforts of the WECCP:
 - RTT-ELC Early Learning Standards Project (C1/7): To ensure the state has early learning standards and a system to provide professional development to the early childhood workforce.
 - RTT-ELC Professional Development Project (D1/9): Better align state early childhood professional development and technical assistance efforts to create greater access to professional development opportunities in order to improve the quality of early learning programming.

Milestones (January 2013-December 2017)

Collaboration among the existing professional development (PD) structures has brought increased understanding and alignment of the state provider/teacher preparation programs, educator licensing, educator/provider effectiveness, ongoing professional development, and training and technical assistance.

Specific milestones include:

- **Integration and Capacity Building (committees, organizations, individuals)**
 - Expanded the capacity of individuals who worked within the ECPD System and Structure through provision of RTT-ELC funds:
 - created the Office of Early Learning at the DPI to serve as a coordination point for promotion and facilitation of cross-sector professional development
 - provided personnel to coordinate standards and professional development structures and projects

- increased the Regional Collaboration Coaches' employment allocations
 - enhanced funds to support the work of Regional Action Teams
- Increased understanding of the cross-sector system and structure occurred through the collaborative work of individuals, organizations, and committees. The Wisconsin Early Childhood Cross Sector Professional Development System Snapshot (see Appendix A) was used as a visual of the interconnections and components of the ECPD System. The Snapshot has evolved throughout the grant period to reflect cross-sector collaboration, and progress on grant projects and statewide products that are foundational to statewide professional development. It delineates system partners and sectors and captures the key components of the System. It also names the foundational components of the ECPD Structure that are necessary to implement and improve the ECPD System.
- Created, developed, and/or expanded a variety of technical assistance and professional development efforts that are described in more detail in the following sections of this report, including, but not limited to:
 - competencies for the early childhood workforce
 - alignment of common early learning standards
 - content based on the *Wisconsin Model Early Learning Standards* domains
 - processes to identify and train "Approved Trainers" (for WMELS, Pyramid, and ASQ screening) able to provide training at the regional and local level
 - increasing trainer skills by using ongoing statewide and regional community of practice (CoP) meetings
 - expansion of resource materials to <http://www.collaboratingpartners.com>
 - creation of professional development packages for potential trainers that began on a new website <http://www.wiecpdonline.com> and were merged into <http://www.collaboratingpartners.com/pd-packages/>

- increased coordination in cross-sector data collection through an online tool, Wisconsin Early Childhood System Portfolio
- **Projects (events, activities)**
 - Intersecting Interests conferences promoted consistent cross-sector pre-service and professional development content and delivery systems:
 - 2013: Focus on Inclusive Practices (keynote speaker: Mary L. Peters)
 - 2014: Professional Development Partnerships: Supporting Adult Learners Through Reflective Coaching, Mentoring, Assistance, and Supervision (keynote speaker: Marilyn Chu)
 - 2015: Professional Development Partnerships: Strengthening Early Childhood Professional Practices in Wisconsin (keynote speakers: Deborah Cassidy and Judy Brown)
 - 2016: A Collective of Communities of Practice (keynote speaker: Ijumaa Jordan)
 - 2017: *Understanding How Young Children Learn*, by Wendy L. Ostroff, PhD. The event aligned with the Preserving Early Childhood Conference, with the first day focused on screening and assessment of children and programs. The second day was the keynote speech.
 - A project centering on career pathways, articulation, and credit for prior learning addressed the articulation of degrees and coursework between two- and four-year Institutions of Higher Education (IHE) and the need for credit for prior learning. This work primarily targets the needs of the child care workforce in obtaining degrees and licenses to teach in 4-year-old kindergarten, Head Start, and other settings that require a bachelor's degree and/or DPI teaching license.
 - Wisconsin Higher Education Articulation Summit: Brought together two- and four-year higher education faculty to promote collaboration and progress in career pathways, articulation efforts, and credit for prior learning. IHEs received mini-grants to support attendance.
 - Many other projects are addressed in later sections of this report.

- **Products (reports, publications, training packages, online systems)**
 - Wisconsin Early Childhood Cross Sector Professional Development System Snapshot (Appendix A)
 - RTT-ELC WI Professional Development Consolidated Reports (mid-year and end-of-year) (Appendix B)

Continuing Opportunities

- Continue to build capacity of the WI ECPD System through WECCP and WI PDI.
- Advocate for continued funding of the ECPD Structure components to sustain the ECPD System.
- Explore ways to integrate information from the Intersecting Interests conferences to relevant professional development initiatives and conferences throughout the state through cross-sector planning.
- Explore options for continued coordination of local, regional, and statewide professional development, Action Teams, and Communities of Practices.
- Promote and utilize the Wisconsin Early Childhood System Portfolio for communication and planning purposes (see *Section D. Communication through Web-Based PD System Supports and Common Language* for more detail).

B. Regional Networks, Coaches, and Teams

Description and Infrastructure

Regional Collaboration Coaches are an instrumental part of the Wisconsin Early Childhood Collaborating Partners (WECCP) structure. They bring together regional cross-sector early childhood partners to work on common topics, issues, and professional development. These partners form Regional Action Teams that include a cross-sector group of early childhood professionals. Membership may include professionals from special education, Birth to 3 Programs, general education, child care, tribal nations, Head Start/Early Head Start, public health, home visiting, child welfare, higher education, family engagement, infant mental health, and others (see http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/UpdatedWECCPbrochureCoachesandregionalnetworks9_2017.pdf).

Regional Collaboration Coaches provide leadership for Regional Action Teams to develop work plans that identify and prioritize regional needs. They provide a link between these needs and available resources and additional supports at the regional, state, or national level. The Regional Collaboration Coaches oversee regional budgets and manage and distribute funds to support professional development.

The Regional Collaboration Coaches act as liaisons between their regions of the state and the state-level departments (the Departments of Children and Families, Health Services, and Public Instruction); share successes and challenges within their regions; and distribute statewide information to their regional members. This conduit of information sharing promotes an understanding of similarities and differences between regions.

Information below represents activities and accomplishments implemented and supported statewide. For specific details by region, refer to Appendix D.

Milestones (January 2013-December 2017)

The WECCP Braided Funding Initiative structure received substantive funding through RTT-ELC, resulting in an increased ability to support state professional development efforts at the local and regional level through the use of Regional Collaboration Coaches, Regional Action Teams, Regional Work Plans, and local mini-grants. A summary of milestones and opportunities follow; for details specific to each region, see Appendix D.

- **Integration and Capacity Building (committees, organizations, individuals)**
 - WECCP braided funding provides part-time positions to the six Regional Collaboration Coaches and a base level of funding for the regional activities. RTT-ELC provided additional days to the braided funding structure of Regional Collaboration Coaches and expanded funding to the Regional Action Team for regionally determined priorities.
 - Regional Action Team leadership meetings: Each region held a minimum of two Action Team meetings per year with cross-sector partners. Meetings promoted collaboration, sharing of resources, identifying regional priorities, and planning for professional development activities.
 - Regional Community of Practice (CoP) meetings for trainers of the *Wisconsin Model Early Learning Standards* and Pyramid Model: The Collaboration Coaches facilitated CoP meetings three to four times per year. These meetings supported trainers in becoming more familiar with training materials and strategies, and identified needed updates to training materials and updates. Meetings also supported peer-to-peer mentoring and professional development for trainers.
 - Wisconsin Early Childhood Cross Sector Professional Development Initiative (PDI) meetings: Regional Collaboration Coaches attended quarterly PDI meetings, providing regional information about initiatives, strengthening regional and statewide collaborative partnerships, and learning about statewide resources to share with regional partners.
 - *Wisconsin Model Early Learning Standards* and Pyramid Model Approved Trainers process: Regional Collaboration Coaches and the Regional Action Teams monitored trainer capacity needs, provided guidance regarding the Approved Trainer application and trainer process, matched trainees with mentor trainers, oversaw completion of paperwork for the Approved Trainer process, and communicated completion of process requirements to statewide coordinators.
- **Projects (events, activities)**
 - Conference planning: Regional Collaboration Coaches participated in planning statewide CoP meetings for Approved Trainers for the *Wisconsin Model Early Learning Standards*, Intersecting Interests conferences, and Preserving

Early Childhood (PEC) conferences. Planning included identifying statewide topics of interest and resources, outreach to and coordination of presenters, and planning for and facilitating regional meeting sessions during the conference.

- Access to professional development: Regional work plans and funds provided stipends to support over 700 local early childhood workers to participate in state and national conferences.
- Regional professional development activities: Regional work plans and funds were used to provide mini-grants to support regional professional development events, including, but not limited to:
 - *Wisconsin Model Early Learning Standards* training
 - Pyramid Model training
 - reflective leadership and coaching training
 - screening and assessment training
 - dual language learners
 - impact of homelessness and poverty
 - culturally reflective practices
 - trauma informed care
 - early literacy
 - collaboration and council functioning
 - Response to Intervention principles
- Local and regional projects: Regional Work Plans and funds provided funds and Collaboration Coach time to support a wide variety of local and regional projects, including, but not limited to:
 - increasing ratings in the YoungStar rating system
 - screening projects
 - Parent Cafés
 - book studies
 - formation of regional chapters of Wisconsin-Alliance for Infant Mental Health (WI-AIMH)
 - family-friendly breastfeeding in child care

- vision screening
- inclusive child care
- program quality improvement
- **Products (reports, publications, training packages, online systems)**
 - Training kits and materials for the *Wisconsin Model Early Learning Standards* and the Pyramid Model used by Approved Trainers were updated using RTT-ELC funds at the beginning and in the last year of the grant.
 - Individual regions developed or provided products to support regional training priorities.
 - Captured and reported regional activities for the yearly Wisconsin Professional Development Consolidated Reports.
 - Supported local and regional data exploration and collection efforts.

Continuing Opportunities

- Continue to support this structure—including Regional Collaboration Coaches and funds for Regional Action Team activities—through WECCP braided funding.
- Continue to build on the Regional Work Plans to strengthen collaboration among Regional Action Team participants in order to reduce duplication of—and increase cross-sector access to—resources.
- Identify continuing opportunities to strengthen cross-sector collaboration and support professional development needs of regional partners.
- Identify similar topics or needs among regions in order to consolidate resources and reduce duplication of efforts.
- Utilize information captured in the annual and multi-year Wisconsin Professional Development Consolidated Reports to explore potential funding sources to sustain regional and statewide accomplishments resulting from Race to the Top—Early Learning Challenge Grant funding.

C. System Sectors and Partners

Description and Infrastructure

In Wisconsin, there is a wealth of agencies, organizations, and individuals who work on behalf of young children and their families. Building collaboration among these sectors and systems serves to improve services and diminish duplication and confusion. Wisconsin Early Childhood Collaborating Partners (WECCP) supports collaboration among partners in the Early Childhood System.

The WECCP sets a vision for cross-sector partnership at the state, regional, and local levels: Wisconsin communities, agencies, associations, and state government will work together as a system of high-quality comprehensive early childhood services for all children and families.

The WECCP seeks to involve these related early childhood sectors:

- child care
- child welfare
- Early Head Start/Head Start
- 4- and 5-Year-old kindergarten
- IDEA Part C Early Intervention (B-3)
- IDEA Part B 619 Special Education (3-5)
- IDEA-related services
- health
- home visiting
- McKinney-Vento Homeless Assistance Act
- mental health
- school-age care
- tribal nations

Continuing Opportunities

- Utilize information gained from *Connecting, Collaborating and Discussing our Common Future* (see Section D), and further discussions, to implement structural changes and future activities related to cross-sector needs as funding and priorities shift.

- Continue to hold WI PDI meetings on a regular basis to implement the ECPD System through the agreed upon ECPD Structure.
- Continue cross-sector professional development by inviting topical guest speakers to quarterly PDI meetings.
- Provide designated time for networking and partner updates to consolidate similar resources and reduce duplication of efforts.
- Continue to gain input from partners for planning and organizing productive and meaningful meetings.
- Continue consistent use of the WI Early Childhood Systems Portfolio to support statewide implementation of the system.

D. Wisconsin Cross-Sector Professional Development Initiative (WI PDI)

Description and Infrastructure

The WI Early Childhood Cross Sector Professional Development Initiative (WI PDI) serves as the team which designs and implements cross-sector structures, communication strategies, and resources. It is a mechanism for making the complex early childhood professional development system more understandable and easier to navigate. Identifying, creating, and/or adopting consistent evidence-based practice is another core function of WI PDI. The structure has changed over the years based on utilization of grants, access to funds, and stakeholder commitment. Since the beginning of the RTT-ELC project, the WI PDI has had two co-chairs: the RTT-ELC-funded Professional Development Coordinator and the Director of Workforce Initiative from the Wisconsin Early Childhood Association (WECA). WI-PDI participants represent the various sectors and system partners described in the previous section. Members of the Race to the Top—Early Learning Challenge grant state team also played key roles throughout the duration of the grant cycle.

WI-PDI Mission

- Use *WI Model Early Learning Standards*, *WI Core Competencies*, and *WI Trainer and Technical Assistant Competencies* as frameworks, guidance, and resources for cross-sector collaboration.
- Enhance linkages between higher education and training and technical assistance efforts.
- Strive for high-quality, aligned professional development opportunities—including cross-sector training and technical assistance—for the early childhood workforce.

WI PDI Purpose

- Propose recommendations for system and policy changes in professional development as appropriate to state departments, state councils, and other professional development stakeholders.
- Explore professional development system integration that may be beyond the current goals and scope of the organizations and WECCP.

- Work as members to bring recommendations and integration into the agencies and associations represented.

WI PDI Contributing Organizations and Individuals

- WI Dept. of Children and Families (Division of Early Care and Education; Home Visiting)
- WI Dept. of Health Services (Birth to 3 Program; Early Childhood Comprehensive System; Maternal Child Health; Public Health)
- WI Dept. of Public Instruction (American Indian Studies; Education for Homeless Children and Youth; Head Start Collaboration; Office of Early Learning; Special Education; Teacher Education, Professional Development, and Licensing)
- Child Welfare Training Partnership
- Great Lakes Inter-Tribal Council
- Supporting Families Together Association
- UW-Madison (Infant Mental Health Certificate Program; Waisman Center)
- UW-Milwaukee (Child Welfare Partnership for Professional Development; Home Visiting)
- UW System (System Campus Child Care; UW PK-16 Initiative)
- WI Academy of Pediatrics
- WI Afterschool Network
- WI Alliance for Infant Mental Health
- WI Association of Independent Colleges and Universities
- WI Child Abuse and Neglect Prevention Board/Children's Trust Fund
- WI Council on Children and Families
- WI Division for Early Childhood
- WI Early Childhood Association
- WI FACETS
- WI Head Start Association
- WI Head Start T/TA Center, Region 5
- WI Technical College System

PDI Member Commitments

- Actively participate in PDI meetings and related project committees.
- Share information from projects and committees through PDI communication methods.
- Commit to cross-sector planning, design, and implementation of PD efforts.
- Promote and utilize the WECCP website and manage sections as necessary.
- Coordinate committee work, project planning, meetings, and calendars through utilization of the WI EC System Portfolio.
- Link new efforts to statewide coordinator and committees.

Milestones (January 2013-December 2017)

Over the past five years, the WI-PDI became an "accepted" structural mechanism to enhance collaboration and alignment among the various early childhood professional development sectors. This project's infrastructure exploration shapes a path to bring greater alignment for the cross-sector work to adopt consistent evidence-based practices in the stated objective/content areas. Specific milestones include:

- Integration and Capacity Building (committees, organizations, individuals)**
 - In 2014, the WI PDI served as the professional development project team of the Governor's Early Childhood Advisory Council (ECAC). As the ECAC project team structure evolved, the WI PDI became an important component of "stakeholder" activities and recommendations.
 - As an advisory group, WI PDI members participated in revisions, development, and final approval of the *WI Core Competencies for Professionals Working with Young Children and Their Families*, *Wisconsin Training and Technical Assistance Provider (T-TAP) Competencies*, and *WI Early Childhood System Portfolio*. For more details, see Section F (*Cross-Sector Commitment to Excellence for Early Childhood Professional Development*.)
 - Throughout the five years, the PDI effectively functioned to address cross-sector professional development. New

members were added to the PDI and there are now 60 on the invitation mailing list. As an ever-evolving structure, the ECPD System Snapshot reflected the continual examination of the cross-sector structure. Redesign plans for the end of RTT-ELC funding focus on better alignment of related professional development committees to reduce duplication and support cross-sector consistency.

□ **Projects (events, activities)**

- Throughout the five years, WI PDI hosted quarterly meetings focusing on:
 - networking opportunities
 - statewide sharing of sector/partner updates and events
 - presentations related to state federal policy statements and information on best practices
 - facilitated discussions regarding efficient and effective use of new information to support ongoing systems improvement and provision of services,
 - conference planning involvement: *Intersecting Interests, Preserving Early Childhood, and the 2016 Early Childhood Inclusion Institute*
 - presentations on various topics, including tribal nations, Inclusive Classroom Profile, development of administrator competencies, suspension/expulsion practices, Pyramid Model research study, and others.
- Contracted with Harry Webne-Behrman to identify future PDI priorities, infrastructure, and membership: *Connecting, Collaborating and Discussing Our Common Future* (October 2016).

Detailed descriptions of projects follow in chapters 3-10 of this report.

□ **Products (reports, publications, training packages, online systems)**

- WI Early Childhood Cross Sector Professional Development System Snapshot (Appendix A)
- WECCP website page:
<http://www.collaboratingpartners.com/professional-guidance-wi-pd-initiative.php>

- *WI Core Competencies* (2014)
- *WI Training and Technical Assistance Competencies* (2015)
- *WI PD System Online Portfolio*: <https://early-childhood-system-portfolio.wisc.edu/>
- *WI Early Childhood Professional Development Packages*: <http://www.wiecpdonline.com/>

Continuing Opportunities

- Utilize information gained from *Connecting, Collaborating and Discussing our Common Future*, and further discussions, to implement structural changes and future activities related to cross-sector needs as funding and priorities shift.
- Continue to hold WI PDI meetings on a regular basis to implement the ECPD System through the agreed upon ECPD Structure.
- Continue cross-sector professional development by inviting topical guest speakers to quarterly PDI meetings.
- Provide designated time for networking and partner updates to consolidate similar resources and reduce duplication of efforts.
- Continue to gain input from partners for planning and organizing productive and meaningful meetings.
- Continue consistent use of the WI Early Childhood Systems Portfolio to support statewide implementation of the system.



E. Communication through Web-Based Professional Development System Supports and Common Language

Description and Infrastructure

Communication systems are essential to carry out the mission of the ECPD System through the ECPD Structure. Communication mechanisms provide information and resources about collaborative standards, competencies, projects, products, and capacity-building strategies. Wisconsin Early Childhood Collaborating Partners (WECCP) has established a listserv and cross-sector website to be used as the primary mechanism for cross-sector communication and access to resources and information. The site, <http://www.collaboratingpartners.com>, hosts a wide variety of cross-sector information for the early childhood workforce. Braided funding from Early Childhood Partners funds the site. Initially, RTT-ELC projects began to develop new online sites to keep up with the growing resources throughout the RTT-PD Grant period.

- WECCP listserv: The WECCP listserv is designed to facilitate interactive, electronic communication among the agencies, associations, and individuals providing services to Wisconsin's young children (birth to age 8) and their families. The focus of this listserv is on state, community, and interagency efforts to improve service delivery approaches for young children and their families. The listserv provides a mechanism to share experiences, examples, and resources related to early childhood collaboration, program blending, and system improvement. 1,163 people are subscribed to this list and many of them forward the messages to other stakeholders. To subscribe to WECCP, send a blank email message to join-weccp@lists.dpi.wi.gov.
- WECCP website: <http://www.collaboratingpartners.com/>. This website serves as a gathering and information source for cross-sector partners. It is a coordination mechanism for some initiative data and communication. Google Analytics captures the value of the site to users by providing data on unique page views, visits from other sites, and other data related to site usage. The WECCP logo serves as a visual to identify collaboration.
- Wisconsin Early Childhood Professional Development Packages (WECPD): <http://www.wiecpdonline.com>. This website houses Wisconsin Early Childhood Professional Development Packages for those providing training and technical

assistance in RTT projects areas. The Healthy Children Screening and Assessment Committee first suggested the initial content areas. State agency departments fund and oversee content development and vet materials to be posted. It was later merged into <http://www.collaboratingpartners.com/pd-packages/>, resulting in a consolidated website.

- Wisconsin Early Childhood System Portfolio (PD System): <https://early-childhood-system-portfolio.wisc.edu/>. This website serves as a tool for building and sustaining the Wisconsin Early Childhood Systems infrastructure. The PD System Portfolio identifies and houses information related to individuals, organizations, committees, projects, documents, events, and packages.
- Wisconsin Department of Public Instruction WISELearn: <https://dpi.wi.gov/wisearn>. WISELearn provides a centralized location for classroom resources and professional learning resources for Wisconsin educators from preschool through high school.

Milestones (January 2013-December 2017)

Web-based professional development was developed and enhanced with the goal of creating common understanding; sharing information, projects, and products; better aligning cross-sector efforts; and providing broader access to best practices print and media materials. Specific milestones include:

- **Integration and Capacity Building (committees, organizations, individuals)**
 - Update 2014: Aligned the Wisconsin Core Competencies and the mission/vision of the Wisconsin Early Childhood Collaborating Partners and added a “search” feature and a gray band to each page, allowing for easier access to content.
 - Identified WECCP content managers who are responsible for communication and updates between content area specialists and the WECCP website manager.
 - Continued addition of new resources: Statewide cross-sector professional development events are posted at <http://www.collaboratingpartners.com/events/>.
 - Training opportunities specifically for the *Wisconsin Model Early Learning Standards* and the Pyramid Model are posted at <http://www.collaboratingpartners.com/wmels/trainings/> and

<http://www.collaboratingpartners.com/wi-pyramid-model-trainings.php>.

- Two listservs provide statewide updates on collaborative news and issues: WECCP and Wisconsin Forces for 4-Year-Olds. Information on subscribing can be found at <http://www.collaboratingpartners.com/contact/>.
 - Wisconsin Early Childhood System Portfolio: Utilized by system partners to support communication, develop collaborative documents, post cross-sector meeting materials, and reduce duplication of event scheduling.
 - In 2015, the DPI WISELearn site began alignment with the early childhood workforce by adding the *Wisconsin Model Early Learning Standards*, adopting grade levels of preschool and 4- and 5-year-old kindergarten, and identifying and training curators to provide classroom resource materials. This alignment is still in progress, as WISELearn underwent major structural changes in 2017.
 - In 2016, efforts were started to redesign the site to be the main host for all of the professional development web-based resources. RTT-ELC funds were designated to support additional staff time to redesign and align these sites.
- **Projects (events, activities)**
- The WECCP, WECPD, and the Wisconsin PD System Online Portfolio reflect cross-sector projects completed during the RTT-ELC grant cycle.
 - The Professional Development Initiative served as an input group and members received training in the use of the online portfolio.
- **Products (reports, publications, training packages, online systems)**
- WECCP website: <http://www.collaboratingpartners.com/>.
 - WECPD website: Developed and posted training packages for screening/assessment and literacy/math: <http://www.wiecpdonline.com> that was later merged into <http://www.collaboratingpartners.com/pd-packages/>.
 - Wisconsin Early Childhood System Portfolio: Custom-built site, specific to the needs of Wisconsin's early childhood systems, provides users access to information to support ease and efficiency of cross-sector systems work: <https://early-childhood-system-portfolio.wisc.edu/>.

- DPI's WISELearn: WISELearn provides a centralized location for classroom and professional learning resources for Wisconsin educators from preschool through high school. In 2016, the site began alignment with the early childhood workforce: <https://dpi.wi.gov/wiselearn>.

Continuing Opportunities

- Continue to utilize and fund the WECCP website to provide ease of access to cross-sector materials and information supportive to the early childhood field.
- Continue building capacity among cross-sector partners in the use of the WI PD System Online Portfolio to enhance communication, minimize duplication of effort, and maximize coordination across all early learning systems in Wisconsin.
- Continue redesign efforts to merge and link all websites to promote ease of access to specific materials desired by users and to decrease duplication of information for professionals and families.
- Connect existing ECPD web resources with DPI's newly created WISELearn, Wisconsin's Educator Portal (<https://dpi.wi.gov/wiselearn>), to ensure consistency in *Wisconsin Model Early Learning Standards* application and increase educator access to early childhood classroom resources.
- Continue to connect the WECCP website and the WECPD Online Packages website so that all professional development modules (electronic learning platforms) are accessible to Approved Trainers and others who provide professional development.
- Review all websites to enhance experience on mobile devices.
- Continue to assess and enhance all websites to ensure they are accessible for those with disabilities and diverse languages.

F. Cross-Sector Commitment to Excellence for Early Childhood Professional Development

Description and Infrastructure

Cross-Sector Commitment to Excellence for Early Childhood Professional Development adds a level of quality assurance by use of consistent guiding principles, early learning standards, professional core competencies, trainers and technical assistance competencies, consistent qualification levels, and promotion of best practices through training packages and resources.

Consistent content and best practices approaches by trainers, as well as technical assistance, help ensure a skilled and proficient workforce within the various programs serving young children.

Children and families benefit from this consistency in content and best practices as learning opportunities are improved in the various community settings in which young children receive services.

Through the ECPD structure and the WECCP cross-sector commitment, guiding principles have been adopted and foundational documents have been designed to promote excellence.

Guiding Principles of Informed Practice:

- All children are capable and competent.
- Early relationships matter.
- A child's early learning and development is multidimensional.
- Expectations for children must be guided by knowledge.
- Children are individuals who develop at various rates.
- Children are members of cultural groups that share developmental patterns.
- Children exhibit a range of skills and competencies within any domain of development.
- Children learn through play and the active exploration of their environment.
- Parents are children's primary and most important caregiver and educator.

Guiding Principles in Professional Development:

- Utilize evidence-based best practices.
- Engage in relationship-based strategies.
- Support on-site coaching and mentoring.
- Encourage strong connections between preservice and in-service.
- Support collaborative statewide and regional communities of practice.
- Promote cross-sector efforts whenever possible.

Establishing the Foundation for Excellence

The commitment to excellence is built upon the creation of documents that define best practices in early childhood. Statewide training and technical assistance on these foundations support excellence in early childhood professional development. Three documents demonstrate the current state commitment:

- Wisconsin Model Early Learning Standards:**
The WMELS (<http://www.collaboratingpartners.com/wmels/>) were first developed in 2003 to specify developmental expectations for children from birth through entrance to first grade. The standards reflect the domains of a child's learning and development. The domains include Health and Physical Development, Social and Emotional Development, Language Development and Communication, Approaches to Learning, and Cognition and General Knowledge. Each domain is divided into sub-domains, which include developmental expectations, program standards, performance standards, and developmental continua. Samples of children's behavior and adult strategies are also provided. Based on research and supported by evidence-based practices, the *Wisconsin Model Early Learning Standards* provide a framework for families, professionals, and policy makers to
 - share a common language and responsibility for the well-being of children from birth to first grade
 - know and understand developmental expectations of young children
 - understand the connection among the foundations of early childhood, K-12 educational experiences, and lifelong learning

As a designated state ECPD project, WMELS are described in more detail in Chapter 3.

- *Wisconsin Core Competencies for Professionals Working with Young Children and Their Families: The Wisconsin Core Competencies* (<http://www.collaboratingpartners.com/professionalism/wi-core-competencies/>) represent cross-sector agreement regarding expectations of the core skills and knowledge needed by professionals to work effectively with young children and families. They create a common thread of professional development expectations across the variety of system partners (higher education, child care, Head Start, 4- and 5-year-old kindergarten, special education, child welfare, home visiting, health and mental health, afterschool, advocacy, and others) for the ultimate benefit of children and families in Wisconsin. Used in professional development activities, professional development counseling, and within communities of practice, the *Wisconsin Core Competencies* are a common language to inform job descriptions and knowledge desired for those in the early childhood workforce.

The Core Competencies are organized under Content Areas:

- Child Development
 - Family Systems and Dynamics
 - Diversity
 - Special Needs, Disabilities, and Inclusive Practices
 - Learning Experiences, Strategies, and Curriculum
 - Health, Safety, and Nutrition
 - Guidance and Nurturing
 - Observation, Screening, and Assessment
 - Family and Community Relationships
 - Professionalism
 - Planning, Reflection, and Evaluation
 - Administration and Management
- *Wisconsin Training and Technical Assistance Provider (T-TAP) Competencies: The T-TAP Competencies* (<http://www.collaboratingpartners.com/professionalism/wi-t-tap-competencies/>) provides guidance for training and technical assistance providers who are supporting adult learners in

implementation of the standards and use of the Core Competencies. Competencies are organized into seven areas:

- I: Building Relationships
- II: Communication
- III: Professionalism and Ethics
- IV: Adult Learning Principles
- V: Planning Learning Opportunities for Adults
- VI: Delivering Learning Opportunities for Adults
- VII: Continuous Quality Improvement

The *WI T-TAP Competencies* are supported by three courses recognized by the Registry:

- Foundations Course: explores the art and science of training and technical assistance
- Training Course: utilizes the art and science of training to design and implement effective trainings
- Technical Assistance Course: explores relationship-based professional development for adults

□ Wisconsin professional development content areas and professional development packages.

- The use of consistent content areas in professional development packages and resources supports excellence as it provides consistent and best practice information to the field.
- The content areas addressed in the past five years include social-emotional competence, early literacy and math, inclusion, dual language learners, homelessness and poverty, comprehensive system for child screening and assessment, 4-year-old kindergarten community approaches and YoungStar, and tribal-state relations.

Milestones (January 2013-December 2017)

Throughout the past five years, the use of consistent guiding principles, early learning standards, professional core competencies, trainers and technical assistance competencies, and consistent qualification levels ensured a level of consistency in quality. Best practices were promoted through training packages and resources in the content areas, including social-emotional competence, early literacy and math, inclusion, dual

language learners, homelessness and poverty, comprehensive system for child screening and assessment, 4-year-old kindergarten community approaches and YoungStar, and tribal-state relations.

□ **Integration and Capacity Building (committees, organizations, individuals)**

- The guiding principles were adopted and promoted through the foundational documents and other technical assistance efforts.
- Throughout the five years, the expansion of *Wisconsin Model Early Learnings Standards* was a major project. The standards were updated, additional training was funded, new trainers were approved, and WMELS were aligned with other standards. See Chapter 3 for details.
- In 2014, cross-sector committees revised the *Wisconsin Core Competencies* and integrated their content into the Registry Professional Development Approval System (PDAS). The Competencies were translated into Spanish.

Here are some examples of how the *Wisconsin Core Competencies* are used by the various sectors:

- framework used by the Registry for organizing data on training offered and on individual learning records
- framework used by the *Wisconsin Model Early Learning Standards* to organize statewide training content
- guidance for the Wisconsin Technical College System early childhood program courses and degrees
- guidance for Wisconsin colleges' and universities' early childhood course curriculum development
- guidance for introductory child care coursework in Wisconsin high schools and by other approved trainers/organizations
- resource for YoungStar professional development counseling to programs and technical consultant on-site services
- resource for training and technical assistance professionals in a variety of settings
- resource for school-age and afterschool professional development systems using the National Afterschool

Association "Core Knowledge and Competencies for Afterschool and Youth Development Professionals."

- resource for public-private partnerships to enhance awareness of the importance of the Birth to 6 workforce
- resource for conversation for Collaborative Early Childhood Councils and other interested groups
- resource for Individual professional development planning and reflection, including professional portfolios
- In 2015, cross-sector committees developed the *Wisconsin Training and Technical Assistance Provider (T-TAP) Competencies*, a three-part training series, and integrated their content into the Registry Professional Development Approval System (PDAS).

Here are some examples of how the *Wisconsin T-TAP Competencies* are being used by the various sectors:

- to provide continuity across sectors for Training and Technical Assistance (T-TA) to the workforce
- to inform, guide, and evaluate professional development opportunities that support T-TA Professionals
- to support T-TA Professionals in career pathways by providing content for three courses recognized by the Registry
- for Institutions of Higher Education to support students
- to provide guidance for Communities of Practice and new and existing T-TAP Professionals in evidence-based and high-quality practices, and for contract language for proposals for T-TAP
- for personal and professional growth for employees involved in T-TA in all early childhood settings
- to provide linkages to DPI's Educator Effectiveness System and Administrator Standards, the National AfterSchool Association Core Competencies for Afterschool Trainers, and Maternal and Child Health (MCH) Early Childhood Systems Core Competencies

- to develop Wisconsin professional development content areas and professional development packages, including social-emotional competence, early literacy and math, inclusion, dual language learners, homelessness and poverty, comprehensive system for child screening and assessment, 4-year-old kindergarten community approaches and YoungStar, and tribal-state relations (this report includes more detailed descriptions in each of these areas)
 - to streamline the Registry application process for Registry membership and trainer endorsement to be more inclusive of practitioners who hold current DPI teacher licenses
- **Projects (events, activities)**
 - See Chapter 3 for details on WMELS training and technical assistance events and activities, and Chapters 4-10 for details on content-area projects.
 - The first Wisconsin T-TAP "Foundations" six-hour training took place in 2015 with a major roll-out training for 116 individuals who were technical assistance providers in the various early childhood sectors. In 2016 and 2017 the training was included as consecutive sessions at the PEC conference.
 - June 2016: Wisconsin T-TAP "Superfaculty" training: Representatives from the child care and public school sectors engaged in a three-day training to become trainers of the Wisconsin T-TAP course materials. Approximately 25 professionals participated in the training.
- **Products (reports, publications, training packages, online systems)**
 - *Wisconsin Core Competencies for Professionals Working with Young Children and Their Families*:
<http://www.collaboratingpartners.com/professionalism/wi-core-competencies/>
 Print copies of *Wisconsin Core Competencies* (English version only at this time) are available at the Child Care Information Center (CCIC) free of charge. Email CCIC at ccic@dpi.wi.gov.
 - *Wisconsin Training and Technical Assistance (T-TAP) Competencies*: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/WI_TTAP_Competenciesfinal5_1_15.pdf

Wisconsin T-TAP courses, training materials, and curriculum are available to Approved Trainers. The materials include:

- Foundations Course
- Training Professional Course
- Technical Assistance Professional Course

Continuing Opportunities

- See WMELS section in Chapter 3.
- Continue provision of training on the Core Competencies and *Wisconsin T-TAP Competencies* to ensure trainers and technical assistance providers are using evidence-based practices to support consistent professional development.
- Explore ways to integrate the Core Competencies and T-TAP materials and training with pre-existing professional development opportunities, such as conferences (e.g., WI Early Childhood Association's annual conference and Preserving Early Childhood's annual conference) and sector-specific professional meetings (e.g., Wisconsin Special Education Program Support Teacher meetings).
- Continue the development of professional development packages and cross-sector training related to the content areas as described in the chapters that follow.
- Continue to fund the WECCP website to provide ease of access to materials and information supportive to approved trainers and other interested professionals.

Wisconsin Model Early Learning Standards (WMELS)



Cross-Sector Objective

Expand *Wisconsin Model Early Learning Standards* (WMELS) training and ensure that the child care workforce, school districts, and other early care and education providers can put the training content into everyday practice.

Description and Infrastructure

First developed in 2003, the *Wisconsin Model Early Learning Standards* (WMELS) provide a framework for families, professionals, and policy makers to share a common language and responsibility for the well-being of children from birth to first grade, know and understand developmental expectations of young children, and understand the connection of early childhood (Pre-K) with K-12 educational experiences and lifelong learning. The WMELS provide a common language among diverse early childhood partners and sectors.

Developed jointly by the Department of Children and Families (DCF) and the Department of Public Instruction (DPI), the WMELS are supported by a cross-sector training and technical assistance structure. It includes a process for becoming an approved state trainer, a standard 15-18 hour training, state and regional Communities of Practice, and resources to promote the alignment of WMELS with the Wisconsin Academic Standards and Head Start Performance Standards. The WMELS have been translated into Spanish and Hmong. WMELS training also aligns with the YoungStar child care rating system by providing points toward quality improvement.

The WMELS documents, information, resources, and trainer only resources are found at <http://www.collaboratingpartners.com/wmels/>.

Milestones (January 2013-December 2017)

- Integration and Capacity Building (committees, organizations, individuals)

- RTT-ELC provided funds for a WMELS Coordinator, expansion of the scope of Approved Trainer materials and support, and the development of culturally relevant materials. Funds also supported adaptations of the training for the tribal communities and tribal trainers, trainings in Milwaukee for YoungStar programs rated 1-3 stars, stipends for trainer mentors, enhancement to training kits, and the provision of annual statewide Community of Practice events. Refer to Appendix C for WMELS data related to statewide trainings.
- Statewide trainings:
 - 230 full 15- to 18-hour *Wisconsin Model Early Learning Standards* trainings took place across the state.
 - 4,953 individuals representing a variety of cross-sector professions were trained. This number does not include students who took the training via two- and four-year institutions of higher education, as data is recorded within their systems.
- Approved Trainers:
 - Approximately 45 trainer candidates completed the approved trainer process to become *Wisconsin Model Early Learning Standards* trainers. (Note: full data collection system was not in place until 2014.)
 - Stipends: Awarded \$9,000 to 30 training mentors.
 - Trainer diversity: Approved two new Spanish-speaking trainers. Eight tribal members from five tribes are in the process of becoming Approved Trainers.
- Statewide Community of Practice Meetings (CoP):
 - Held five statewide CoP meetings for Approved Trainers. The purpose of these meetings included:
 - increasing trainer skills using evidence-based practices
 - supporting collaboration among cross-sector partners, including institutions of higher education
 - distributing and reviewing updated 2013 and 2016 training materials

- ensuring high-quality implementation of the *Wisconsin Model Early Learning Standards* (informing training practices, enhancing fidelity of approved training, supporting data submission, and promoting analysis)
 - exchanging information among regions and statewide leadership (successes, challenges, gaps)
- Regional Community of Practice Meetings (CoPs):
 - Under the leadership of the Regional Collaboration Coach, each region held at least two regional CoP meetings for Approved Trainers in their region. The purpose of these meetings mirrored the state CoP meetings and also:
 - allowed more detailed attention to the information from state meetings
 - increased consistency at the regional level
 - provided opportunities for regionally specific feedback to inform the state system
- Collaborative projects (described below) expanded the relevance and outreach of the *Wisconsin Model Early Learning Standards* to other programs, tribal nations, and school districts.
- Higher Education Alignment Committee:
 - In March 2016, four-year college faculty, representatives from DCF and DPI, the WMELS steering committee and leadership team, and the Registry began a series of meetings to develop a process for aligning four-year college course work with the outcomes for the WMELS 15-18 hour approved trainings.
 - In August of 2016, 16 members from various state agencies, university faculty (public and private) and Wisconsin Technical College System (WTCS) faculty and leadership met to verify the need for this process and to discuss a possible grid to align curricula to the training outcomes.

- In September 2016, a draft grid was developed and shared with the WMELS steering committee for feedback and editing (see Products section below).
- **Projects (events, activities)**
 - WIDA collaboration has resulted in the development of *The Connection: Wisconsin Model Early Learning Standards and WIDA Early English Language Development Standards*. This document supports practitioners in identifying and understanding the language needs of children who are dual language learners to meet performance and program standards across the *Wisconsin Model Early Learning Standards*. The document is located at <https://www.wida.us/standards/EarlyYears.aspx>.
 - The *Wisconsin Model Early Learning Standards* alignment collaboration has resulted in a completed document aligning the WMELS with the Wisconsin Standards for English Language Arts that includes a process for implementation at the local level. Alignment with the Wisconsin State Mathematics Standards and Practice is in progress. See Chapter 5 for more details. Also see <http://www.collaboratingpartners.com/wmels/implementation/alignment-with-the-standards/> and <https://dpi.wi.gov/early-childhood/practice/alignment-of-early-learning-standards-with-other-standards>.
 - Wisconsin Head Start collaboration has resulted in alignment of the Head Start Early Learning Outcomes Framework with the WMELS, ensuring more relevance and functionality for Head Start programs.
 - The Wisconsin Registry collaboration has resulted in streamlining data collection related to *Wisconsin Model Early Learning Standards* training. A new data collection system is being developed and will be housed with the WI Registry System. This will decrease duplication of data efforts and promote a more efficient system for data collection and use.
 - Pilot tribal training of the *Wisconsin Model Early Learning Standards*: In partnership with Wisconsin tribal communities, the *Wisconsin Model Early Learning Standards* leadership developed culturally responsive training modules to align with the *Wisconsin Model Early Learning Standards* training materials; coaching and mentoring provided support for the

implementation of the standards within tribal early childhood settings across the state.

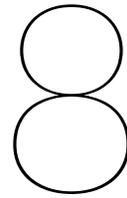
- The *Wisconsin Model Early Learning Standards* Guidance Toolkit: A cross-sector workgroup is developing an Inventory of Practice to support providers' implementation of the standards during their daily practice. Identification of evidence-based resources and an organizational framework for the guide is complete.
- **Products (reports, publications, training packages, online systems)**
 - *Wisconsin Model Early Learning Standards* books:
 - printed 5th edition books: English
 - translated and printed 4th edition books: Spanish
 - *Wisconsin Model Early Learning Standards* training materials:
 - updated the 15-18 hour training content/materials
 - created *Engaging Families around Wisconsin Model Early Learning Standards* training curriculum:
<http://www.collaboratingpartners.com/wmels/family-engagement/>
 - tribal training of the *Wisconsin Model Early Learning Standards*
 - Online Data Reporting System for Approved Trainers (utilizing Qualtrics via the University of Wisconsin-Madison)
 - The original *Planning for Early Literacy Success: Intersections Between WMELS* at
<https://www.livebinders.com/play/play?id=892140>
 - Head Start Early Learning Outcomes Framework and the *Wisconsin Model Early Learning Standards* alignment document: <http://dpi.wi.gov/early-childhood/alignment-early-learning-standards-wisconsin-state-standards> and <http://whsaonline.org/head-start-outcomes-framework-aligns-wi-model-early-learning-standards/>
 - WMELS trainer kits were updated to provide current products and training materials. Additional kits were also made available for technical colleges and several other organizations that host Approved Trainers.
 - Higher education alignment draft is in final editing stages
 - WMELS statewide training data found in Appendix C

Continuing Opportunities

The activities and efforts during the grant cycle have provided a framework to increase the number of *Wisconsin Model Early Learning Standards* trainers, thereby increasing access to trainings. Spanish, Hmong, and tribal trainers, translations, and/or the addition of cultural activities have increased access to culturally responsive training. Additional materials were created or purchased to support implementation of the standards. Efforts began to streamline data collection, and the *Wisconsin Model Early Learning Standards* have begun to be aligned with cross-sector standards and program requirements. Highlighted continuing opportunities include:

- Continue sustainability planning to maintain a coordinator position to support WMELS and other professional development content structures and projects.
- Increase trainer skills using evidence-based practices via ongoing statewide and regional CoP meetings, while maintaining training fidelity as training audiences become increasingly diverse.
- Increase culturally responsive training materials and trainers by utilizing *The Connection: Wisconsin Model Early Learning Standards and WIDA Early English Language Development Standards* and information learned during the tribal training pilot. Area of focus: increasing the number of Spanish- and Hmong-speaking Approved Trainers.
- Continue development of an efficient and accessible data system to prioritize future activities to increase the understanding and use of the *Wisconsin Model Early Learning Standards*.
- Continue development and utilization of products that support the implementation and alignment of the *Wisconsin Model Early Learning Standards* across early childhood care and education settings. Area of focus: complete, pilot, and market the *Wisconsin Model Early Learning Standards Blueprint for Implementation*, and utilize the Head Start Early Learning Outcomes Framework and the *Wisconsin Model Early Learning Standards* alignment document and process to support cross-sector partners with meeting their programs' requirements and regulations.

Pyramid Model of Social Emotional Competence



Cross-Sector Objective

Ensure the workforce has the resources needed to apply evidence-based social-emotional practices through implementation of the Pyramid Model training and technical assistance structure.

Description and Infrastructure

The *Wisconsin Pyramid Model for Social Emotional Competence* is a framework to reduce challenging behaviors by implementing a multi-leveled system of support across diverse settings that support children birth to age 6 and their families. It is consistent with the public health/mental health model of promotion, prevention, and intervention. The Wisconsin Pyramid Model framework is a Response to Intervention (RtI) for early childhood.

In 2009, the state of Wisconsin was selected to become a Pyramid Model state through a rigorous application process. RTT-ELC supported the growth and integration of the Wisconsin Pyramid Model into existing systems and disciplines. Program-wide implementation of the Pyramid Model is the model for implementing Positive Behavioral Interventions and Supports (PBIS) in programs for young children.

RTT-ELC provided funds for state coordination of the Pyramid Model and expansion of the number of programs and communities implementing the model, and supported the increased number of programs with access to on-site external coaching support. These funds also supported implementation of Parents Interacting with Infants (PIWI) play-based groups and on-site mentorship to eight communities, with the goal of building local capacity for PIWI implementation.

Milestones (January 2013-December 2017)

Integration and Capacity Building (committees, organizations, individuals)

- A collaborative cross-disciplinary state leadership team guides the state efforts related to implementation. The team has been meeting consistently since 2009. The team is facilitated by a state coordinator and guided by the state Benchmarks of Quality—an annual assessment of state implementation of the Pyramid Model. Regular updates from

the state leadership team are available at <http://www.collaboratingpartners.com/wi-pyramid-model/state-team-updates/>.

- Prior to RTT-ELC funding, there were 10 programs implementing the Pyramid Model in 29 sites. Since RTT-ELC funding, an additional 21 programs were trained and supported to implement program-wide. These 21 programs were located in 73 sites. In all, there are 31 programs that have 102 sites (for example, the CAP services Head Start program has seven sites/locations).
 - The number of Pyramid Model Implementation Academies was doubled, which increased the ability to provide training and support to program leadership teams for focused implementation of the evidence-based practices promoted by the Pyramid Model.
 - The relationship between the Pyramid Model and DPI Positive Behavioral Interventions and Supports (PBIS) model (housed at the Response to Intervention Center) was strengthened through attendance at PBIS committee meetings and by representing the Pyramid Model at PBIS conferences.
- **Projects (events, activities)**
- Supported implementation of Parents Interacting with Infants (PIWI) groups in eight Wisconsin communities. The goal of these play-based groups is to increase parental competence and confidence, and to promote mutual enjoyment between the parent and the child (promotes secure attachment and supports healthy brain development).
 - Provided mini-grants to seven communities to provide training and support in evidence-based practices promoted by the Pyramid Model.
 - Presented "The Wisconsin Pyramid Model: Enhancing Social-Emotional Competence to Reduce Challenging Behaviors" third party evaluation report (by lead author Dr. Neddenriep) to the Governor's Early Childhood Advisory Council. The results clearly demonstrate that classrooms using the evidence-based practices promoted by the Pyramid Model have significantly better child outcomes, especially among children who exhibit behavior that places them at risk for expulsion (research posted at <http://www.collaboratingpartners.com/wp->

<content/uploads/2017/CPlinkedDocs/2016PyramidModelEvaluationresults.pdf>).

- Hosted a Training of Trainers for the Infant/Toddler new training series in August 2017 to select, train, and mentor 31 trainers in the new Infant/Toddler training series.
- Began to work with tribal communities to implement the Pyramid Model through outreach in 2016-2017, and directed work with the Lac du Flambeau tribal community, school, and Head Start in 2017.
- **Products (reports, publications, training packages, online systems)**
 - Provided training to 5,216 professionals working with infants, young children, and families on the Pyramid Model content.
 - Updated Pyramid Model eight-part training series and completed region rollout of materials in 2016.
 - Presented sectionals and workshops at national and state conferences on Wisconsin implementation of the Pyramid Model (National Training Institute for Addressing Challenging Behaviors, Preserving Early Childhood, PBIS, Infant and Early Childhood Mental Health conference).
 - Developed Wisconsin Infant/Toddler training series to align with Infant Mental Health competencies.
 - Updated and enhanced web-based Benchmarks of Quality system to collect and analyze program-level implementation data.
 - Designed and piloted Pyramid Model training materials for school-based 4K through first grade staff.
 - Authored and published article “Breaking the Cycle: Supporting parent-child relationships through the ‘Parents Interacting with Infants’ Intervention” (Zero to Three, Nenide, L. & Sontoski, S. (July 2014), p. 31-36).
 - Published and distributed annual reports: <http://-model/state-team-updates/>.
 - Created Pyramid Model page on WECCP website: <http://www.collaboratingpartners.com/wi-pyramid-model/>.
 - DCF RTT-ELC funds supported the launch of a cross-sector pilot group of 12 facilitators to implement “e-Modules on Reflective Coaching.”

- Pyramid Model data found in Appendix C

Continuing Opportunities

- Continue sustainability planning to maintain a coordinator position to support cross-sector work on social and emotional foundations for learning structures and the Pyramid Model project.
- Increase program-wide implementation sites and alignment with the PK-12 system through enhanced connections with the Positive Behavioral Intervention Support model housed at the Wisconsin Response to Intervention Center.
- Expand cadre of external coaches ready and able to provide on-site support to programs implementing Pyramid Model.
- Utilize the *Wisconsin Pyramid Model: Enhancing Social Emotional Competence to Reduce Challenging Behaviors* and RTT Consolidated Reports to seek additional funding to support implementation of the Pyramid model and the PIWI program.
- Continue to increase access to the Pyramid e-Model training via an online training and coaching format.
- Continue to expand ways to bring the Pyramid Model training to the tribal nations.

Early Literacy and Math



Cross-Sector Objective

Develop domain-specific content on early literacy and math and train the workforce.

Description and Infrastructure

Early literacy content development began with the convening of a cross-department committee to explore existing resources and current efforts and plan for early literacy training. The committee connected with others working on early literacy, including those representing the Wisconsin Academic Standards, libraries, Response to Intervention, PALs literacy screener, YoungStar, tribal native languages, and several other agency efforts. These efforts resulted in the formation of the Early Literacy Advisory Group (ELAG). Through this committee, a statewide, cross-sector plan was implemented to develop and provide consistent professional development to the workforce on early literacy.

As the major RTT-ELC push on literacy was being completed, the cross-department Early Literacy Advisory Group (ELAG) was restructured and changed its name to the Early Learning Advisory Group (ELAG). This supported the new focus on the development of an approach to promote early math concepts. To bring in math expertise, a small group was formed which included the DPI math consultant as well as personnel with early math experience, such as CESA early childhood program support teachers, Head Start trainers, and child care resources. Professional development for literacy and math will continue under the ELAG. However, early childhood leadership is looking at how the work of ELAG will fall under the content work of PDI and/or *Wisconsin Model Early Learning Standards* committees.

RTT-ELC provided a small amount of funding to expand the hours for the Early Childhood Response to Intervention (RtI) Coordinator to promote literacy and math, provide support for ELAG meetings, support a two-day institute to roll out the literacy professional development, and support a preconference day at the Wisconsin Mathematics Council conference.

Milestones (January 2013-December 2017)

- **Integration and Capacity Building (committees, organizations, individuals)**
 - Early Literacy Advisory Group (ELAG) met and accomplished the deliverable to create and disseminate early literacy

professional development materials, including a seven-topic professional development series on early literacy, a conference to roll out the literacy materials, a series on a process to align WMELS and the Wisconsin Academic Standards in English Language Arts, and literacy presentations at state and regional conferences.

- The WMELS Coordinator and DPI's state academic standards content consultants and Special Education team designed a process to assist school districts' alignment of WMELS, State Literacy and Language Arts Standards ("CCSS"), and Special Education Essential Elements at the local level. The process was piloted with 14 districts. This format and process was designed to be expanded in the future to state mathematics standards, YoungStar, and the Head Start Outcome Framework. The initial "livebinder" format was later revised to align with the DPI's new web-based resources format.
- The Early Learning Advisory Group (ELAG) brought in people with math expertise and met regularly to continue working on early math content and delivery, including alignment with the WMELS with the Wisconsin Academic State Mathematics Standards and Math Practice Standards; collecting early math resources; and co-sponsorship of a conference.
- **Projects (events, activities)**
 - 2014: Coordinated and planned conference to roll out the seven-topic series on early literacy. Over 200 people attended.
 - 2017: The Wisconsin Mathematics Council added a preconference day and a new conference strand to their May conference. The preconference focused on the early childhood community and featured a keynote from the Erickson Institute and sessions from Head Start and school district staff who provide training in early math (50 participants joined the planners at the event). The main Mathematics Council conference, which traditionally had an elementary to high school focus, included early math sessions for the first time. They plan to include early childhood in all future conferences.
- **Products (reports, publications, training packages, online systems)**

- A seven-topic series of professional development materials, "Supporting Language and Early Literacy," can be found at <http://www.wiecpdonline.com/literacymath.html>.
- The *Planning for Early Literacy Success: Intersections Between WMELS* was originally posted at <https://www.livebinders.com/play/play?id=892140> and then placed on <http://www.collaboratingpartners.com/pd-packages/literacy/>.
- Wisconsin Early Childhood Professional Development Packages website: <http://www.collaboratingpartners.com/pd-packages/literacy/>

Continuing Opportunities

- Continue promotion of the PD materials on supporting language, early literacy, and early math.
- Continue collaboration with Wisconsin Mathematics Council to promote early math professional development.
- Continue to build upon cross-sector collaboration to promote and support the use of evidence-based literacy and math practices in early childhood settings across Wisconsin.
- Continue to explore the best committee structure to address cross-sector literacy and math and the relationship to the *Wisconsin Model Early Learning Standards*.



Inclusion

10

Cross-Sector Objective

Provide additional training and technical assistance to providers to help children with special needs, support inclusive child care settings, and help increase coordination among Birth to 3, Early Childhood Special Education, and the Regional Centers for Children with Special Health Care Needs.

Description and Infrastructure

The federal Individuals with Disabilities Education Act (IDEA) provides the foundation for service for infants, toddlers, and young children with disabilities. The Wisconsin Department of Health Services (DHS) oversees IDEA Part C and the Wisconsin Department of Public Instruction (DPI) oversees IDEA Part B. These two agencies have a long history of collaboration to support inclusion so that children with disabilities can receive IDEA services in settings with their non-disabled peers.

Child care settings, which are overseen by the Wisconsin Department of Children and Families (DCF), provide natural and least restrictive environments to children with delays and disabilities as defined by IDEA. Inclusion of children with disabilities also goes hand-in-hand with Wisconsin's 4-year-old kindergarten (4K) program, which provides a least restrictive environment to 4-year-olds in 97% of Wisconsin school districts. With growing cross-sector collaboration to promote inclusive settings, RTT-ELC provided the funds for strengthening collaborative efforts among DCF, DHS, and DPI. Specifically, DCF hired an inclusion coordinator who has helped coordinate RTT inclusion activities and resource development. The DCF inclusion activities are described in more detail in the DCF RTT-ELC closeout reports. This chapter is more specific to the DPI role in cross-sector professional development related to inclusion.

Milestones (January 2013-December 2017)

- **Integration and Capacity Building (committees, organizations, individuals)**
 - Creation of a new position at DPI—an Early Childhood Statewide Coordinator for Inclusion and Childhood Outcomes—using IDEA Part B 619 funds: This position worked hand-in-hand with the DCF Inclusion Coordinator and other partners.

- Established a statewide cross-sector inclusion work group to support the implementation of evidence-based inclusion practices throughout the state, resulting in increased access to high-quality programs and services. Members include Wisconsin state agencies, the Wisconsin Early Childhood Association (WECA), the University of Wisconsin Waisman Center, United Cerebral Palsy, the Wisconsin Child Care Administrators Association (WCCAA), families, and others.
- Created a written agreement between DHS, DPI, and DCF to create and promote consistent messaging regarding the importance of creating inclusive environments for young children. This included exploring ways to strengthen early intervention/special education services in natural and least restrictive environments by increasing partnerships with community child care programs.
- Updated and created cross-sector inclusion professional development resources that incorporated the use of the Preschool Inclusion Toolbox, Inclusive Classroom Profile, and the DEC Recommended Practices as specific tools to address, promote, and measure high-quality inclusion.
- **Projects (events, activities)**
 - Developed an online Inclusion Modules Training Series to inform, support, and assist Wisconsin child care programs in moving toward more inclusive practices. Module topics are: Foundation of Inclusion, Applying What We Know, Support Inclusion in Your Child Care Program—Administration, Supporting Inclusion in Your Child Care Program—Staff, and This is High-Quality Inclusive Child Care. The modules are located on the DCF website at <https://dcf.wisconsin.gov/youngstar/eci/trainings>.
 - Held the first state Early Childhood Inclusion Institutes in 2016 and 2017, attended by approximately 400 professionals from the early childhood field, including YoungStar Technical Consultants and statewide disability resource agency staff. The goals were to develop a common language and understanding of inclusion, support a cohesive system of services, and focus on components of high-quality inclusion best practices that can support the inclusion of children with disabilities.
 - Provided professional development for special education directors, Head Start, and child care providers regarding the

2016 USDE/DHHS Policy Statement on Inclusion for Children with Disabilities in Early Childhood Programs through presentation at the state Head Start Annual Conference, Superintendent's Conference on Special Education and Pupil Services Leadership, and the State Inclusion Institute.

- Provided targeted technical assistance around meaningful inclusion for specific districts as DPI and the CESA Program Support Teachers worked with districts on educational environments and the College Career Ready IEP Process. Incorporated the use of the Preschool Inclusion Toolbox, Inclusive Classroom Profile, and the DEC Recommended Practices as specific tools to address, promote, and measure high-quality inclusion.
- Began development, with UW-Whitewater, of a professional development package on the Collaborative Consultation service delivery model for early childhood special education services.
- Promoted the Inclusive Childcare Profile (ICP) through a RTT-ELC-funded pilot training and coaching project with CESA Program Support Teachers and Head Start programs in three communities, provision of information on the ICP to special education directors and statewide Head Start Disability Coordinators, and work with the child care Registry to have ICP embedded in the Inclusion Credential.
- **Products (reports, publications, training packages, online systems)**
 - DCF YoungStar Inclusion web page: provides information for child care professionals and families related to evidence-based practices that promote and support inclusion of young children: <https://dcf.wisconsin.gov/youngstar/eci>.
 - WECCP web page: Provides cross-sector information for professionals related to evidence-based practices and links to department-specific web pages: <http://www.collaboratingpartners.com/disabilities-inclusive-practices/inclusion/>.
 - Creation of the DCF Special Needs Rate Verification form, which streamlines and facilitates communication among families, child care providers, doctors, and service providers. Additionally, it serves as a venue for confidential data to be collected and aggregated to support ongoing DCF system improvements.

Continuing Opportunities

- Collaborate with the DPI and the Wisconsin Inclusion Institute to provide a specific early childhood strand and increase participation of the cross-sector early childhood community in their annual Wisconsin Summer Inclusion Institute.
- Continue to promote and market the DCF Inclusion web page and Inclusion Modules as well as alignments with the WECCP web page.
- Identify opportunities to present at cross-sector training institutes and conferences (e.g., Wisconsin Head Start Association, WECA, Wisconsin Alliance for Infant Mental Health, etc.).
- Determine how existing IDEA and/or CCDF (Child Care Development Fund) funds could support cross-sector technical assistance and regional/local professional development related to best practices in inclusion.

Dual Language Learners

Cross-Sector Objective

Frame a comprehensive and consistent approach to dual language learners.

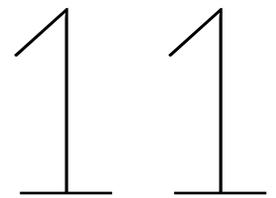
Description and Infrastructure

Wisconsin early childhood stakeholders had collaborated for several years prior to RTT-ELC to explore ways to better serve children who are dual language learners (DLLs). They initially formed the Wisconsin Early Dual Language Learners Initiative (EDLLI), using IDEA funds to focus on Child Find and appropriate assessment. The UW-Madison Center for Education Research's WIDA program was utilized to explore appropriate assessment during the literacy project. This led to the development of DLL resources.

RTT-ELC funds were then provided to WIDA to expand this effort beyond a special education focus. RTT-ELC funds supported a statewide needs assessment, translations of the *Wisconsin Model Early Learning Standards* (WMELS) materials, improved coordination of best practices, creation of a cadre of trainers, hosting of content-based institutes, development of professional development resources, and increasing connections to the world of English Language Learners.

Milestones (January 2013-December 2017)

- **Integration and Capacity Building (committees, organizations, individuals)**
 - The Early Dual Language Learners Initiative (EDLLI) provides a structure to plan, advise, and evaluate DLL efforts. A smaller group of coordinators monitors progress, organizes next steps, and finds new ways to build a system of supports for DLL work.
 - Within the DPI, Title III English Language Learner (ELL) consultants have become very involved in the DLL efforts and are making linkages to CESA and school district personnel who focus on English Language Learners. Through their Google professional learning community (PLC), they have included DLL topics in the messages shared through this community:
<https://plus.google.com/u/0/communities/112187251944843845766?cfem=1>.



- **Projects (events, activities)**
 - WIDA Early Years Master Cadre training of trainers to support dual language learners in Wisconsin was successfully implemented:
 - Twenty-one individuals were approved as WIDA Early Years Trainers after participating in a mixed format of in-person events and online learning between October 2015 and April 2016.
 - These Approved Trainers commit to provide at least two 2-hour presentations focused on identifying and supporting the language development of dual language learners, children age 2.5-5.5 years, their families, and providers who support them. Cross-sector partners have included child care, school districts personnel, Birth to 3, Head Start, and TA providers.
 - Master Cadre trainer list available at WECCP website: <http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/WisconsinMasterCadreTrainersUPDATED.pdf>
 - WIDA Early English Language Development Standards Framework Series: Two multi-day, in-person professional learning events were held in Rothschild and Stevens Point in April and May 2016. A third event was held in October 2017. Approximately 90 cross-sector participants attended the events. They included child care, Head Start, and school district administrators; ELL/DLL consultants; and classroom educators. The series of trainings focused on:
 - identification of the foundational principles and components of the WIDA Early English Language Development (E-ELD) Standards Framework
 - connections between the *Wisconsin Model Early Learning Standards* and the WIDA E-ELD Standards Framework
 - exploration of WIDA tools and resources
 - roles of the adult in helping dual language learners
 - review and analysis of language samples to inform language instruction
 - Culturally and Linguistically Diverse Community of Practice (CLD-CoP)—Registry Language Endorsement: The Registry,

and members of the CLD-CoP, completed the development of a language endorsement for trainers, technical consultants, and technical assistance professionals. This endorsement

- ensures that T/TA providers are linguistically competent professionals working with, and providing training to, child care providers that speak languages other than English;
 - verifies, via the Registry, that T/TA providers have the ability to speak the language in which they seek to train the early care workforce; and
 - supports technical consultation and training to child care providers in their home language to assist providers with competence in various training content.
- In 2017, Regional Collaboration Coaches provided DLL-relevant professional development in each region. Regions worked with a Master Trainer for an in-service, provided stipends to attend statewide training, and/or provided resource materials.
- **Products (reports, publications, training packages, online systems)**
 - *The Connection: Wisconsin Model Early Learning Standards and WIDA Early English Language Development Standards*: This publication illustrates the connections between these two sets of early learning and early language development standards. A free PDF can be downloaded at <https://www.wida.us/standards/EarlyYears.aspx> (below "DOWNLOADS & PRODUCTS").
 - Online learning modules about dual language learners: WIDA Early Years has developed several free web-based modules that support the early care and education community in their work with dual language learners (DLLs) age 2.5 to 5.5 years and their families. Each module is interactive, allowing individuals to interact with content and opportunities for application within their practice. A certificate of completion is provided at the end of each module. Further information and step-by-step registration instructions are available at <http://go.wisc.edu/246m5f> and <https://www.wida.us/standards/EarlyYears.aspx>.
 - Resources include tip sheets, links to WIDA Early Years materials, Spanish translations of the WMELS and trainer

materials, as well as a list of available DLL Cadre trainers:
<http://www.collaboratingpartners.com/pd-packages/dual-language-learners/>.

Continuing Opportunities

- Continue the Early Dual Language Learners Initiative as the mechanism to move this work forward, using the WECCP website as a communication tool.
- Increase support to Master Cadre trainers, support their professional development, and publicize their availability for providing training throughout the state.
- Continue presentations at cross-sector events to highlight WIDA's resources and evidence-based practices that support outcomes for young DLL children.
- Continue cross-sector collaboration and training opportunities by engaging Regional Collaboration Coaches, their Communities of Practices, and Regional Action Teams.
- Continue to incorporate DLL efforts into the DPI work related to English Language Learners.

Homelessness and Poverty

12

Cross-Sector Objective

Support efforts to frame a comprehensive and consistent approach to homelessness.

Description and Infrastructure

Developing comprehensive and consistent approaches to homelessness has been an ongoing effort within the Wisconsin Early Childhood Collaborating Partners (WECCP). The DPI McKinney-Vento Homeless Assistance Act funds contribute to the WECCP braided funding project through support for an early childhood Homeless Coordinator position and for Regional Collaboration Coaches to incorporate homelessness in their work. In the past year, the Every Student Succeeds Act (ESSA) led to a number of procedural adaptations to all federally funded early childhood programs that specifically address the needs of homeless children. The Child Care and Development Fund, IDEA Parts B and C, and Head Start have all included the McKinney-Vento definition of homelessness and now provide rules for reducing barriers to school enrollment for homeless children. DPI McKinney-Vento funded most of this work. A small amount of RTT-ELC funds was used to promote professional development in this topic.

Milestones (January 2013-December 2017)

- **Integration and Capacity Building (committees, organizations, individuals)**
 - The DPI McKinney-Vento and Title I Homeless Coordinators provide statewide coordination.
 - Six Regional Collaboration Coaches helped create awareness of McKinney-Vento and homelessness.
 - The Wisconsin State Task Force on Homelessness in Early Childhood convened in April 2016 and continues to meet monthly.
- **Projects (events, activities)**
 - Thirteen conference workshops were carried out at state events, including the Wisconsin Head Start Association annual conference, the Preserving Early Childhood conference, and the Poverty Matters conference.

- Four teleconferencing events were held regionally to support Regional Action Teams in developing their networks to include homeless liaisons and members of their Continuum of Care programs.
- A state task force was convened in response to the startling statistics on homelessness among young children and the joint policy statement by the U. S. Departments of Health and Human Services, Housing and Urban Development, and Education (October 2016) on meeting the needs of Families with Young Children Experiencing and at Risk of Homelessness. The task force consists of representatives from across all state-level systems.
- Seven mini-grants were disbursed to community organizations throughout the state to support community initiatives ranging from community education seminars on the impact of homelessness on young children to the purchase of supplies and materials for student parents experiencing homelessness.
- **Products (reports, publications, training packages, online systems)**
 - The DPI McKinney-Vento web page added a page related to preschool: <https://dpi.wi.gov/homeless/guidance#Preschool>.
 - Tab on Wisconsin Early Childhood Collaborating Partners (WECCP) website: <http://www.collaboratingpartners.com/diverse-populations/homelessness/>.
 - Twenty-one email newsletters highlighting the McKinney-Vento law and the challenges faced by homeless families with young children were delivered to a cross-sector distribution list of over 1,200 recipients (school district liaisons, Early Childhood Special Educators, Birth to 3, Child Care, Head Start, and Early Head Start, among others). These are also posted on the WECCP website: <http://www.collaboratingpartners.com/pd-packages/homelessness/>.
 - Nine webinars, ranging in topics from an overview of McKinney-Vento legislation to the impact of toxic stress on homeless children, were coordinated, marketed, and delivered to cross-sector partners. Most are archived on the WECCP website: <http://www.collaboratingpartners.com/diversity-homelessness.php>.

- *Serving Homeless Families in Early Care and Education Programs*, a compilation of information, resources, and tools, was developed, printed (500 copies), and made available for distribution through the state's early childhood library, the Child Care Information Center (CCIC). The purchase of online learning software will serve as the format for the development of training modules to complement the publication.

Continuing Opportunities

- Continue the participation of the McKinney-Vento Assistance Act in the WECCP Braided Funding Initiative and alignment with the school-age program components.
- Broaden and streamline the cross-agency referral network by linking community-based initiatives to early childhood service providers (Birth to 3, Head Start, child care, etc.) to existing Continuum of Care programs or similar local groups.
- Continue convening the State Task Force on Homelessness in Early Childhood, focusing on continued use of developed materials to provide education and professional development opportunities and the development of data systems to better track the incidence of homelessness among young children.
- Continue to broaden capacity and heighten awareness of best practices for supporting this population by using print and media materials (customized to service delivery area) and outlining activities and strategies for partnering in service to homeless families with young children through further development of online e-learning modules to complement the publication *Serving Homeless Families in Early Care and Education Programs*.



Screening and Assessment, Kindergarten Entry Assessment (KEA)

13

Cross-Sector Objectives

1. Ensure more children receive high-quality screening by expanding child care providers' knowledge of comprehensive screening practices.
2. Continue to promote a comprehensive and consistent approach to screening and assessment.
3. Explore the concept of kindergarten entrance assessment and implementation in Wisconsin.

Description and Infrastructure

Wisconsin's original RTT-ELC Grant selected the kindergarten entrance assessment (KEA) as a priority. When the first application's funding was cut and the grant was resubmitted with funding reductions, the KEA priority was eliminated. The new focus of the grant included an initial study to explore KEA and the development of professional development related to screening and assessment. The DPI IDEA-funded Response to Intervention (RtI) Coordinator took the lead on this project and worked with a small work group of stakeholders representing several sectors. RTT-ELC funds provided for additional time for the existing coordinator, professional development, and resources that promoted best practices in cross-sector screening and assessment.

The Healthy Children Project Team was an existing mechanism to address cross-sector screening and assessment in early childhood. They played a key role throughout the past five years of this project. Their *Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin's Blueprint* became an accepted vision for cross-sector screening and assessment. Their Screening & Assessment Professional Development Work Group (S&APDWG) developed cross-sector professional development packages and resources. They formed an alignment with the Registry in the development of principles for state trainers related to screening and assessment tools.

In 2014, the Healthy Children Project Team served as the screening and assessment project team of the Governor's Early Childhood Advisory Council (ECAC). Their membership helped form a small group of key stakeholders who explored the overall concept of KEA and concluded it could support Wisconsin's efforts to build an ongoing process, beginning at birth and continuing through the educational process as reflected in the *Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin's Blueprint*.

Consistent strategies, content, and professional development related to screening and assessment on the regional, community, and local level were important. RTT-ELC funds supported communities that were working locally and regionally to develop community-wide screening and assessment practices. Meetings, communication through a listserv, development of professional development materials, training on the use of common tools, and conference presentations brought information to community stakeholders. Several of these communities also used RTT-ELC funding from Regional Action Team and tribal mini-grants to support their efforts.

The connection to the the Wisconsin Response to Intervention (RtI) Center played an important role in the comprehensive nature of the philosophy, the alignment with school district practices, and the potential for sustainability of this work. The RtI Center is a product of collaboration between the Cooperative Educational Service Agency (CESA) statewide network and the DPI. The center was created to assist Wisconsin's educational systems to build capacity, adopt and implement high-quality practices, make informed decisions, and ensure sustainability of efforts and increased success for all students. The three essential elements of high-quality instruction, balanced assessment, and collaboration interact within a multi-level system of support to provide structures that increase the potential for achievement. Linking with the DPI-funded RtI Coordinator was helpful in aligning and marketing early childhood screening and assessment with the DPI school-based RtI and assessment team's work. It provided staff to convene and produce a consistent cross-sector professional development assessment module.

Milestones (January 2013-December 2017)

- **Integration and Capacity Building (committees, organizations, individuals)**
 - The Healthy Children Committee met throughout the past five years and became the face of cross-sector screening and assessment work.

- Community organizations and individuals involved in screening and/or assessment of young children received increased resources and professional development materials related to cross-sector and community approaches to screening and assessment.
 - The DPI Office of Early Learning Consultant and RTT-ELC Coordinator's roles with the DPI strategic assessment internal work group and the Rtl Center began to bring early childhood screening and assessment concepts to the table in the development of the DPI policies and practices on assessment and the strategies promoted by the Rtl Center.
- **Projects (events, activities)**
- Building a vision for best practices in screening and assessment: In 2016, the *Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin's Blueprint* third edition was finalized. Through the Healthy Children Committee, this revision expanded on the initial vision for a system from birth to third grade with a comprehensive schedule of the necessary areas for screening and assessment. It includes guiding principles, critical time periods, recommendations for selection of general developmental screening and assessment tools, guidance for community programs, the Rtl model for academic and behavioral interventions, culturally responsive practices, and more. Using the Early Childhood Integrated Data System (ECIDS) decision-making process as a model, various steps are being taken to obtain "buy-in" and market the *Blueprint* among the state departments. The final version included logos from DPI, DCH, DHS, the Wisconsin Chapter of the American Academy of Pediatrics, the University of Wisconsin-Madison Waisman Center, Prevent Blindness Wisconsin, and the Wisconsin Dental Association.
 - Promoting good practices at the community level: In 2014 and 2016, over 20 communities involved in cross-sector screening and/or assessment efforts convened to network and share strategies related to how they brought together partners, promoted common use of the Ages and Stages Questionnaire (ASQ) tool, worked on systems for data collection, and collaborated for a public private investment.
 - Attendees at the 2014 and 2016 meetings made progress in their work for comprehensive screening. Milwaukee Succeeds took the lead in bringing together

Achieve Brown County, Higher Expectations in Racine, and Building Our Future in Kenosha for quarterly meetings to discuss practices, challenges, and how to work collectively. In 2017, they became active in seeking strategies for obtaining state-level data and influencing state-level policy. These projects became affiliated with the national StriveTogether network, which includes 70 community organizations who work toward the goal of improving outcomes for kids.

- Several of these communities also applied for and received RTT-ELC funding from Regional Action Team and tribal mini-grants to support their efforts.
 - Several of these communities applied for the RTT-ELC DCF public-private project mini-grants.
 - These communities and topics helped shape the 2017 Preserving Early Childhood pre-conference. Sessions included Kimberly Martini-Carvell, Help Me Grow National Center, communities sharing their strategies for comprehensive screening and assessment, and other related topics.
- Encouraging communication about successful strategies, and resources: A listserv, “screentogether,” was established and communities were encouraged to use it to share information. There are 86 people subscribed to this list, many of whom forward the messages to other stakeholders.
 - Creation of online professional development: In 2016, the Screening & Assessment Professional Development Work Group (S&APDWG), a work group of the Healthy Children Committee, created an online professional development module on the foundations of assessment. It includes the five purposes of assessment, the teaching cycle, principles of ongoing assessment, engaging families, getting started in assessment, administrative support in assessment, and comprehensive screening and assessment systems. A Preschool IDEA (PIDEA)-sponsored work group developed a separate screening and assessment tool then began to align it with the efforts of S&APDWG. The chair of the PIDEA work group is now a member of the S&APDWG. PD and tool resources were posted at <http://www.wiecpdonline.com/screeningassessment.htm>

and then at <http://www.collaboratingpartners.com/pd-packages/screening-assessment-practices/>.

- Supported training in Ages & Stages Questionnaires® (ASQ): As the stakeholders explored screening, it was determined that the most commonly used tool was the ASQ. Published by the Brookes Publishing Company, this tool is a parent-completed developmental and social-emotional screener that pinpoints delays as early as possible. Throughout the five years of this project the ASQ was updated, resulting in two tools being available at the end of the project: *Ages & Stages Questionnaires, Third Edition (ASQ-3™)* for developmental screening, and *ASQ: Social-Emotional, Second Edition (ASQ:SE-2™)* for social-emotional screening. Recognizing the widespread use of these tools, RTT-ELC funds were used to support access to Brookes' train the trainer sessions generally and for tribal communities specifically. RTT-ELC funds also purchased ASQ kits and made them accessible through WMELS trainings and to local programs through the Regional Action Teams.
- Exploring Kindergarten Entry Assessment (KEA): The RTT-ELC promoted a concept of kindergarten entry assessment and the state grant committed to exploring this concept. A small group reported initially in 2015 (with a 2016 update), addressing best practice principles in early screening and assessment, concerns and trends for young children, how other states are addressing KEA, Wisconsin-specific implications, and options for KEA in Wisconsin. The KEA report was accepted by the DPI as a reflection of the current status of KEAs in Wisconsin. A PowerPoint presentation and resource handouts were created. Presentations were made at conferences, to the ECAC, and to the statewide School Improvement Services (SIS) directors. It was recognized that the Wisconsin Blueprint provided a mechanism to move the KEA concepts forward at the state level.
- Alignment with the Rtl Center and school-age practices: The RTT-ELC Coordinator worked with the Rtl Center to align early childhood strategies with the Rtl structure. To facilitate this work, the RTT-ELC coordinator was in regular communication with the Rtl Center staff. They worked together to

- update and disseminate the early childhood RtI guide *Putting the Puzzle Pieces Together: Planning for, and Implementing, a Multi-tiered System of Supports in Pre-K Settings*;
 - include early childhood-specific articles regularly in the RtI newsletter/website, and pilot an early childhood alignment for using the RtI School-wide Implementation Review (SIR) in early childhood settings;
 - share Wisconsin's RtI early childhood work at the national level at a CEELO/Midwest Regional Center meeting and through a follow-up webinar to share Wisconsin's practices; and
 - promote RtI practices in 4K programs and by inserting the concept of kindergarten assessment into a process referred to as the "4K-5K Continuum."
- Special focus on vision screening: RTT-ELC funds were provided to Prevent Blindness Wisconsin to promote better vision screening and assessment practices.
 - In 2014, Prevent Blindness Wisconsin developed three one-hour online webinars on the topic of vision screening and assessment. The webinars focused on why early childhood providers should screen, how to conduct screening, and conducting follow-up. While these were created for all early childhood providers, there was a special focus on working with the DPI School Nurse Consultant to target school nurses.
 - In 2017, RTT-ELC funds co-sponsored the 2017 Child Care Vision Health Summit. This event focused on child care and Head Start programs with information and resources to help them become more aware of vision screening procedures and resources.
- **Products (reports, publications, training packages, online systems)**
 - *The Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin's Blueprint* is posted at http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf.
 - Professional development online module on screening and assessment, including tools, data use, special needs, program

evaluation, and special considerations can be found at <http://www.collaboratingpartners.com/packages/screening-assessment-practices/>.

- Professional development resources can be found at <http://www.collaboratingpartners.com/screening-assessment/child-find/>, <http://www.collaboratingpartners.com/screening-assessment/assessment/>, or <http://www.collaboratingpartners.com/packages/screening-assessment-practices/>.
- Kindergarten Entry Assessment (KEA) report, training PowerPoint, and handouts are posted at <http://www.collaboratingpartners.com/wp-content/uploads/2017/CPLinkedDocs/ExploringOptionsforKEAfinal.pdf>.
- A best practices article, *Comprehensive Early Childhood Screening and Assessment Systems: Thinking Outside the Box*, was written and appeared in the Association for Supervision and Curriculum Development (ASCD) magazine, the *Wisconsin ASCD Highlighter*, in fall 2015. The article can be found at <http://www.collaboratingpartners.com/wp-content/uploads/2017/CPLinkedDocs/ASCDcomprehensiveAssessmentArticleFINAL.pdf>.
- RtI-related publications:
 - The early childhood RtI guide *Putting the Puzzle Pieces Together: Planning for, and Implementing, a Multi-tiered System of Supports in Pre-K Settings* is found at http://www.collaboratingpartners.com/wp-content/uploads/2017/CPLinkedDocs/PuttingthePuzzlePiecesTogether6_16.pdf.
 - Alignment for using the School-wide Implementation Review (SIR) in early childhood settings is found at <http://www.wisconsinrticenter.org/educators/rti-in-action/earlychildhood.html>.
 - The RtI newsletter/website includes regular early childhood-specific articles: <http://www.wisconsinrticenter.org/educators/rti-in-action/earlychildhood.html>.
 - Best practices in aligning 4K and 5K to promote high levels of learning for all (Parts 1 and 2):

- Part 1
<https://drive.google.com/file/d/0BxmyS8O0mDJQaERnVXRWUDQyYIE/view>
- Part 2
<https://drive.google.com/file/d/0BxmyS8O0mDJQbjVMQk1PaXhJM1k/view>
- Vision screening tool kits for schools, child care, and Head Start:
<https://wisconsin.preventblindness.org/resources> and
<https://dpi.wi.gov/sspw/pupil-services/school-nurse/resources>

Continuing Opportunities

- Continue to utilize the Healthy Children Committee and the Screening and Assessment Professional Development work group to support cross-sector collaboration and continue to explore how these committees align with other early childhood professional development committees.
- Annually review, market, and promote strategies for implementation of Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin's Blueprint.
- Work with the StriveTogether network's Wisconsin affiliates to support cross-sector development at the local level and the identification and development of state policies to support comprehensive and aligned screening and assessment.
- Continue the development of Screening & Assessment Professional Development materials and resources, including, but not limited to:
 - expansion of the <http://www.collaboratingpartners.com/pd-packages/screening-assessment-practices/> online module
 - continuation of the 4K-5K alignment within a two-year developmental continuum (part of the Rtl work)
 - exploration of developmental screening and family engagement in the screening process
- Kindergarten Entry Assessment (KEA)
 - As other states move forward with KEA, Wisconsin could reexamine possible implementation.

4K and YoungStar

Cross-Sector Objective

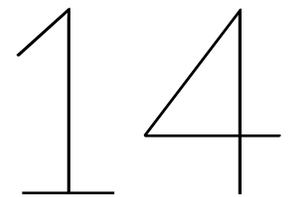
Improve the alignment between private child care and public 4K and bring more 4K providers into YoungStar.

Description and Infrastructure

Wisconsin is one of only a few states that provide funding through the school funding formula for school districts to implement 4-year-old kindergarten (4K). Since 2013, there has been steady growth in the 4K program. In the 2013-2014 school year, 93% of the districts had 4K; in the 2017-2018 school year, 97% had 4K. Schools can provide 4K in school-based classrooms or use community approaches (4KCA) through contracts with child care, Head Start, and/or private schools for on-site implementation of 4K. Since many of these 4KCA districts provide 4K in child care settings, the alignment of state policies and practices related to YoungStar (Wisconsin's Quality Rating and Improvement System) is important.

DPI and DCF have developed a structure and resources to promote the 4KCA model and support the alignment of policies and practices. With the RTT-ELC emphasis, there was increased promotion of alignment policies and practices, especially related to YoungStar, and encouragement for 4K implementation using these community approaches. The structure and resources include:

- a 4KCA coordinator who could assist the DPI Early Childhood Consultant by being more directly involved in supporting school districts and communities in the implementation of community approaches
- the State Superintendent's Advisory Council on 4-year-old Kindergarten and Community Approaches
- the DPI 4-year-old kindergarten (4K) Policy and Information Advisory
- the 4KCA finance guide
- professional development and networking through the Preserving Early Childhood conference and fall 4K networking meeting
- a listserv for those interested in 4K (especially 4KCA) with 1,034 members who also share the messages with other 4K stakeholders



- support for regional and local communities to create or maintain 4KCA through Regional Collaboration Coaches, CESA Program Support Teachers, child care licensors, and/or YoungStar technical consultants

Milestones (January 2013-December 2017)

- **Integration and Capacity Building (committees, organizations, individuals)**
 - The State Superintendent's Advisory Council on 4-year-old Kindergarten and Community Approaches hosts annual meetings to engage multiple stakeholders.
 - In the first year of the RTT-ELC project, the DPI 4-year-old kindergarten (4K) Policy and Information Advisory was revised to include information on YoungStar and 4K. A 2017 revision provided further updates to the document.
 - The DPI 4KCA Funding Guide is under revision to promote appropriate use of the various funding sources in 4KCA models. This revision is especially relevant due to changes in child care subsidy policy and new federal Head Start regulations on hours of service. The finance guide can be found at http://www.collaboratingpartners.com/wp-content/uploads/2017/CPLinkedDocs/4K_FINANCING_COMMUNITY_APPROACHES_09.pdf/.
 - Communication and networking among the DPI, DCF, CESAs, school districts, and YoungStar technical consultants/trainers has been supported. A study identified 54 benefits of 4KCA for children, families, education programs, schools districts, and the general public. Various communities developed videotapes to highlight how these models support child care partnerships and quality programming. Websites shared information to help the various communities explore and maintain 4KCA.
 - These community models demonstrate the benefits of programs working together and the impact of quality improvement practices. Each year, the number of participating districts and participating community partners changes. Data collection related to 4K and 4KCA models has been problematic in the past. Working through the Early Childhood Integrated Data System (ECIDS) project, internal and cross-department data collection efforts are being identified as something that will improve data collection and

allow better research. The DPI research analyst, working with internal data teams, prepared an Information Technology Project Charter. It laid out the data collection changes necessary for our information technology system to improve data collection on 4KCA. The charter has a place in the priority list and it is hoped it will move forward within the next year. In 2016, work continued with DCF to identify schools and child care participating in 4KCA. DCF made some changes in their data collection that allow a better manual comparison of programs.

□ **Projects (events, activities)**

- A variety of local school districts and community providers received direct consultation and support in the implementation of community approaches through phone contacts, email, and community visitation.
- The Preserving Early Childhood Collaborative Leadership Forum, a statewide forum held in March, with a focus on school districts, child care and Head Start partners, teachers, and training and technical assistant personnel: Over 800 participants have participated in this event over the past five years. RTT-ELC funding supported the event by paying speaker fees and technology costs, thereby reducing registration costs. The national speaker is selected because he or she has authored a book important to the topic of community collaboration and/or best practices in early childhood program development. Content sessions range from early childhood leadership, *Wisconsin Model Early Learning Standards*, and community councils, to cultural diversity and 4K start-up. YoungStar and 4K coordination were woven into various activities throughout the grant period. Regional networking, caucus meetings by similar sector roles, and sharing of collaborative experiences are important features of the conference. Each year, the agenda and conference handouts are posted on <http://www.collaboratingpartners.com/professionalism/state-pd-event-materials/>.
 - 2013 Keynote: Beverly Falk, *Defending Early Childhood: Images of Possibilities*
 - 2014 Keynote: Holly Elissa-Bruno, *Learning from the Bumps in the Road*

- 2015 Keynote: Maurice Sykes, Doing the Right Thing for Children
- 2016 Keynote: Dr. Paul Gorski, Reaching and Teaching Children in Poverty
- 2017 Keynote: Wendy L. Ostroff, PhD, Understanding How Young Children Learn
- Regional 4K meetings with statewide videoconferencing was held in the fall involving six different locations across the state. These events focused on school district leadership. In 2017, the event also involved connections with the Head Start Association quarterly meeting. Attendance averaged 133 participants each year for this event. RTT funds have supported reduced registration costs for this event and have typically covered technology costs. This was an opportunity to address YoungStar and specific impacts on school districts.
- Twelve communities were provided \$1,500 mini-grants to explore 4KCA model implementation or changes related to the use of child care subsidies and/or the new Head Start duration standards.
- **Products (reports, publications, training packages, online systems)**
 - The Wisconsin Forces for Four-Year-Olds listserv provides statewide updates on collaborative news and issues. Information on subscribing to the list can be found at <http://www.collaboratingpartners.com/contact/>.
 - DPI has a 4K web page at <https://dpi.wi.gov/early-childhood/4k> which covers a wide array of 4K and 4KCA resources, including the policy advisory and other resources.
 - The DPI website was expanded to highlight a RTT-ELC-funded study of the benefits of 4KCA and videos from communities that highlight partnerships with child care and address quality improvement: <https://dpi.wi.gov/early-childhood/kind/4k/4kca>.
 - The WECCP website also promotes 4KCA partnerships, quality, policy documents, and other resources at <http://www.collaboratingpartners.com/family-community-engagement/4k-community-approaches/>.
 - DCF also promotes 4KCA with a 4K and YoungStar FAQ document (2016): <https://dcf.wisconsin.gov/files/youngstar/pdf/ys-faq/ys-faq-4k.pdf>.

Continuing Opportunities

- Continue to support 4KCA through state funding, policy development, and other cross-department administrative mechanisms.
- Continue to encourage, strengthen, and support 4K community approaches through funding of the Regional Collaboration Coaches and 4KCA coordinator.
- Continue encouragement and support of 4K community approaches through the PEC conference and annual networking events that bring together 4K coordinators and their partners.
- Keep 4K web pages up-to-date with 4KCA information and success stories.



Tribal-State Relations

15

Cross-Sector Objective

Coordinate tribal professional development processes, help improve communications, and develop a strategy for improving coordination among tribes and state agencies.

Description and Infrastructure

There are 11 federally recognized tribal nations in Wisconsin. One RTT-ELC goal was to establish a structure for communication and resource sharing among the state early childhood professional development efforts and the tribal nations. Past early childhood partnerships were primarily sector-focused, with each of the state departments addressing its relationship to the tribal nations in relation to the department's area of influence: child care (DCF), general and special education (DPI), and early intervention and health (DHS).

Cross-agency and tribal collaborations began to focus on services to children with developmental delays, disabilities, and other special needs. DPI and DHS hosted a number of tribal gatherings to share information and increase collaboration between the state agencies and the tribes with regard to the Individuals with Disabilities Education Act (IDEA). The Disproportionality Technical Assistance Network early childhood tribal project began a special focus on tribal early childhood relations. "The Network" (<http://www.thenetworkwi.com/>) focuses on equitable referrals, services, and education for children who are racially and ethnically diverse.

The importance of this work was recognized as the state was writing its application for the RTT-ELC grant. In 2014, the Project Coordinator was hired through an interagency agreement with the Great Lakes Inter-Tribal Council (GLITC). This coordinator provided the central point for coordination among the 11 tribal nations, state staff across multiple departments, and other cross-sector professionals. This position has been vital to the work of this project. More information on the infrastructure and communication efforts can be found in the DPI RTT-ELC Tribal-State Relations final report. This professional development report will focus on the RTT-ELC tribal efforts related to professional development.

Milestones (January 2013-December 2017)

- **Integration and Capacity Building (committees, organizations, individuals)**
 - From 2013 through 2017, tribal gathering and listening sessions, as well as Early Childhood Workgroup meetings, were a mechanism to build infrastructure and promote professional development. Early in the project, it was learned that the tribal nations did not perceive many of the state agencies' professional development projects to be culturally responsive. In response, plans were made to adapt the *Wisconsin Model Early Learning Standards* (WMELS) trainer approval process and make the training materials more culturally relevant. Through "listening" and strategic planning, it was also learned there was a high level of interest among the tribal communities in screening and assessment. RTT-ELC funds were allocated to provide professional development in this area. The WMELS process has been so successful that RTT-ELC funds were provided to train three tribal members to become certified trainers in the "Bringing the Protective Factors Framework to Life in Your Work" program (<http://www.ctfalliance.org/onlinetraining.htm>) and to adapt the curriculum to be more culturally reflective. There is also interest in replicating the process with the *Wisconsin Pyramid Model for Social and Emotional Competencies*.
 - In July 2015, the *Wisconsin Model Early Learning Standards* leadership committee approved a proposal to adapt the trainer process and receive recommendations for cultural adaptations to the materials. Through 2015 and into 2016, the tribal coordinator and a small group worked on the WMELS revisions and in July the package was approved by the WMELS leadership committee. The changes did not alter the basic structure or contents of the WMELS training, but provided culturally relevant graphics and substituted some relevant activities. The graphic will be housed at <http://www.collaboratingpartners.com/> to provide wider access to photos and other graphics representing tribal culture. Eight potential trainers from five tribal communities began the WMELS trainer approval process. By the end of 2016, Red Cliff will be the first tribal community with two fully approved Tribal Trainers. In 2017, Stockbridge-Munsee's trainer became an Approved Trainer. This trainer

then moved back to her native tribe, Menominee Nation, and will be available to provide training in both tribal communities in the future. The remaining potential trainers have either moved or accepted different positions within their community.

- In August 2015, the project hosted training with the Brookes Publishing Company. Representatives from 10 tribal nations became trainers for the Ages and Stages screening tool. Some of these tribal nations developed screening strategies that were part of their 90-day plans and mini-grants. In 2016, three communities hosted events in conjunction with the ASQ training: Menominee Nation, Stockbridge-Munsee, Oneida, Lac du Flambeau, and St. Croix. In 2017, ASQ trainings were provided for new incoming staff or reviewed with existing early childhood staff at Head Start programs, home visiting programs, and wellness centers by trainers in 10 of the 11 tribal communities.
- The use of 90-day plans was adapted from the Menominee Nation and was expanded to the tribal nations involved in the RTT-ELC project. They were showcased at biannual and then quarterly meeting of the Tribal Early Childhood Workgroup. Topics for the mini-grants and 90-day plans included:
 - elders teaching Anishinaabe language, fatherhood, and trauma (Bad River)
 - 0-3 language immersion school (with parents), including native language curriculum, professional development, ASQ 3/SE@ training, and material (Ho-Chunk)
 - implementation of Pyramid Model and Ojibwe language materials (Lac Courte Oreilles)
 - events to promote health and wellness, including IDEA Child Find screening, Pyramid Model training for staff/parents, materials, and the re-opening of a licensed child care center (Lac du Flambeau)
 - training and materials to assist staff in implementing Teaching Strategies Gold assessment system (Menominee)
 - native language, early literacy, and fatherhood initiatives (Oneida)
 - mental health consultant, training on social-emotional development for parents, *Wisconsin Model Early*

Learning Standards training, purchase and training of Creative Curriculum and Gold Assessment (Red Cliff)

- Safe Sleep Survival Kits (St. Croix)
- In late 2016, funding (including RTT-ELC GLITC and RTT-ELC Pyramid Model funds) was provided to explore the Pyramid Model training materials for cultural relevance, adapt the trainer approval process, and promote the training within the tribal communities. Eight tribal communities were interested in this work. However, delays in the funding and contracting process did not allow enough time to do this project within the RTT-ELC timeframe or with the necessary emphasis on accuracy to each tribe's culture. The intent remains to have a sustainability priority within the Pyramid Model project.
- Cultural responsiveness, the achievement gap, and equality are important professional development topics that became more accessible to the larger Wisconsin early childhood community. A presentation was made to the Governor's Early Childhood Advisory Council on February 25, 2014, to provide data and information on tribal children in the state. This presentation helped promote the ECAC's interest in addressing the achievement gap as well as in culturally relevant professional development.
- Presentations occurred at WI PDI and through trainings sponsored by The Network. In 2016, early childhood representatives became part of the Wisconsin Indian Education Association and worked to present an early childhood strand at their 2014 conference.
- **Products (reports, publications, training packages, online systems)**
 - Culturally relevant adaptations were made to the WMELS training.
 - A tribal early childhood listserv, ectribalworkgrp@lists.dpi.wi.gov, was created for communication among those who have been part of the project through Tribal Workgroup meetings, 90-day plans, mini-grants, and the Tribal-State Relations Work Group. There are 169 people subscribed to this list and many of them forward the messages to other stakeholders.
 - The Collaborating Partners website at <http://www.collaboratingpartners.com/diverse-populations/wi-tribal-nations/> includes information on each

tribal nation, 90-day work plans, mini-grants, and other tribal early childhood information.

- The new Professional Development System will include the Tribal Nations Initiative as one of its projects.
- The RTT-ELC Tribal-State Relations final report will be available soon at <https://dpi.wi.gov/early-childhood/prof-dev> or <http://collaboratingpartners.com/diversity-wi-tribal-nations.php>. The report includes more details related to the overall Tribal-State Relations project's impact, results, and sustainability.

Continuing Opportunities

Future Continuing Opportunities for this project will continue to be guided by the key "lessons learned" questions and priorities identified at the state and local level to support young children. The continued development of a strong infrastructure among the First Nations, the state departments, and other early childhood organizations that promote relationships, communication, and collaboration will be key to addressing the following:

- What is the most important thing for state department leadership to know about the needs of young American Indian children and their families?
- How do we develop collaboration among the various programs serving young children and families within each tribal community?
- How can program knowledge among the First Nations, the state departments, and other early childhood organizations continue to be shared?
- How can strategic planning of events, meetings, and/or project activities continue at the state level with state-level support?



Conclusion

From 2013 through 2017, the Wisconsin Early Childhood Professional Development (ECPD) System has undergone significant enhancements and project activity. It has benefited particularly from Race to the Top—Early Learning Challenge (RTT-ELC) grant funding as a means to increase collaboration, cross-sector professional development content, and access to professional development. The RTT-ELC grant influence was substantial, as its funding supported personnel to engage in system collaboration to build integration and capacity among sectors and partners. Of significance is the strengthening of a professional development system that enhances cross-sector communication, agreed upon professional competences and standards, a commitment to reduce duplication of efforts, and an increased understanding of system roles and partnerships.

Impact on Wisconsin Early Childhood Professional Development Structure:

A primary impact during the past five years has been to clarify the ECPD Structure to support cross-sector professional development. Activities have resulted in an agreed upon statewide infrastructure that can be utilized to further improve early childhood pre-service education and ongoing professional development. The descriptions below are based on the core elements that have been defined during this five-year process.

- A. **Sector and Cross-Sector Commitment to System Alignment and Collaboration:** Collaboration is needed among the existing state professional development structures, including those that provide provider/teacher preparation, educator licensing, educator/provider effectiveness, ongoing professional development, and training and technical assistance practices. These key systems have committed to maintain and support cross-system collaboration.
- B. **Regional Networks, Coaches, and Teams:** The WECCP Braided Funding Initiative structure received substantive funding through RTT-ELC. This resulted in increased ability to support state professional development efforts at the regional and local levels through the use of Regional Collaboration Coaches, Regional Action Teams, Regional Work Plans, and local mini-grants.
- C. **System Sectors and Partners:** While there was a core group of stakeholders at the table before RTT-ELC, the new RTT-ELC efforts

brought expanded awareness and participation in the Wisconsin Cross Sector Professional Development Initiative (WI PDI) at the state, regional, and local levels. This brought an increase in the scope of commitment to building the vision and capacity for high-quality comprehensive services for young children and families.

- D. Wisconsin Cross Sector Professional Development Initiative (WI PDI): Over the past five years, the WI PDI became an accepted structural mechanism to enhance collaboration and alignment among the early childhood professional development sectors. Exploration of this project's infrastructure shapes a path to bring greater alignment to the cross-sector work to adopt consistent evidence-based practices in the stated objective/content areas.
- E. Communication through Web-based Professional Development System Supports and Common Language: Web-based professional development was enhanced and developed with the intention of creating common understanding; sharing cross-sector information, projects, and products; better aligning cross-sector efforts; and providing broader access to best practices print and media materials.
- F. Cross-Sector Commitment to Excellence for Early Childhood Professional Development: Throughout the past five years, the use of consistent guiding principles, early learning standards, professional core competencies, trainers and technical assistance competencies, and consistent qualification levels ensured a level of reliability in quality. Best practices were promoted through training packages and resources in the content areas, including social-emotional competence, early literacy and math, inclusion, dual language learners, homelessness and poverty, comprehensive system for child screening and assessment, 4-year-old kindergarten community approaches and YoungStar, and tribal-state relations. These commitments include:
 - The *Wisconsin Model Early Learning Standards* (2014) and training materials:
<http://www.collaboratingpartners.com/wmels/>
 - Wisconsin Core Competencies for Professionals Working with Young Children and their Families (2014):

- English and Spanish language editions: <http://www.collaboratingpartners.com/professionals/wi-core-competencies/>
- Wisconsin Training and Technical Assistance (T-TAP) Competencies (2015):
 - English and Spanish language editions: <http://www.collaboratingpartners.com/professionals/wi-t-tap-competencies/>
- Wisconsin Early Childhood Collaborating Partners (WECCP) website serves as a host to the various content area resources: <http://www.collaboratingpartners.com/>
- Wisconsin Early Childhood Professional Development Packages: <http://www.collaboratingpartners.com/pd-packages/>
- Wisconsin Early Childhood System Portfolio: <https://early-childhood-system-portfolio.wisc.edu/>

The core elements should continue to evolve and adapt as needed. Without continued intentional focus on, and integration of, these elements, the impact of these accomplishments will be time-limited and an effective system of professional development will be more difficult to achieve.

Impact on Wisconsin Early Childhood Professional Development System and Professionals:

The past five years have had a direct impact on the early childhood stakeholders and professionals, who benefited from the work of the Wisconsin Early Childhood Professional Development System.

The impacts on stakeholders and professionals can be shown by looking at the professional development methods and specific activities within each content area. Below are summaries of the impact of some of the professional development methods; they are followed by more detailed information by content area.

- Development of products promoted consistency across sectors and partners. Products were vetted by content-specific project committees and were disseminated through web-based and in-person mechanisms. The WMELS document was updated and reprinted. Materials in WMELS trainer curriculum and assessment tool kits were updated. Screening/assessment tools were made

more readily available. A community tool kit related to homelessness was produced. Professional development packages were created for online access. All content area resource materials were made available online. A plan to align the cross-sector websites began.

- Full-day training sessions provided direct instruction on WMELS, Pyramid Model, DLL, and vision screening (reaching over 10,000 participants).
- Hosted or co-sponsored 10 conferences with over 1,570 participants.
- Nine statewide and 80 regional Communities of Practice gatherings were utilized to increase trainer skills, ensuring consistency and quality related to WMELS, Pyramid, screening/assessment, and DLL.
- Twelve online webinars increased access to diverse stakeholders interested in homelessness and vision screening.
- Fourteen train the trainer events ensured that state-approved and content-specific trainers were knowledgeable and consistent in their teaching of WMELS, Competencies, Ages and Stages Screeners, and WISELearn.
- Information was shared through four listservs reaching 2,452 subscribing members, many of whom then forwarded the messages to other stakeholders.
- Mini-grants were used by Regional Action Teams or content projects to support 159 local projects.
- Regional stipends were provided to cover attendance of 700 people at state and national conferences.

The impacts below are described according to the specific goals and content area activities as defined in the project areas for WECCP and RTT. For more details on accomplishments, and links to products, see other sections of the full report or Appendix B.

- WMELS structures, training, and resources were expanded and aligned to help the child care workforce, school districts, and other early care and education providers use standards in everyday practice. There were 201 full-day training sessions for 4,940 people through the state project. Forty-five individuals became Approved Trainers. The new trainers included those that could

provide training targeted to Spanish- and Hmong-speaking audiences as well as tribal communities.

- The *Pyramid Model for Social Emotional Competence* training and technical assistance structure was advanced and new materials were developed to increase cross-sector program implementation. Two hundred forty-nine Social and Emotional Foundations to Learning—Pyramid Model trainings were provided to 5,216 people. Cross-sector implementation sites increased by 21 programs located in 73 sites. Eight communities implemented Parents Interacting with Infants play-based family groups.
- Early literacy and math content was developed. A seven-topic online early literacy module is available online. A 2014 conference “kicked-off” the material to over 200 participants. A collaboration with the Wisconsin Mathematics Council resulted in an early math preconference and strand being added to their 2017 conference, with at least 50 early childhood participants attending.
- Inclusion: Collaboration among the state departments resulted in additional training and technical assistance to help children with special needs. Two statewide conferences were held with over 400 cross-sector technical assistance providers and others. Online materials for providers were developed. National inclusion resource materials were promoted to stakeholder groups and through three local pilot projects.
- Dual Language Learners: A comprehensive and consistent approach to dual language learners was promoted through partnerships with WIDA Early Learning Years and new resource materials were developed. Two statewide full-day trainings were provided to 90 participants. A cadre of DLL content trainers was developed and became available to provide training at the local level. The content was promoted through Regional Action Team meetings, material distribution, and stipends to attend state events.
- Homelessness: A comprehensive and consistent approach to homelessness was framed for early childhood and promoted to the field through webinars, email blasts, conference sessions, and seven community mini-grants to pilot a new tool kit.
- Screening and Assessment: The concept of kindergarten entrance assessment (KEA) was explored. It resulted in the promotion of a

vision for a comprehensive and consistent approach to screening and assessment at the state level. Communities were supported in their efforts to increase cross-sector screening and assessment, including support for trainers using the Ages and Stages screening tools. Professional development materials were created and shared at conferences to increase child care providers' knowledge of comprehensive screening practices and promote school utilization of child care and Head Start as part of their Response to Intervention data collection and practices. Collaboration with Prevent Blindness Wisconsin provided webinars and training to increase vision screening in the early years.

- Four-year old kindergarten and YoungStar alignment: The alignment between private child care and public 4K was promoted to increase provider participation into the WI QRIS (YoungStar). Updated policy and practice information was shared through the Forces44 listserv. The Preserving Early Childhood conferences brought together more than 250 school, child care, and Head Start leaders annually to promote community approaches to 4-year-old kindergarten. In addition, annual school district network meetings shared information on quality, YoungStar, community approaches, and other best practices.
- Tribal Professional Development: RTT-ELC placed emphasis on professional development alignment to an existing collaboration through the IDEA-funded Disproportionality Technical Assistance Network. A complete report on the full impact of this project is available. The professional development goal focuses on making the state professional development projects more receptive to and accessible by tribal communities. It included recruiting and supporting trainers to provide WMELS training in the tribal community. Culturally appropriate materials were developed to support WMELS, Pyramid, and trauma informed care trainings. Eight of the 11 tribal communities applied for and received mini-grants to support professional development and community collaboration.

Continuing Opportunities and Sustainability:

The Wisconsin Early Childhood Professional Development System and Structure have had substantial capacity building over the past five years. The structure has supported alignment among state, regional, and local professional development initiatives, thereby reducing duplication and

maximizing funding. Professional development in early childhood content and project areas has impacted more than 10,000 early childhood providers, educators, administrators, trainers, and technical consultants.

Recognizing the importance of this work, key stakeholders have made a number of commitments to support sustainability, including, but not limited to:

- The key partners recognize and commit to continue to work in partnership to explore how to sustain these cross-sector professional development efforts, refine the structure, and take advantage of the continuing opportunities identified in the various content areas.
- The key partners will continue to explore the use of the WECCP braided funding for coaches, Action Teams, and the website.
- The Office of Early Learning and the Early Childhood Consultant will continue their work to promote cross-sector efforts.
- The DPI will continue to explore increased alignment with current department efforts related to screening and assessment as well as efforts of the RtI Center and PBIS.
- DPI recognizes the importance of the funding from and/or alignment with the McKinney-Vento Homeless Assistance Act, the Title III English Language Learners, and the longitudinal data system, and will continue to support alignment with these efforts.
- The Disproportionality Technical Assistance Network will continue its funding of the early childhood tribal project.
- The DCF has committed to maintaining functions of RTT-ELC coordinator positions related to inclusion and professional development.
- Stakeholders are committed to continue to improve data coordination through the use of the RTT-ELC System's Portfolio and to continue efforts to align project and Registry data collection.
- Stakeholders are committed to continue PDI and explore its relationships with other continuing committees, including WMELS, Pyramid, and ELAG.
- Stakeholders are committed to continue screening and assessment efforts through promotion of the *Comprehensive and Aligned System*

for Early Childhood Screening and Assessment: Wisconsin's Blueprint and related professional development resources.

- Conferences and networking events will continue by increasing/requiring fee-based registration or by aligning with other existing events.

The end of the RTT-ELC grant funding will have a significant impact on the sustainability of this work in the future. Without continued intentional focus on, and integration of, newly developed systems, skills, materials, and relationships, the impact of the grant's accomplishments will be time-limited and an effective system of professional development will be more difficult to sustain. The commitments listed above will sustain some of the RTT-ELC grant activities. As these commitments evolve, Wisconsin is hopeful that new opportunities and partnerships will emerge, allowing for the continued promotion and implementation of optimal supports and services in the field of early care and education.

Appendices A–G

Appendix A: Wisconsin Early Childhood Cross-Sector Professional Development System Snapshot



Wisconsin Early Childhood Cross Sector Professional Development System Snapshot and System Portfolio Overview

The WI Early Childhood Cross Professional Development System consists of interrelated efforts, services, and supports that address the continuum of workforce needs with a common goal of building and sustaining an effective system of education, training, and technical assistance. 12/30/17

WI Early Childhood Collaborating Partners (WECCP)

WECCP Mission: All children will be healthy, nurtured, safe, and successful.

WECCP Vision: Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for all children and families.

Braided Funding Initiative

Cross sector-funding initiative to help support cross sector collaboration and engagement of regional and local stakeholders.

WECCP Direct Braided Funded Partners:

The Department of Public Instruction: Office of Early Learning, Special Education, and McKinney Vento Homeless Education Program

The Department of Children and Families: Division of Early Care and Education (DECE) and Race to the Top Early Learning Challenge Grant

The Department of Health Services: Division of Public Health, Maternal Child Health Program.

WECCP Indirect Funding & Support:

The organizations and individuals listed on page 2 offer staffing, indirect funding, and participation to the work.

WI Cross Sector Professional Development Structures

- **The system is organized through:**
 - WI Regional Collaboration Coaches, Regional Action Teams, and Regional Networks
 - The Professional Development Initiative (PDI) to enhance collaboration among the various early childhood professional development sectors by creating and/or adopting consistent evidence-based practices.
- **The system communicates through online mechanisms including:**
 - <http://www.collaboratingpartners.com/> for resource sharing with the field.
 - <https://early-childhood-system-portfolio.wisc.edu/> allows professionals to share information more effectively, discover professional training opportunities and pathways, and better align cross-sector efforts in the categories of:

| | |
|-----------------|---------------|
| Individuals | Organizations |
| Projects | Documents |
| Events Packages | Committees |

System Partners

- Public and private 2 year and 4 year institutions of higher education offering approved early childhood programs, certificates, endorsements, and course alignment.
- State agencies including the Departments of Children and Families (DCF), Health Services (DHS), and Public Instruction (DPI) that oversee the various sectors policies, practice, and support cross sector coordination.



Sectors

- Child Care
- Child Welfare
- Early Head Start/Head Start
- 4- and 5-Year-Old Kindergarten
- IDEA Part C Early Intervention (B-3)
- IDEA Part B 619 Special Education (3-5)
- IDEA Related Services
- Health
- Home Visiting
- McKinney-Vento Homeless
- Mental Health
- School-age
- Tribal Nations

Cross Sector Projects with Committees

- Competencies (TTAP/PDAS)
- WI Model Early Learning Standards (WMELS)
- WI Pyramid Model of Social Emotional Competence
- Dual Language Learning
- 4-Year-Old Kindergarten Community Approaches
- Early Learning Screening and Assessment
- Career Pathways and Progressions
- Articulation
- Inclusion
- Child Find
- WI Tribal Nations Initiatives
- Obesity Prevention and Physical Activity

Projects without a Cross Sector Specific Committee

- McKinney-Vento and Homelessness/Poverty
- Family Engagement/Home Visiting
- Mental Health
- Trauma and Trauma-Informed Care

WI Professional Development Systems

Career Guide
Regional Networks & Collaboration Coaches

WI Educator Licensing
WI Educator Effectiveness
Wisconsin Universities Educator Preparation Approved Programs
Map and Links to Universities and Technical Colleges

WI Recognition System for the Childhood Care and Education – Career Levels, Professional Development Approval, and Credentials

Provider Access and Supports – T.E.A.C.H
Provider Compensation – R.E.W.A.R.D
Credit for Prior Learning
Professional Development Counseling



Wisconsin Early Childhood Cross Sector Professional Development The Professional Development Initiative (WI PDI)

The PDI serves as the team to design and implement structures, communication strategies, and resources. 12/30/17

PDI Vision

Enhanced coordination of the Cross Sector Early Childhood Professional Development System

PDI Mission

- Use WI Model Early Learning Standards, Core Competencies, as well as the Trainer and Technical Assistant Competencies as a framework, guidance, and resource for cross sector collaboration.
- Enhance linkages between higher education and training and technical assistance efforts.
- Strive for high quality aligned professional development opportunities for the early childhood workforce, which include cross sector training and technical assistance.

PDI Purpose

- Propose recommendations for system and policy changes in the area of professional development as appropriate to state departments, state councils, and other professional development stakeholders.
- Explore professional development system integration that may be beyond the current goals and scope of the organizations and WECCP.
- Work as members, to bring recommendations and integration into the agencies and associations represented.

PDI Structure and Communication

- Co-chairs:
 - Jeanette Paulson, WI Early Childhood Association: jpaulson@wisconsinearlychildhood.org
 - Sherry W. Kimball, Department of Public Instruction, sherry.kimball@dpi.wi.gov
- Quarterly meetings with work groups formed for specific goals – monthly or as needed.
- WI Early Childhood Collaborating Partners (WECCP) website: <http://www.collaboratingpartners.com/professional-guidance-wi-pd-initiative.php>
- Regional Connections and Representation: Regional Collaboration Coaches
- Sharing midyear and annual professional development reports of state activities.
- Partners share statewide reports, materials, and efforts.
- Ongoing focus on structure effectiveness, relevance and willingness to adjust structure as needed.

Contributing Organizations and Individuals

- WI Dept. of Children and Families (Division of Early Care and Education; Home Visiting)
- WI Dept. of Health Services (Birth to Three Program; Early Childhood Comprehensive System; Maternal Child Health; Public Health)
- WI Dept. of Public Instruction (American Indian Studies; Education for Homeless Children and Youth; Head Start Collaboration; Office of Early Learning; Special Education; Teacher Education, Professional Development, and Licensing)
- Child Welfare Training Partnership
- Great Lakes Inter-Tribal Council
- Supporting Families Together Association
- UW-Madison (Infant Mental Health Certificate Program; Waisman Center)
- UW-Milwaukee (Child Welfare Partnership for Professional Development; Home Visiting)
- UW System (System Campus Child Care; UW PK-16 Initiative)
- WI Academy of Pediatrics
- WI Afterschool Network
- WI Alliance for Infant Mental Health
- WI Association of Independent Colleges and Universities
- WI Child Abuse and Neglect Prevention Board/Children's Trust Fund
- WI Council on Children and Families
- WI Division for Early Childhood
- WI Early Childhood Association
- WI FACETS
- WI Head Start Association
- WI Head Start T/TA Center, Region 5
- WI Technical College System

PDI Member Commitments

- Actively participate in PDI meetings and related project committees.
- Share information from projects and committees through PDI communication methods.
- Commit to cross sector planning, design, and implementing PD efforts.
- Promote commitment to excellence in sector content, delivery models, and professional development.
- Promote and utilize the WI Early Childhood Collaborating Partners (WECCP) website and manage sections as necessary.
- Coordinate committee work, project planning, meetings, and calendars through utilization of the WI Early Childhood System Portfolio.
- Link new efforts to statewide coordinators and committees.



Wisconsin Early Childhood Cross Sector Professional Development Commitment to Excellence

12/30/17

Guiding Principles *(The basis of informed practice.)*

- All children are capable and competent.
- Early relationships matter.
- A child's early learning and development is multidimensional.
- Expectations for children must be guided by knowledge of child growth and development.
- Children are individuals who develop at various rates.
- Children are members of cultural groups that share developmental patterns.
- Children exhibit a range of skills and competencies within any domain of development.
- Children learn through play and the active exploration of their environment.
- Parents are children's primary and most important caregivers and educators.



Wisconsin Model Early Learning Standards

(Standards specify developmental expectations for children from birth through entrance to 1st grade to establish shared language, responsibilities, and knowledge and understanding among the foundations of early childhood, K-12 educational experiences, and lifelong learning.)

- I. **Health and Physical Development**
 - A. Physical Health and Development
 - B. Motor Development
 - C. Sensory Organization
- II. **Social and Emotional Development**
 - A. Emotional Development
 - B. Self-Concept
 - C. Social Competence
- III. **Language Development and Communication**
 - A. Listening and Understanding
 - B. Speaking and Communicating
 - C. Early Literacy
- IV. **Approaches to Learning**
 - A. Curiosity, Engagement, and Persistence
 - B. Creativity and Imagination
 - C. Diversity in Learning
- V. **Cognition and General Knowledge**
 - A. Exploration, Discovery, and Problem Solving
 - B. Mathematical Thinking
 - C. Scientific Thinking

Interest Areas: Children Learn from Play, Guiding Principles, The Teaching Cycle, Engaging Families

http://www.collaboratingpartners.com/document/s/WMELS4thEdition_web_edit2.pdf

WI PDI

Guiding Principles in Professional Development

- Utilize evidence-based best practices.
- Engage in relationship-based strategies.
- Support onsite coaching and mentoring.
- Encourage strong connections between pre-service and in-service.
- Support collaborative statewide and regional communities of practice for identified initiatives.
- Promote cross sector efforts whenever possible.



WI Core Competencies

(12 Content Areas link to Professional Standards)

1. Child Development
2. Family Systems and Dynamics
3. Diversity
4. Special Needs, Disabilities, and Inclusive Practices
5. Learning Experiences, Strategies, and Curriculum
6. Health, Safety, and Nutrition
7. Guidance and Nurturing
8. Observation, Screening, and Assessment
9. Family and Community Relationships
10. Professionalism
11. Planning, Reflection, and Evaluation
12. Administration and Management

<http://www.collaboratingpartners.com/professional-development-core-competencies.php>

High Quality System of Professional Support for Evidence-Based Practice Standards

- Evidence-Based Practices Guide Implementation
- Stakeholder Engagement, Leadership, Accountability, Standards,
- Improvement Strategies, Strategic Funding
- Baseline data, projections, growth targets, trajectories • Culturally Responsive Practice
- Statewide System of Support State Selected: WI Model Early Learning Standards
- Trainers • Technical Assistance • Pre-service • In-service • Agreed Upon Practice • Competencies
- Local Decisions Inform Practice (e.g., ongoing assessment, curriculum)
- Standards-based Decisions • Local Data • Cross Sector Alignment



Training and Technical Assistance Competencies (T-TAP)

Competencies define the relevant knowledge, skills, and dispositions needed by T-TA Professionals.

- I: Building Relationships
- II: Communication
- III: Professionalism and Ethics
- IV: Adult Learning Principles
- V: Planning Learning Opportunities for Adults
- VI: Continuous Quality Improvement

http://www.collaboratingpartners.com/documents/WI_TTAP_Competenciesfinal5_1_15.pdf



Appendix B: Consolidated List of Project Products

Early Childhood Professional Development System, Structure, and Reports

- Professional Development Consolidated Reports: <http://www.collaboratingpartners.com/professionalism/wi-pd-initiative/>
- Wisconsin PD System Online Portfolio: <https://early-childhood-system-portfolio.wisc.edu/>
- Wisconsin Early Childhood Professional Development Packages: <http://www.collaboratingpartners.com/pd-packages/>
- Wisconsin Early Childhood Cross Sector Professional Development System Snapshot: http://www.collaboratingpartners.com/wp-content/uploads/2018/04/pdisnapshotviaportfolio5_14_17.pdf
- Statewide cross-sector professional development events are posted at <http://www.collaboratingpartners.com/professionalism/state-pd-event-materials/>
- Two listservs provide statewide updates on collaborative news and issues: Wisconsin Early Childhood Collaborating Partners and Wisconsin Forces for Four-Year-Olds. Information on subscribing to the lists can be found at <http://www.collaboratingpartners.com/contact/>.
- DPI Office of Early Learning Professional Development: <https://dpi.wi.gov/early-childhood/prof-dev>
- Wisconsin Core Competencies for Professionals Working with Young Children and Their Families: <http://www.collaboratingpartners.com/professionalism/wi-core-competencies/>
- Wisconsin Training and Technical Assistance Provider (T-TAP) Competencies: http://www.collaboratingpartners.com/documents/WI_TTAP_Competenciesfinal5_1_15.pdf

Collaboration Coaches and Regional Networks

- About: <http://www.collaboratingpartners.com/about/>
- Brochure: <http://www.collaboratingpartners.com/family-community-engagement/4k-community-approaches/collaboration-coaches/>

The Wisconsin Model Early Learning Standards (WMELS)

- Standards document in English and Spanish: <http://www.collaboratingpartners.com/wmels-documents.php>
- Engaging Families around Wisconsin Model Early Learning Standards Training Curriculum: <http://www.collaboratingpartners.com/wmels/family-engagement/>
- WMELS trainer description and tabs to other training pages: <http://www.collaboratingpartners.com/wmels/trainings/com/wmels-training-description.php>

The Wisconsin Model Early Learning Standards (WMELS) Alignment

- Wisconsin Model Early Learning Standards alignment with the Wisconsin Standards for English Language Arts
<http://www.collaboratingpartners.com/wmels/implementation/alignment-with-the-standards/>
- Planning for Early Literacy Success: Intersections Between WMELS and State Standards:
<https://dpi.wi.gov/early-childhood/practice/alignment-of-early-learning-standards-with-other-standards>
- Head Start Early Learning Outcomes Framework: <http://dpi.wi.gov/early-childhood/alignment-early-learning-standards-wisconsin-state-standards> and <http://whsaonline.org/head-start-outcomes-framework-aligns-wi-model-early-learning-standards/>

The Wisconsin Pyramid Model: Enhancing Social-Emotional Competence

- Pyramid Model page on WECCP website: <http://www.collaboratingpartners.com/wi-pyramid-model-about.php>
- Wisconsin Key Messages: <http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/KeyMessagesofthePyramidModel.pdf>
- Model evaluation:
<http://www.collaboratingpartners.com/documents/2016PyramidModevaluationresults.pdf>
- Professional Development Packages: <http://www.collaboratingpartners.com/wi-pyramid-model/>
- Published and distributed annual reports:
<http://www.collaboratingpartners.com/wi-pyramid-model-team-updates.php>
- Pyramid Model updates from the state leadership team:
<http://www.collaboratingpartners.com/wi-pyramid-model/state-team-updates/>

Language and Early Literacy

- Professional development materials, *Supporting Language and Early Literacy*:
<http://www.collaboratingpartners.com/pd-packages/literacy/>

Inclusion

- DCF YoungStar Inclusion web page: <https://dcf.wisconsin.gov/youngstar/eci>
- WECCP disabilities web page: <http://www.collaboratingpartners.com/disabilities-inclusive-practices/inclusion/>
- Professional Development Modules: <https://dcf.wisconsin.gov/youngstar/eci/trainings>
- DCF Special Needs Rate Verification form:
<https://plus.google.com/u/0/communities/112187251944843845766?cfem=1>

Dual Language Learners

- *The Connection: Wisconsin Model Early Learning Standards and WIDA Early English Language Development Standards:* <https://www.wida.us/standards/EarlyYears.aspx#standards>
- Online learning modules about Dual Language Learners: WIDA Early Years has developed several free web-based modules that support the early care and education community in their work with dual language learners (DLLs) ages 2.5 to 5.5 years and their families. Each module is interactive, allowing individuals to interact with content and opportunities for application within their practice. A certificate of completion is provided at the end of each module. Further information and step-by-step registration instructions are available at <http://go.wisc.edu/246m5f> and <https://www.wida.us/standards/EarlyYears.aspx>.
- DLL tip sheets: <http://www.collaboratingpartners.com/pd-packages/dual-language-learners/language-learners-facts-and-tips.php>
- DLL cadre trainers: <http://www.collaboratingpartners.com/documents/WisconsinMasterCadreTrainers.pdf>
- DPI Title III English Language Learner (ELL) Google professional learning community (PLC) incorporates information about DLLs: <https://plus.google.com/u/0/communities/112187251944843845766?cfem=1>

Meeting the Needs of Families with Young Children Experiencing or At Risk of Homelessness

- DPI web page: <https://dpi.wi.gov/homeless/guidance#Preschool>
- Tab on Wisconsin Early Childhood Collaborating Partners (WECCP) website: <http://www.collaboratingpartners.com/diversity-homelessness.php>
- Email newsletters: <http://www.collaboratingpartners.com/diversity-homelessness.php>
- Webinars: <http://www.collaboratingpartners.com/pd-packages/homelessness/homelessness.php>

Screening, Assessment, and Kindergarten Entrance Assessment (KEA)

- Assessment Professional Development Package: <http://www.collaboratingpartners.com/pd-packages/screening-assessment-practices/>
- *Comprehensive and Aligned System for Early Childhood Screening and Assessment: Wisconsin's Blueprint* (third edition): http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf or a one-page summary at <http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/SUMMARYBlueprint2017Feb2.pdf>
- The KEA report: KEAP (Kindergarten Entrance Assessment Process): <http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/ExploringOptionsforKEAfinal.pdf>

- *Comprehensive Early Childhood Screening and Assessment Systems: Thinking Outside the Box:* <http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/ASCDcomprehensiveAssessmentArticleFINAL.pdf>
- Vision screening tool kits for schools, child care, and Head Start: <https://wisconsin.preventblindness.org/resources> and <https://dpi.wi.gov/sspw/pupil-services/school-nurse/resources>

Response to Intervention (RtI)

- Response to Intervention: Using the School-wide Implementation Review (SIR): <http://www.wisconsinrticenter.org/educators/rti-in-action/earlychildhood.html>
- *Putting the Puzzle Pieces Together: Planning for, and Implementing, a Multi-tiered System of Supports in Pre-K Settings:* http://www.collaboratingpartners.com/documents/PuttingthePuzzlePiecesTogether6_16.pdf
- The RtI Center School-wide Implementation Review (SIR) early childhood process: <http://www.wisconsinrticenter.org/educators/rti-in-action/earlychildhood.html>
- The RtI newsletter/website includes regular early childhood-specific articles. <http://www.wisconsinrticenter.org/educators/rti-in-action/earlychildhood.html>
- Best practices in aligning 4K and 5K to promote high levels of learning for all (Parts 1 and 2):
 - Part 1: <https://drive.google.com/file/d/0BxmyS8O0mDJQaERnVXRWUDQyYIE/view>
 - Part 2: <https://drive.google.com/file/d/0BxmyS8O0mDJQbjVMQk1PaXhJM1k/view>

Four-Year-Old Kindergarten and YoungStar

- DPI has a 4K web page that covers a wide array of 4K and 4KCA resources, including the 4K policy bulletin at <https://dpi.wi.gov/early-childhood/4k>
- The finance guide: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/4K_FINANCING_COMMUNITY_APPROACHES_09.pdf
- Video stories about 4KCA model that highlight partnerships with child care and address quality improvement: <https://dpi.wi.gov/early-childhood/kind/4k/4kca>
- 4K and YoungStar FAQ document (2016): <https://dcf.wisconsin.gov/files/youngstar/pdf/ys-faq/ys-faq-4k.pdf>
- Early Childhood Leadership Forum—Preserving Early Childhood (PEC) past agendas and handouts: <http://www.collaboratingpartners.com/professionalism/state-pd-event-materials/>

Tribal Nations

- A tribal early childhood listserv: ectribalworkgrp@lists.dpi.wi.gov
- A web page: <http://www.collaboratingpartners.com/diverse-populations/wi-tribal-nations/tribal-nations.php>. The new Professional Development System will include the Tribal Nations Initiative as one of the projects, along with the specific committees.
- Regional map with tribal nations: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPLinkedDocs/UpdatedWECCPbrochureCoachesandregionalnetworks9_2017.pdf
- Final RTT-ELC report and executive summary: <https://dpi.wi.gov/early-childhood/prof-dev> and <http://collaboratingpartners.com/diversity-wi-tribal-nations.php>

Appendix C: Key Personnel

Department of Public Instruction (if not listed under specific projects below):

- Tony Evers, State Superintendent, Year 1-5
- Sheila J. Briggs, Assistant Superintendent, Division of Academic Excellence, Year 1-5
- Rebecca Vail, Director, Content and Learning Team, Year 1-5
- Jill Haglund, Early Childhood Consultant and RTT-ELC Tribal, Standards, and Professional Development Project Manager, Year 1-5
- Sherry W. Kimball, Early Childhood Consultant and RTT-ELC Tribal, Standards, and Professional Development Project Manager, Year 4, and Project Manager Year 5
- Jenny Giles, Early Childhood Special Education Consultant, Year 1-5
- Linda Leonhart, Wisconsin Head Start Collaboration Office, Year 1-2
- Jennie Mauer, Director, Wisconsin Head Start Collaboration Office, Year 2-5

Department of Children and Families (if not listed under specific projects below):

- Eloise Anderson, Secretary, Year 1-5
- Judy Norman-Nunnery, Division Administrator, Division of Early Care and Education, Year 1-5
- Andrew Turner, RTT-ELC Grant Manager, Year 1-2
- Amanda Reeve, RTT-ELC Grant Manager, Year 2-5
- Chanell Crawford, RTT-ELC Grant Manager, Year 5
- Kath McGurk, Bureau Director, Bureau of Early Learning and Policy, Year 1-5
- Coral Manning, Section Chief, Quality Initiatives Section, Year 2-3
- Erin Gernetzke, Section Chief, Quality Initiatives Section, Year 4-5
- Bridget Cullen, Program and Policy Analyst, Quality Initiatives Section, Year 1-5
- Sherry Stuart, Program and Policy Analyst, Quality Initiatives Section, Year 1-5
- Monty Marsh-McGlone, RTT-ELCT Professional Development Supervisor, Year 1-4
- Dara Martinovich, RTT-ELCT Professional Development Analyst, Year 2-3
- Choa Her, RTT-ELCT Professional Development Analyst, Year 4
- Tammy Bartholomew, RTT-ELCT Professional Development Analyst, Year 4-5
- Erin Armburst, RTT-ELCT Family Engagement Analyst, Year 2-3

Department of Health Services (if not listed under specific projects below):

- Terri Enters, Part C Coordinator, Wisconsin Birth to 3 Program, Year 1-5
- Dana Romary, Program and Policy Analyst–Advanced, Year 1-5
- Linda Hale, Family Health Section Chief, Year 1-5
- Karen Morris, Public Health Educator, Year 1-5

Tribal -State Project (not including department personnel listed above):

- Elaine Allen, GLITC Contract Manager, Year 1-4
- Heather Jordan, GLITC Project Coordinator, Year 1-5
- David O'Connor, DPI American Indian Education Consultant, Year 1-5
- Pamela Torres, CESA 6, Year 1-5
- Robin Mainhardt, Northern Collaboration Coach, Year 1-5
- Gail Nahwahquaw, DHS, Tribal Liaison, Year 2-5
- Darwin Dick, DHS, Tribal Liaison, Year 2-5
- Loa Porter, DCF Tribal Liaison, Year 2-3
- Stephanie Lozano, DCF Tribal Liaison, Year 3-5

Wisconsin Model Early Learning Standards (WMELS) and Cross Sector Professional Development (PD) Project:

- Arlene Wright, CESA 10 WMELS Coordinator, Year 1-2
- Ann Ramminger, PD Project Director, Year 1-3
- Linda Tuchman, UW-Madison Waisman Center, Year 1
- Mary Peters, UW-Madison Waisman Center WMELS/PD Coordinator, Year 2-3
- Sherry W. Kimball, UW-Madison Waisman Center WMELS/PD Coordinator, Year 3-4
- Julie Betchkal, CESA 11, Pyramid Model Co-Coordinator, Year 1-5
- Lana Nenide, Infant Mental health Association, Pyramid Model Co- Coordinator, Year 1-5
- William McLean, Waisman Center Grant Manager, Year 1-5
- Jeanette Paulson, WECA PDI Co-chair, Year 1-5

Specific PD Projects (not including department personnel listed above):

- Homelessness:
 - Corie Davis, McKinney-Vento Early Childhood Coordinator, Year 1-5
 - Kristine Nadolski, State EHCY Co-Coordinator, Year 2-5
 - Suzanne Piazza, State EHCY Co-Coordinator, Year 3-4
 - Karen Rice, State EHCY Co-Coordinator, Year 4-5
- Dual Language Learners (DLL):
 - Lorena Mancilla, WIDA DLL Contract Manager, Year 2-4
 - Erin Arrango Escalante, WIDA DLL Contract Manager, Year 1-2
 - Indira Ceylan, WIDA DLL Contract Manager, Year 2-4
 - Lorena Mancilla, WIDA DLL Contract Manager, Year 2-4
 - Audrey Lesondak, DPI English Language Learner Consultant, Year 1-5
 - Maureen Purcell, DPI English Language Learner Specialist, Year 1-5
- RtI, Screening and Assessment, and early literacy and early math:
 - Gaye Tylka, RtI, Coordinator, Year 1-3
 - Jen Kalis, RtI, Coordinator, Year 3-4
 - Barb Novak, DPI Literacy Consultant, Year 1-5
 - Mary Mooney, DPI Math Consultant, Year 3-4
 - Melissa Hedges, DPI Math Consultant, Year 4-5
 - Beth Tepper, EC-PST, CESA 9, Year 1-5
 - Amy Carrier, EC-PST, CESA 10, Year 1-5
 - Tami Radwill, Executive Director Prevent Blindness Wisconsin, Years 2 and 5.
- Inclusion:
 - Mary Joslin, CESA 10, DPI Co-coordinator, Year 1-3
 - Sue Albert, CESA 10, DPI Co-coordinator, Year 1-3
 - Michelle Ogorek, CESA 1, DPI Co-coordinator, Year 3-4
 - Regena Floyd-Sambou, DCF RTT-ELCT Inclusion Analyst, Year 2-3
 - Jessica Smith, DCF RTT-ELCT Inclusion Analyst, Year 3
 - Jason Rahn, DCF RTT-ELCT Inclusion Analyst, Year 4-5

- Cross-sector pathways and data:
 - Jere Walden, Registry, Year 1-3
 - Nichole Lopez, Registry, Year, 3-5
 - Luanne Platt, Registry, Year 1-5
 - Peter Deakman, Registry, Year 3-5
- Website:
 - Joan Rice, CESA 5 Website Coordinator, Year 1-3
 - Catherine Daental, CESA 5 Website Coordinator, Year 3-5
 - Julie Janacopolis, CESA 5 Website Technician, Year 1-5
- Regional Collaboration Coaches:
 - Corie Davis, Southern Region, Year 1-5
 - Robin Mainhardt, Northern Region, Year 1-5
 - Suzy Rodriguez , Milwaukee, Year 1
 - Carrie Holden, Milwaukee, Year 2-5
 - Teresa Pellett , Southern Region, Year 1-2
 - Joan Rice, Southern Region, Year 3-5
 - Teresa Nuttelman, Western Region, Year 1-5
 - Karen Apitz, Northeast Region, Year 1-4
 - Deborah Lohr, Northeast Region, Year 4-5

Appendix D: RTT-ELC Mid-Year and End-of-Year Consolidated Reports

Wisconsin RTT-ELC Professional Development Reports (retrieved from WECCP on 3/30/17): <http://www.collaboratingpartners.com/professionalism/wi-pd-initiative/>

2016 Professional Development Mid-Year Consolidated Report (pdf) – Jan.-Jun. 2016

2015 Professional Development Consolidated Report (pdf) – Jan.-Dec. 2015

2014 Professional Development Consolidated Report (pdf) – Jan.-Dec. 2014

Wisconsin Professional Development Policy Scan – Sept. 2013

Wisconsin Professional Development Scan—Executive Summary – Sept. 2013

Detailed Professional Development Reports:

Wisconsin Model Early Learning Standards full-day statewide trainings and sector participation per year, including details on regional and county participation numbers:

<http://www.collaboratingpartners.com/wmels-training-reports.php>

Pyramid Model trainers' detailed reports, including annual reports and leadership team updates:

<http://www.collaboratingpartners.com/wi-pyramid-model-team-updates.php>

Related Professional Development Reports (Retrieved from WECCP on 3/30/17)

Wisconsin Higher Education Scan – Dec. 2011

Wisconsin Higher Education Scan - Executive Summary – Dec. 2011

Wisconsin State Personnel Development Grant, Early Childhood Hub Final Report, 2007-13

Appendix E: Select Data Reports

***Wisconsin Model Early Learning Standards* full-day statewide trainings and sector participation 2013-2017**

The information below represents cumulative data regarding the number of *Wisconsin Model Early Learning Standards* full-day statewide trainings and sector participation from 2013 through 2017. State-approved trainers provided data using Qualtrics Survey software.

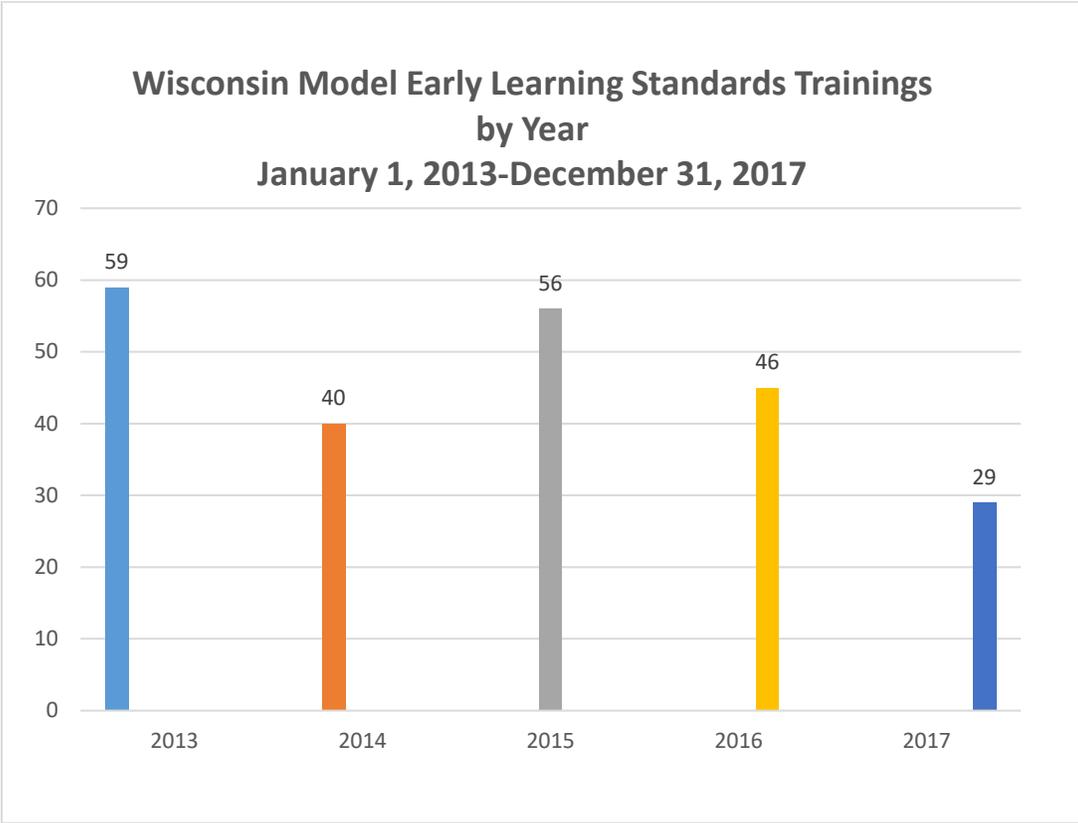
For more details on regional and county participation numbers, see <http://www.collaboratingpartners.com/wmels/state-updates/>. The detailed reports also show regional training that includes technical colleges reporting online training delivery, regions offering training in Spanish or Hmong, and the participation of tribal nations beginning in 2015.

Due to the multiple data collection systems used at the beginning of this project, the Qualtrics software may not include training done by school districts in connection with alignment with Wisconsin Academic Standards, technical colleges that build training content into their coursework, or some trainings reported through the child care registry reporting system.

To provide easier trainer reporting and more consistent data, exploration of how to align these systems began in 2015. Through 2016 and 2017, specific alignment concepts were identified and work continues to make these alignments part of the cross-sector reporting system.

| Wisconsin Model Early Learning Standards Full Trainings: 2013-2017 | | | | | | |
|---|------|------|------|------|------|------------------|
| Year | 2013 | 2014 | 2015 | 2016 | 2017 | Cumulative Total |
| Trainings Held | 59 | 40 | 56 | 46 | 29 | 230 |

Note: Wisconsin Model Early Learning Standards Training reporting began in 2005. Prior to RTT-ELC reporting, there were 232 full-day trainings.



Total Number of Trainings 2013-2017: 230

| Wisconsin Model Early Learning Standards Training: Sector Participation by Year, 2013-2017 | | | | | | |
|---|------|------|------|------|------|------------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | Cumulative Total |
| Family Child Care | * | * | 66 | 54 | 35 | 155 |
| Group Child Care | 1042 | 771 | 760 | 459 | 407 | 3439 |
| Head Start | 30 | 93 | 74 | 47 | 13 | 257 |
| Public School 4K | 156 | 40 | 55 | 61 | 16 | 328 |
| Public School 5K | ** | ** | 13 | 10 | 0 | 23 |
| Public School Administration | ** | ** | 12 | 2 | 1 | 15 |
| Special Education Provider | 25 | 2 | 8 | 6 | 6 | 47 |
| Birth to 3 | 2 | 0 | 7 | 7 | 0 | 16 |
| Student | *** | *** | 103 | 47 | 3 | 153 |
| Child Care Resource and Referral | *** | *** | 18 | 1 | 1 | 20 |
| Other | 155 | 93 | 29 | 157 | 66 | 500 |
| Annual total | 1410 | 999 | 1145 | 851 | 548 | 4953 |

Notes:

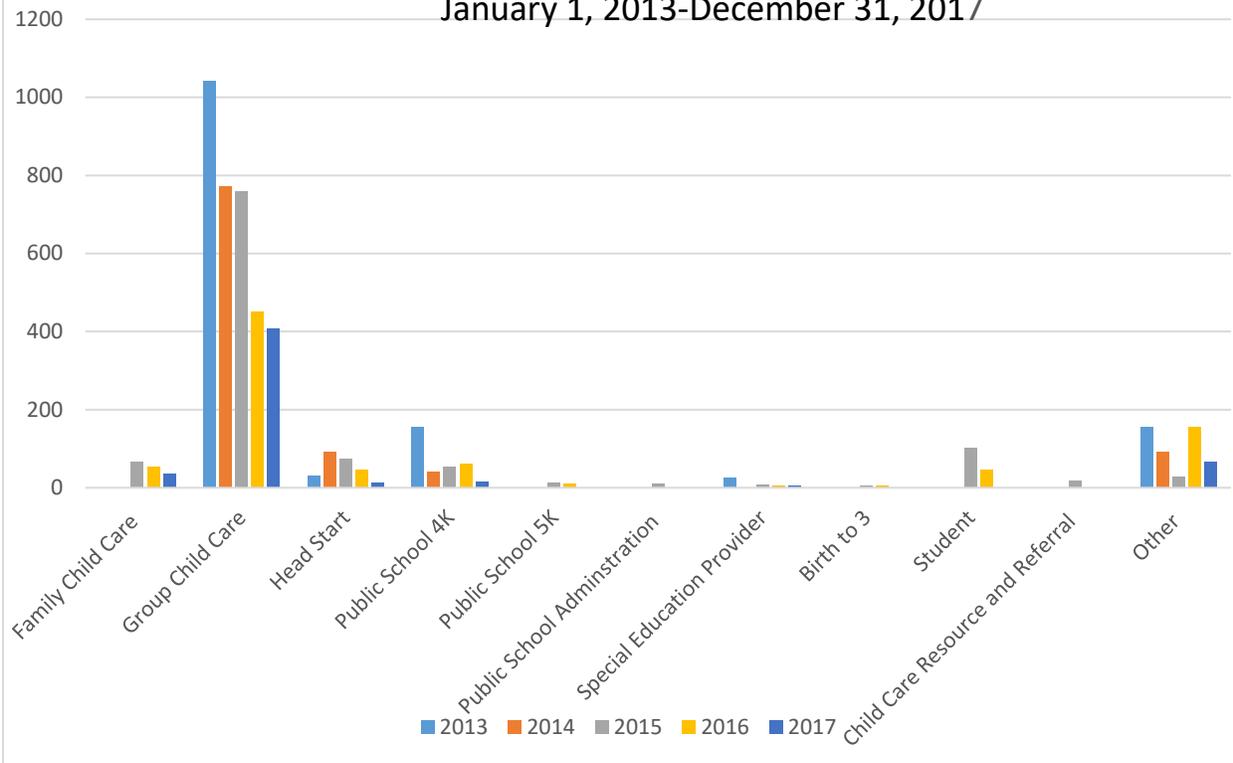
* data included in Group Child Care for 2013-2014

** data included in Public School 4K for 2013-2014

*** no category for 2013-2014

Wisconsin Model Early Learning Standards Training reporting began in 2005. Prior to RTT-ELC reporting, there were 7,936 training participants.

**Wisconsin Model Early Learning Standards
Training Participation by Sector
January 1, 2013-December 31, 2017**



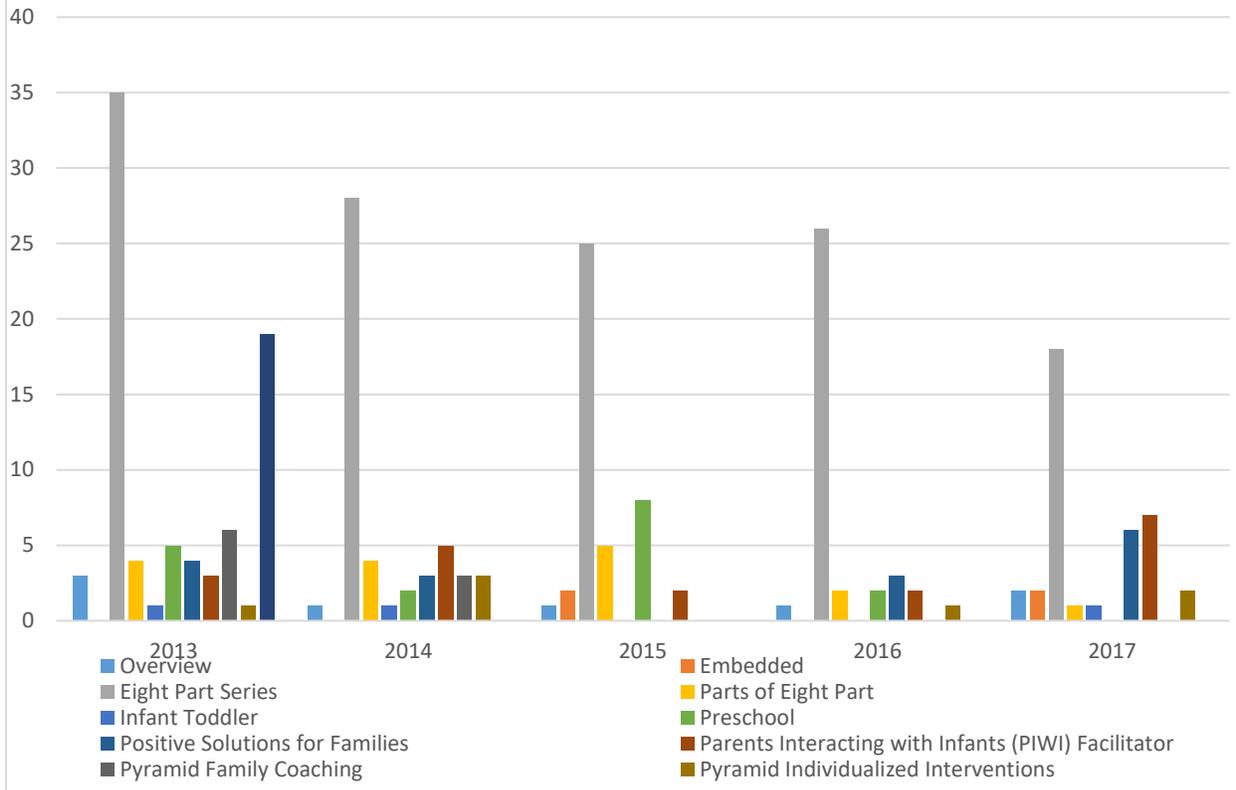
Pyramid Model Statewide Trainings and Sector Participation per Year, 2013-2017 Data Reports

The information below represents cumulative data regarding the number of Pyramid Model statewide trainings and sector participation per year. Pyramid Model state-approved trainers provided data using the following SurveyMonkey software. For more detailed reports, including annual reports and leadership team updates, see <http://www.collaboratingpartners.com/wi-pyramid-model/state-team-updates/>. While the report includes 2017 data, note that training supported by RTT-ELC funds ended in the third quarter of 2017.

| Total Annual Pyramid Model Training: by Type 2013- 2017 | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|------------------|
| Training Type | 2013 | 2014 | 2015 | 2016 | 2017 | Cumulative Total |
| Overview | 3 | 1 | 1 | 1 | 2 | 8 |
| Embedded | 0 | 0 | 2 | 0 | 2 | 4 |
| Eight Part Series | 35 | 28 | 25 | 26 | 18 | 130 |
| Parts of Eight Part | 4 | 4 | 5 | 2 | 1 | 16 |
| Infant Toddler- 8 Part | 1 | 1 | 0 | 0 | 1 | 3 |
| Preschool-Promoting Mental Health | 5 | 2 | 8 | 2 | 0 | 17 |
| Positive Solutions for Families | 4 | 3 | 0 | 3 | 6 | 16 |
| Parents Interacting with Infants (PIWI) Facilitator | 3 | 5 | 2 | 2 | 7 | 19 |
| Pyramid Family Coaching | 6 | 3 | 0 | 0 | 0 | 9 |
| Pyramid Individualized Interventions | 1 | 3 | 0 | 1 | 2 | 8 |
| Unknown | 19 | 0 | 0 | 0 | 0 | 19 |
| Annual total | 81 | 50 | 43 | 37 | 39 | 249 |

Note: The Pyramid Model Trainings began in 2010. Prior to RTT-ELC reporting, there were 195 trainings.

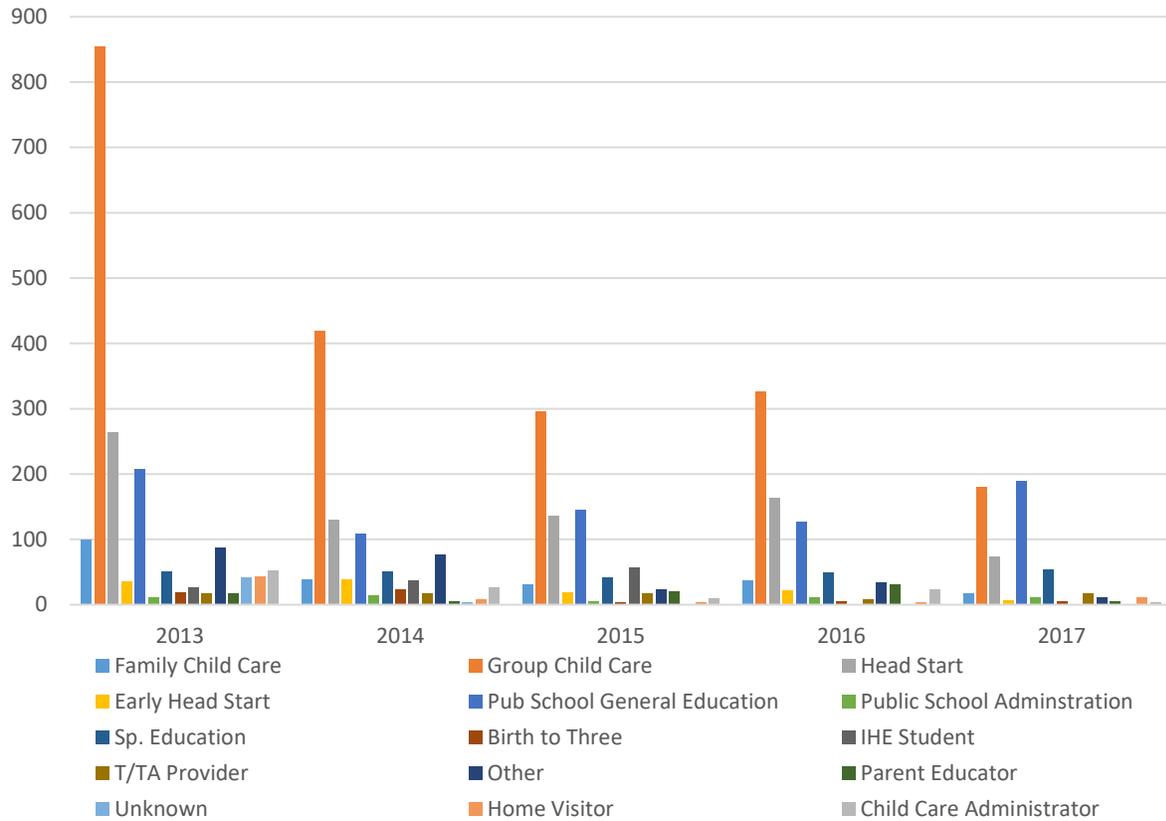
Total Annual Pyramid Model Trainings by Type January 1, 2013-December 31, 2017



| Wisconsin Pyramid Model Training: Sector Participation by Year 2013-2017 | | | | | | |
|---|-------------|-------------|------------|------------|------------|------------------|
| Sector | 2013 | 2014 | 2015 | 2016 | 2017 | Cumulative Total |
| Family Child Care | 100 | 38 | 31 | 37 | 18 | 224 |
| Group Child Care | 855 | 419 | 296 | 326 | 181 | 2072 |
| Head Start | 264 | 131 | 136 | 164 | 74 | 793 |
| Early Head Start | 36 | 39 | 19 | 22 | 7 | 123 |
| Pub School Gen. ed. | 208 | 109 | 146 | 127 | 190 | 794 |
| Public school adm, | 11 | 15 | 5 | 11 | 12 | 52 |
| SpEd provider | 51 | 51 | 41 | 50 | 55 | 246 |
| Birth to Three | 19 | 23 | 3 | 5 | 6 | 56 |
| IHE student | 26 | 37 | 57 | 0 | 1 | 121 |
| T/TA provider | 17 | 17 | 17 | 8 | 17 | 76 |
| Other | 87 | 77 | 23 | 34 | 11 | 336 |
| Parent Educator | 18 | 5 | 20 | 32 | 6 | 81 |
| Unknown | 41 | 4 | 0 | 0 | 0 | 45 |
| Home Visitor | 43 | 9 | 4 | 3 | 12 | 78 |
| CC Administrator | 53 | 27 | 10 | 23 | 4 | 117 |
| Annual total | 1829 | 1001 | 808 | 842 | 668 | 5216 |

Note: The Pyramid Model Trainings began in 2010. Over the entire course of the project, 10,294 people participated in training.

WI Pyramid Model Training Sector Participation by Year January 1, 2013-December 31, 2017



Appendix F: Regional Networks, Coaches, and Team Reports

Southern Region

Milestone Highlights (January 2013-December 2017)

Integration and Capacity Building (committees, organizations, individuals)

- Professional Development-Funded Activities:
 - Identified need for more Pyramid Model trainers
 - regional funds (\$4,800) provided mentoring support to Pyramid Model Trainer Candidates
 - regional funds (\$4,500) supported three Pyramid Model trainings in areas identified as having a high need for the training but limited access to training opportunities
 - Council for Exceptional Children Division for Early Childhood Conference: Awarded a \$5,000 grant to a cross-sector team from Sun Prairie, Wisconsin, to attend the conference on October 18-20, 2016, in Louisville, Kentucky. The theme of the conference was *A Winning Trifecta: Knowledge, Implementation, and Evaluation of DEC Recommended Practices*. Information was shared with regional team members.
 - Mini-Grants:
 - 2015-2016 - Ten \$500 awards were provided to child care and school districts to support family engagement activities.
 - 2016-2017 - Seventy-five \$100 mini-grants were provided directly to support attendance at conferences and trainings by professionals in the region.
 - Culturally and linguistically diverse professional development: \$4,500 was allocated to provide a training with the 2016 Spanish language edition of the *Wisconsin Model Early Learning Standards* book. Approximately 150 participants attended.
 - Additional awards to organizations:
 - WI-AIMH: \$800 for IMH Conference stipends, \$300 for Southern Region Chapter
 - WECA: \$900 for WECA conference stipends, \$500 for Pyramid Model training for family child care providers

- WECA, Family Connections of Southwest Wisconsin, and Community Coordinated Child Care: \$500 each to support Pyramid Model coaching as follow-up to training
- Cultural and Linguistic CoP: \$400
- Cross-Sector Collaboration/Communities of Practices: The Southern Region Action Team and the *Wisconsin Model Early Learning Standards* and Pyramid Model trainers met four times each year for the duration of the grant cycle. Meetings focused on:
 - identifying professional development needs for the region
 - sharing best practices regarding training adult learners
 - increasing understanding of *Wisconsin Model Early Learning Standards* and Pyramid Model training materials
 - supporting cross-sector collaborations
 - developing a cross-sector strategic plan for 2017
- Supported the creation of a Community of Practice for family child care providers

Projects (events, activities)

- In 2013, coordinated pilot for use of the Engaging Families around WMELS
- Pyramid Model train the trainer event in January 2016 (approximately 25 participants attended)
- Dual Language Learners training: Funds were used to pay the trainer and provide participants with a collection of children's books in two languages and the book *The Early English Language Developmental Standards (2017)*.
- Hosted a Pyramid Model Intensive Interventions training (2017)
- Hosted a *Wisconsin Model Early Learning Standards* training update (2017)

Products (reports, publications, training packages, online systems)

- Creation of the *Wisconsin Model Early Learning Standards* Family Tip Sheets

Opportunities

- Southern Region Professional Development Priorities:
 - Culturally and Linguistically Responsive Practices: On February 3, 2017, members of the statewide Culturally and Linguistically Diverse Community of Practice (CoP) presented information and led discussion to a cross-sector group on the topic of race. Continued discussion, resource identification, and tools to increase culturally responsive practices will continue during quarterly meetings.
 - Trauma Informed Care: The southern region's goal is to expand collaborative efforts between DPI's resources, Wisconsin Infant Mental Health resources, and statewide providers to increase professional knowledge and strategies in supporting children and families who are experiencing or have experienced trauma.

Milestone Highlights (January 2013-December 2017)

Integration and Capacity Building (committees, organizations, individuals)

- Professional Development-Funded Activities:
 - Milwaukee 4C-For Children hosted a WMELS Training in Hmong. The training was attended by 11 child care providers who all participate in YoungStar.
 - Approximately 500 individuals were provided funding to attend trainings at the national, state, or local level.
 - Funds were used to co-sponsor the 2017 Pathways to Quality Conference in Milwaukee. Pathways is the largest child care conference in Milwaukee, supporting two- and three-star-rated child providers in Milwaukee with pathways to continued quality improvement.
 - Funds were used to provide 10 participants with a \$100 stipend to attend the annual WECA conference.
 - The Early Child Intra-Agency Council was provided with partial funding to host a 2017 literacy workshop in Partnership with Kohl's Cares. Fifty-seven providers from child care programs from five communities (Cudahy, Oak Creek, South Milwaukee, Franklin, and St. Francis) attended the event. Providers were trained in early literacy strategies and asked to do a follow-up event with families in their programs. Participating families received the books purchased with the funding provided through RTTT.
- 2014: Tribal representatives began participation on the Regional Leadership Team.
- 2015: Wisconsin Early Childhood Collaborating Partners regional representatives, in cooperation with CESA 1, attended the Impact of Trauma-Informed Care & Adverse Childhood Experiences on Early Brain & Literacy Development, a workshop presented by Dr. Dipesh Navasaria.
- Collaborated with the Wisconsin Statewide Parent Educator Initiative (WISPEI) Grant and IDEA Preschool Discretionary Grant to co-sponsor Impact of Trauma Informed Care and Adverse Childhood Experiences on Early Brain & Literacy Development professional development opportunity. Focus of event:
 - Highlight the effects of trauma on early brain development.
 - Emphasize the importance of literacy development.

- Display a current Wisconsin model for trauma sensitive schools that intentionally integrates knowledge about trauma and Adverse Childhood Experiences (ACEs) policies and programming.
- Cross-sector CoPs: During the grant cycle, Pyramid Model and WMELS trainers and ASQ practitioners met 11 times, with a cumulative attendance of 338 participants. Meetings focused on:
 - identifying professional development needs for the region
 - sharing best practices for training adult learners
 - increasing understanding of *Wisconsin Model Early Learning Standards*, Pyramid Model, and ASQ materials
 - supporting cross-sector collaborations
- Funds were also utilized to continue the support of professional development opportunities in the region. Forty-seven practitioners were supported in pursuing professional development opportunities ranging from in-depth training on working with dual language learners to the use of the Inclusive Classroom Profile.
- Co-sponsored the 2017 fundraiser for Wisconsin FACETS (Family Assistance Center for Education, Training & Support, Inc.). Funds were used to cover printing costs associated with the event. Money raised at the fundraising event supports the ongoing work of the organization.
- 2015: 10 representatives from the Action Team and Communities of Practice attended a two-day tour and overview of the Northside Achievement Zone (NAZ) Project in Minneapolis, Minnesota.

Projects (events, activities)

- Throughout 2015-2017, 11 grants were provided for projects, including those listed below.
- Partnered with Milwaukee Succeeds and UW-Milwaukee Milwaukee Child Welfare Partnership, at the Helen Bader School of Social Welfare, to host a Brookes Publishing Training Institute where 25 cross-sector individuals were trained to be Ages and Stages Questionnaire 3 (ASQ-3) and Ages and Stages Social Emotional 2 (ASQ:SE2) trainers.
- YoungStar Rating Improvement Pilot: Provision of funds to 4C-For Children in Milwaukee, Milwaukee Succeeds, and Wisconsin Early Childhood Association (WECA) for training in the *Wisconsin Model Early Learning Standards* as part of the YoungStar pilot to help two-star-rated YoungStar programs move to a three-star rating level. Training was part of the pilot outline and deliverables. Additionally, program staff had opportunities for on-site coaching.

- The African American Breastfeeding Network (AABN), Cudahy County Health Department, and Wisconsin Early Childhood Association (WECA) to implement the Breastfeeding Friendly Child Care Centers Project (BFFCCP). Technical consultation was provided to five Milwaukee area child care programs to assist them in earning the Breastfeeding Friendly Child Care designation. Projected completion date is February 24, 2017.
- Support for an [Early Childhood Comprehensive Services](#) project in Kenosha County. The group's focus was on developing systems around universal screening. Regional Race to the Top funds were allocated to support members of this group to attend Brooke's training on the Ages and Stages Screening Tool. Those trained came back and trained all of the pediatricians affiliated with one of the local hospitals, as well as numerous child care programs. Due to the project's success they were able to secure additional funds to keep their work moving forward. Kenosha County recently initiated a [Strive Together](#) initiative and the ECCS has been folded into that work. They continue to focus on building a universal screening network in the community and have made great strides in that direction. Race to the Top Extension funds were utilized to purchase ASQ screening kits for child care programs that complete the ASQ training.
- Most projects were considered capacity-building and are listed above.

Products (reports, publications, training packages, online systems)

- Created and distributed materials for 12 ASQ kits to members of the ASQ CoP.
- Compiled and maintained training kits for Pyramid Model and WMELS trainers.
- Provided funding to Healthy Infant Court to purchase the license for the eDECA subscription for two years. The subscription is used to monitor social and emotional development of children participating in Healthy Infant Court. Long-term data will be used to inform trend data and programming services moving forward. Final report is due in 2019; a mid-year report is due in 2018.

Continuing Opportunities

- The Kenosha Early Childhood Comprehensive Systems consortium, which received WECCP regional funds, has secured additional funds (beyond initial funds provided by regional funds) to expand a universal screening system. This includes all the private practice pediatricians from one of the hospital systems, all public health nurses, and Birth to 3 and Early Head Start providers.
- Build upon the strengthened relationships within CoPs and other community councils to continue support and sustain progress to regionally identified priorities.
- Continue ongoing meetings of, and membership recruitment for, the newly formed Southeast Chapter of Wisconsin Alliance for Infant Mental Health (WI-AIMH) with funding for membership and conference attendance.

- Opportunities for growth resulting from the use of these funds exist in the in the increased capacity of professionals working in the region as a result of increased opportunity to partake in professional development opportunities that would otherwise have not been an option.
- Milwaukee and Southeast Region Regional Leadership Team participated in strategic planning with consultant Amy Murphy. Participants identified areas for ongoing work within the priority areas and determined which activities will continue to be prioritized beyond the current service year. The next identified action step is to use the goals from strategic planning to inform the service agreement for the 2018-2019 service year.

Northeast Region

Milestone Highlights (January 2013-December 2017)

Integration and Capacity Building (committees, organizations, individuals)

- Professional Development-Funded Activities:
 - supported the mission of enhancing the professional capacity of early childhood professionals in the field of infant, early childhood, and family mental health
- Held an Early Childhood Mental Health Seminar in the Fox Valley in 2013, 2014, and 2015
- In 2016 and 2017, supported the start of a Wisconsin Alliance for Infant Mental Health (WI- AIMH) chapter, whose mission is to:
 - provide professional development opportunities
 - support professionals in obtaining the Infant Mental Health Endorsement Certificate
- In 2015-2016, awarded five mini-grants for projects addressing screening, social-emotional training, Parent Cafés, collaboration, and play-based learning
- In 2016-2017, awarded eight \$500 mini-grants for projects addressing inclusion, public awareness about the early years, breast feeding in child care, trauma informed care, and literacy with Spanish speaking families
- Assisted three Child Care Resource and Referral Programs to increase their YoungStar rating levels by supporting training in the *Wisconsin Model Early Learning Standards* and Pyramid Model and technical assistance
- In 2017, a new coach for the NE region came aboard. Her focus included:
 - awarding mini-grants to support new trainers in both Pyramid Model and *Wisconsin Model Early Learning Standards* (WMELS)
 - expanding the NE CoP group with new members
 - strengthening regional collaborative partnership by bringing on 4K Coordinator of a large school district to our NE Regional Action Team
 - developing a new partnership with Caroline Oldershaw of WECA in relation to support of the WECA conference

Projects (events)

- Supported events for community partners interested in establishing early childhood communities/partnerships
- Hosted two pilot Parent Café groups in Kimberly and Oshkosh
- Facilitated Regional Early Childhood Mental Health Seminar Planning Meetings
- Provided a 2017 WECA conference sponsorship associated with the creation of the new "Play Space" to promote play-based learning. This Play Space occupied 25% of the exhibit hall and allowed WECA attendees to drop in, or participate in two distinct workshops held in the "Play Space" for Registry credit. RTT funds were used to help cover speaker expenses for Billie Slade and Kelly Matthews, who presented "Play-Based Learning" to more than 400 child care practitioners. The two speakers also led a talk on early education and followed with a deeper immersion into the topic afterward.
- Supported academic language development and academic achievement for linguistically diverse students by offering scholarships for three people to attend the WIDA Institute on Dual Language Learners (DLL) and by purchasing WIDA resource materials, including the *Promising Practice Early Years* book and the *Early English Development Standards*, to be distributed to Regional Action Team members for work in their areas

Products (reports, publications, training packages, online systems)

- RTT-ELC funds were used to purchase:
 - four ASQ-3 *Starter Kits* for Family Connections, Inc., to be distributed to child care providers in Fond du Lac who have been recently trained in the use of ASQ;
 - two ASQ:SE-2 kits and two "ASQ:SE-2 *Learning Activities & More*" resource books for the Child Care Resource & Referral Center in Kimberly to be shared among community providers; and
 - five ASQ:SE-2 *Learning Activities & More* resource books and five *Preschool Inclusion Toolbox* books for the Family & Childcare Resources of N.E.W. (Green Bay) to be shared among community providers.

Continuing Opportunities

- Continue outreach for increasing regional membership to strengthen and support the mission of Wisconsin's Early Childhood Collaborative Partners.
- Strengthen regional collaborative partnerships to support professional development and provision of development screenings.
- The new WI-AIMH chapter will continue to provide support for a regional Early Childhood Mental Health Seminar.
- Offer a Community of Practice meeting to roll out the new WMELS materials and updates.
- Explore organizational options for WMELS materials at the CCR&R in Kimberly, as requested by CoP members.
- Per consensus, plan to combine our spring Regional Action Team meeting and our Summer Retreat into one meeting in order to save funds and value time.
- Offer opportunities for mini-grants.
- Establish connections to tribal communities and learn about curriculum and delivery methods.
- Strengthen regional collaborative partnership with those in the field of Infant, Early Childhood, and Family Mental Health, including a partnership with a regional chapter of the WI-AIMH.
- Continue outreach to expand regional membership in order to collect a diverse group of talent to better serve the mission of WECCP.

Milestone Highlights (January 2013-December 2017)

Integration and Capacity Building (committees, organizations, individuals)

- Professional Development-Funded Activities: Regional trainings were conducted to increase the competencies of regional participants in delivering information, coaching, and implementing practices to child care programs, parents, and community members. Activities/topics included:
 - New Portage Guide Assessment Training: 51 individuals from school districts, Birth to 3, Child Care Resource and Referral (CCRR), Cooperative Educational Service Agencies (CESAs), and child care participated in an in-person training in August 2016. Distance technology was used to provide follow-up support in November 2016.
 - Training on the use of Reflective Practices for coaching and consultation for providers and administrators.
 - "Shifting the Mindset from Resistance to Change" training supported providers in working more effectively with individuals who may be resistant to systems change or improvements.
 - Ages and Stages Questionnaire (ASQ3) trainings, including training kits and materials.
 - Response to Intervention: Regional action members attended a training provided by Gaye Tylka in November 2013.
 - The Lac du Flambeau tribal community, school, and Head Start are moving toward full implementation of the Pyramid Model in the northern region. In 2017, funds were expended to support this initiative by having children's social and emotional books available in each classroom. Tucker the Turtle puppets will be used in the classrooms to help children to gain control over emotions and actions, and visual schedule charts will be used to help children move through their day, gaining understanding of when activities occur. Approximately 20 items of each were ordered for early childhood classrooms and the tribal Head Start. Staff have been involved with training and coaching at this site to move this initiative forward.
 - Early brain development training was conducted in the region with trainer Deborah McNelis from Brain Insights. Parents, teachers, child care providers, and Birth to 3 agencies attended a morning or evening session in April 2017. Approximately 50 persons attended.
 - A 2017 book study on "Saving Play," by Gaye Gronlund and Thomas Rendon, was conducted with 20 participants via the regional blog and

Zoom technology. This book has been a valuable resource to trainers and consultants working with early learning standards in the region.

Projects (events)

- The Northern Region Collaboration Coach maintains an active involvement in the Tribal Workgroup, helping to determine agendas, gaining resources, and continuing contact with the tribal communities in the state. The coach maintains each of the binders containing the work plans for this group.
- Collaborated with the Wisconsin Early Childhood Association and the RTT Tribal Coordinator to develop, pilot, and produce *Wisconsin Model Early Learning Standards* training materials that are culturally responsive and reflect tribal values and beliefs.
- Tribal, regional, and statewide collaboration: Resulting from the *Wisconsin Model Early Learning Standards* tribal training pilot, strengthened partnerships between northern region, the early childhood coordinator at Great Lakes Inter-Tribal Council (GLITC), the Wisconsin Early Childhood Association, and five Wisconsin tribal communities (see Tribal Training Pilot in the Products section).
- To support regional professional development opportunities (especially around assessment practices), collaborations were created between Birth to 3, health departments, school districts, CCRR agencies, family resource centers, and the CESA agencies.
- In 2015-2016, nine mini-grants were awarded for projects, including standards and pyramid model training in three school districts, materials for two programs for homeless families, and a Safe Sleep initiative. Each program received up to \$500 for the identified project.
- In 2016-2017, four mini-grants were awarded for the creation of Ojibwe books for the Lac Courte Oreilles tribal school, Books on the Bus for two school districts, and help with the Parent Cafés in Marathon County. Each program received up to \$500 for the identified project.
- The Northern Region provided a 2017 vision screening training to 21 persons from Birth to 3, tribal early childhood programs, school districts, human services agencies, and child care programs. This training was conducted by a trainer from Prevent Blindness Wisconsin. Certification for this training is good for up to three years. Ten resource kits were ordered to give to each program attending for implementation of the screening process in those communities. Two kits, the training, and materials were provided with Race to the Top funds from the northern region. Eight additional kits were ordered through Race to the Top funds accessed by CESA 9 for this purpose.

Products (reports, publications, training packages, online systems)

- Conducted a regional training needs assessment regarding training priorities and needs and used the information to structure training topics, presenters, and participants throughout the grant cycle
- Compiled Pyramid Model trainer kits to support regional trainers in child care programs
- Developed a regional blog to enhance communication among regional members.
- Purchased Dual Language Learner resource "Strategies for Teaching English" (by Angele Sancho Passe) for regional action team members in 2017

Continuing Opportunities

- Identify continuing opportunities to strengthen cross-sector collaborations, increase knowledge of assessment tools, and support professional development needs for consultants and trainers to improve access to quality early care and education services for children and families. Current area of focus: young children's brain development.
- Continue to utilize the process from the *Wisconsin Model Early Learning Standards* tribal training pilot to develop a tribal pilot model for the Pyramid Model training.
- Continue to use the Northern Region blog to promote consistent communication, inform members of regional activities, and provide access to relevant and high-quality resources.
- Continue relationships and professional development efforts with the tribal nations in this region.

Milestone Highlights (January 2013-December 2017)

Integration and Capacity Building (committees, organizations, individuals)

- Professional Development-Funded Activities:
 - awarded 12 mini-grants to regional partners on topics including literacy, social-emotional support, and health and safety (2016-17)
 - conducted and began to implement a structural redesign of the Regional Community of Practice (changes include implementation of a shared leadership approach and utilization of a World Café model to enhance regional supports) (2016-2017)
- Developed new collaborative groups focusing on regional needs related to literacy, social-emotional training, and economic development

Projects (events)

- 2014: Hosted a workshop, “Building Community Capacity,” to share information on starting, building, and sustaining collaboration through early childhood community councils
- 2016-17: Hosted a regional effort focusing on Reflective Practice for Leaders. This professional development opportunity used a *Community of Learning* approach to build and sustain Reflective Leadership. Leaders learned how implementation science helps intentionally develop and sustain reflective practices in their organizations.
- Organized collaborative partnerships/projects to:
 - streamline ASQ screening (2016-2017)
 - increase access to the Positive Solutions for Families training content (2016)
 - educate regional members on Adverse Childhood Experiences (ACES) and resiliency and the impact they have on development (2016-2017)
 - combine efforts of the coach, CESA staff, and CCRR working in communities to improve quality services for early learners
- Held DLL training for early childhood professionals: Attendees represented all fields of early childhood professionals and received a copy of the book *The Early English Language Developmental Standards (2017)*. There are plans to offer more professional development on this topic in the future.

- Held symposium twice yearly to bring together 4K community-based programs and Head Start to discuss current collaborations and explore possibilities for future collaboration

Continuing Opportunities

- Continue utilizing the Plan, Do, Study Act (PDSA) cycle to support the strengthening of our Community of Practice.
- Review current regional action team members. Identify potential new team members. Develop an outreach and recruitment plan.
- Identify and explore potential funding sources to sustain regional accomplishments resulting from the Race to the Top—Early Learning Challenge grant funding.
- Western Region holds an annual symposium open to all early childhood professionals. The symposium highlights innovative work in the area of early childhood. Presentations must highlight collaboration, data used to identify need, and evaluation of project along with next steps.

Appendix G: WECCP Braided Funding Master Plan

WECCP Braided Funding Initiative: Master Plan

Reference the Coaches Events and Activities Work Plan for Coach Roles and Responsibilities

Working Document for September 2017-September 2018

Working Version 7/2/17

Mission: All children will be healthy, nurtured, safe and successful

Vision: Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for all children and families.

Purpose: To connect, build, and sustain cross sector systems around state, regional, and priority areas.

Structure: The base structure for this initiative includes 6 early childhood regions, funding from various state agencies, 6 Regional Collaboration Coaches, cross sector Regional Action Teams in each region, funding to for each team to support regional strategies/activities, and cross sector web resources at collaboratingpartners.com.

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
|--|---|--|--|
| A. Priority Area: State and Regional Networks | | | |
| A1. State Communication Network | Funders will: <ul style="list-style-type: none"> • Sustain braided funding structure with Regional Coaches and coordinator. • Communicate with funders and coaches through regular meetings/teleconferences. • Keep Regional Coaches informed as to planned events, initiatives and funding opportunities in their content area. • Utilize information from the coaches in planning and policy development. • Support professional development and technical assistance for coaches. • Provide a structure for reporting including quarterly, mid-year, and annual reports and the use of the PD System Portfolio for calendars. • Watch the structures, systems, and stakeholders to see if there are new collaborations or networks that should be aligned with this work. • Rebuild relationships with home-visiting in light of state personnel changes and expansion of home visiting funding. Provide coaches with information on what are the state funded home visitation programs. | Statewide planning and implementation of a cross sector early childhood system by networking, sharing information, coordinating regional planning, and promoting collaboration within the state regional and local early childhood infrastructure. | Reporting Structures Attendance at calls and meetings |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
|---|---|--|--|
| | <p>All Coordinators will:</p> <ul style="list-style-type: none"> • Provide a summary of each quarters work • Participate in coach/coordinators meetings as invited <p>Regional Coaches will:</p> <ul style="list-style-type: none"> • In accordance with the Events and Activities Work Plan, participate in meetings, submit quarterly reports, and share information. | | |
| <p>A2.</p> <p>Communication and resource sharing structures</p> | <p>Funders will:</p> <ul style="list-style-type: none"> • Maintain WECCP listserv • Sustain funding for the collaboratingpartners.com website to support cross sector resources on best practices in the comprehensive early childhood areas • Provide website management of determined sector “tabs” as determined • Utilize the website as an information-sharing tool and promote it use as a communications tool among stakeholders <p>Website Coordinator will:</p> <ul style="list-style-type: none"> • Manage the website and maintain communication with tab managers as per contract work plan <p>Regional Coaches will:</p> <ul style="list-style-type: none"> • In accordance with the Events and Activities Work Plan, update regional information and promote use of the website • Maintain a regional email list or listserv as determined by the Regional Action Team | <p>Establish state regional and local communication system through website, listserv, and/or other means.</p> | <p>Information posted and on website</p> <p>Contract CESA 5</p> |
| <p>A3. Regional Networks and Action Teams</p> | <p>Funders will:</p> <ul style="list-style-type: none"> • Support Regional Coaches in the identification and promotion of regional representation on the regional action teams • Provide Regional Coaches with information and materials to share with Regional Action Teams or listservs related to initiatives and other priorities throughout the year (e.g. Maternal Child Health and CYSHCN National Performance Measures, CPCP, Department of Children | <p>Representatives from the comprehensive components will be designated and participate as members of the regional Action Team in defined events, activities, and comprehensive regional planning.</p> | <p>Regional Coaches Quarterly Report</p> <p>Maintain updated</p> |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
|---|---|--|---|
| | <p>and Families YoungStar, changes to the Head Start Performance Standards).</p> <p>All Coordinators will:</p> <ul style="list-style-type: none"> • Provide Regional Coaches with information and materials to share with Regional Action Teams or listservs related to initiatives. <p>Regional Coaches will:</p> <ul style="list-style-type: none"> • In accordance with the Events and Activities Work Plan, host Regional Action Team Network Meetings and work to maintain representation from each of the early childhood component areas in the Regional Action Team. • Share information on funder priorities that are referenced directly in this plan and also those with an indirect relationship | <p>Improve alignment of programs, reduce duplication, and promote resource sharing.</p> <p>Increase information sharing and collaboration across various professional sectors.</p> | <p>Regional Action Team list.</p> <p>Regional meeting agenda and attendance</p> |
| A4. Regional Service Agreement Work Plan and Budget | <p>Funders will :</p> <ul style="list-style-type: none"> • Assure funding for the Regional budget. • Plan and implement the application, review, and approval process in a timely manner. <p>Regional Coaches will:</p> <ul style="list-style-type: none"> • In accordance with the Events and Activities Work Plan, work through the Regional Action Team to develop and implement regional service agreement work plan and budget that may include provisions of community mini-grants. | <p>Each Region Action Team will have a work plan that defines activities in conjunction with regional priorities, state system plans. The work plan be the basis for the regional service agreement funding.</p> | <p>Regional Service Agreement Work Plan and Budget</p> |
| A5. Local networks and councils | <p>Funders will:</p> <ul style="list-style-type: none"> • Share information on projects that involve networks and councils including those promoted by state level cross-sectors committees, project teams, funded grant projects and others • Support the collection and utilization of information on local early childhood councils currently on collaboratingpartners.com. <p>Regional Coaches will:</p> <ul style="list-style-type: none"> • In accordance with the Events and Activities Work Plan and regional contacts support | <p>Increase visibility, communication and awareness of local early childhood community councils, McKinney Vento/homeless/poverty networks, MCH projects and pilot communities, screening and assessment projects, Family/Community Partnerships efforts, economic development efforts and/or other public private partnerships</p> | <p>Coaches Quarterly reports</p> |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
|---|--|--|--|
| | <p>networks related to projects including but not limited to:</p> <ul style="list-style-type: none"> ○ Head Start Finding Your Way Event ○ Maternal Child Health (MCH) focus communities, MCH focused partnership groups, or past ECCS pilot communities ○ family involvement and public private partnerships ○ local early childhood councils and economic development | | |
| <p>A6. Homelessness and poverty</p> | <p>McKinney Vento (McK-V) Funders will:</p> <ul style="list-style-type: none"> ● Support the inclusion of McK-V funding in braided funding ● Work with the funders to align vision, goals, and activities. ● Work with the McK-V Coordinator to coordinate, develop, and implement a plan, activities, and promotional materials ● Sharing information with the coordinator on changes to regulations on strategies based on ESSA and inviting coaches to the statewide meeting. <p>McKinney Vento Coordinator will:</p> <ul style="list-style-type: none"> ● Develop and implement a yearly plan for statewide awareness, promote regional networks, and website utilization ● Work with the DPI McKinney Vento Homeless Consultant(s) to coordinate, develop, and implement a plan, activities, and promotional materials ● Define the common language and best practice strategies to be promoted on the state, regional, and local levels. ● Convene a cross sector task group to address the new federal regulations, plan how to impact on community programs, and design resource materials/tool kits. ● Work with Regional Coaches to provide updates to new federal regulations, support regional networking activities, and assist with coordination among stakeholders. ● Host at least one webinar that provides networking opportunities. ● Sharing information on changes to regulations and strategies based on ESSA. ● Take any other steps to support the work of DCF and the CCDF plan's focus on homelessness. ● Meet with Head Start stakeholders via meetings with the DPI Head Start Collaboration Office Director, WI Head Start Association Executive Director, WHSA Directors meetings or conference ● Work with other braided funded areas to promote awareness and strategies with | <p>Early childhood professionals will be informed and educated on best practice, strategies, and educational rights under the McKinney-Vento Homeless Education Assistance Act to address the experiential and developmental deficits children experiencing homelessness may have when entering preschool and kindergarten programs.</p> | <p>Consultation with MCV Consultants:</p> <ul style="list-style-type: none"> ● Bi-Monthly contacts ● Nov-January material review and development ● Meeting participation ● Maintain quarterly communication with DPI Consultants and monthly communication with Regional Coaches ● Provide quarterly summaries of work along with invoice work. |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
|---|---|---|---|
| | <p>special emphasis on mental health services and child find.</p> <ul style="list-style-type: none"> Share information through tip sheets disseminated through list serves and websites. As appropriate, share resources and training information and present at designed state events. <p>Regional Coaches will:</p> <ul style="list-style-type: none"> In accordance with the Events and Activities Work Plan, promote activities with the Action Team, disseminate information, and network to increase awareness of McKinney Vento Laws, and strategies to address the impact of homeless/poverty on the child development. | | <p>Action Team membership and quarterly reports</p> |
| B. Priority Area: Community Approaches and Service Alignment | | | |
| <p>B1. Community Approaches to 4-year-old kindergarten</p> | <p>Funders will:</p> <ul style="list-style-type: none"> DPI will develop and support a plan that supports and promotes 4K community approaches that includes a 4K listserv, a fall networking opportunity for school district coordinators, the March Preserving Early Childhood Conference, and other mechanisms of support/ technical assistance to communities Explore other intersections and partnerships as sector rules and regulations change (ie duration). <p>4K Coordinators/OEL Consultant will:</p> <ul style="list-style-type: none"> Work with the Inclusion Coordinator to review information on LEAs, determine regional strategies to promote 4K/inclusive practices, and liaison between coaches and PSTs. Assist in statewide trend and data analysis Assist in development of 4K community approach networks and communities of practice. Assist in state level networks and promotion including but not limited to the State Superintendents' Advisory Council on 4K and community approaches. Work with Regional Coaches to target local planning and action strategies. Assist Regional Coaches in other regions to host 4K regional meetings and promote community approaches. <p>Regional Coaches will:</p> | <p>Support school districts providing four-year-old kindergarten, promote expansion and sustaining using community approaches with child care and/or Head Start</p> | <p>DPI data and trend reports.</p> <p>Networking events agenda, attendance and follow-up records</p> <p>District contact data indicated on Regional Coaches Quarterly Report</p> <p>Event participation reported on</p> |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
|---|--|---|--|
| | <ul style="list-style-type: none"> In accordance with the events and activities workplan, host network meetings, participate in PEC, share information, collaborate with CESA PSTs, and/or provide technical assistance to school districts/community programs | | Regional Coaches Quarterly Report |
| B2. Community Approaches to inclusion of children with disabilities | <p>Funders will:</p> <ul style="list-style-type: none"> DPI will develop and support a plan that collaboratively supports inclusion of children with disabilities in 4K and community settings includes connections with coaches for data analysis, trend monitoring, and local or regional planning. <p>IDEA Preschool Options Coordinator will:</p> <ul style="list-style-type: none"> Work with the 4K Coordinator to review information on LEAs, determine regional strategies to promote 4K/inclusive practices, and liaison between coaches and PSTs. Work with child care and Head Start to promote inclusion of children with disabilities in child care and Head Start programs. <p>Regional Coaches will: In accordance to Events and Activities Work Plan, work with CESA PSTs to promote inclusive practices on the regional level and if needed to provide TA to communities in coordination with Preschool Options educational environments indicator 6. Select regions will be participating in projects related to the Inclusive Classroom Profile.</p> | The number of school districts providing special education services in community settings will increase. | <p>DPI data on increases in inclusion</p> <p>CESA PST and Regional Coaches meetings to share information</p> |
| B3. Screening assessment and referral networks | <p>Funders will:</p> <ul style="list-style-type: none"> Work through Healthy Children Team, Child Find, Response to Intervention (RtI), MCH, and other screening and/or assessment initiatives to implement a comprehensive approach for infants and young children <p>RtI/Screening and Assessment Coordinator will:</p> <ul style="list-style-type: none"> In accordance with the contract, lead this initiative and participate in related committees and workgroups including: ECAC Screening and Assessment Committee, DPI ECSE workgroups, Pyramid Model and others as defined <p>Regional Coaches will:</p> <ul style="list-style-type: none"> In accordance with the Events and Activities Work Plan, promote implementation of comprehensive screening and assessment through: <ul style="list-style-type: none"> support ASQ community of practice and training as per Action Team priorities support for community planning and partnerships, promotion of the parent child psychotherapy consultation program training, | <p>Promote the development of informed referral networks, aligned childhood screening and assessment practices, and transition practices.</p> <p>Increase awareness among regional networks of the availability of the MCH Hotline/Wisconsin First Step for parents seeking information or referrals to early childhood services.</p> <p>Assure the comprehensive services are addressed throughout effort in the areas above as well as screening, medical home, mental health, and parent</p> | <p>Professional development materials and events provide guidance</p> <p>Contract CESA 4</p> <p>Quarterly Report</p> |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
|---|---|---|--|
| | <ul style="list-style-type: none"> ○ disseminate information on best practice, and referral sources. ○ Provide information to Action Team and community groups on the availability of the MCH Hotline/Wisconsin First Step. | education. | |
| C. Priority area: Cross Sector Personnel Development | | | |
| C1. Professional development alignment and Coordination among component sectors - PDI | <p>Funders will:</p> <ul style="list-style-type: none"> ● Commit to cross sector collaboration through the WI Professional Development Initiative (directly or indirectly through coordinator or other representation) in the promotion and utilization of the structures for communication, projects, as well as the development and implementation of specified cross system content materials. ● Network at state, regional and local levels to ensure the spread of information regarding cross-systems training events in all early childhood components <p>Statewide Professional Development Coordinator will follow contract:</p> <ul style="list-style-type: none"> ● Work through the Professional Development Initiative (PDI), the DPI Office of Early Learning (OEL), and other funders to develop structures, philosophy, policy and practices related to standards, instruction, and assessment. ● Development and strengthen structures and strategies for implementing cross-sector training, communities of practice, coaching and mentoring, module development and periodic content presentations including the DPI PI 34, State Professional Development Grant (SPDG), YoungStar, IDEA, Head Start, Home visiting, etc. ● Work with the DPI Teacher Licensing Team and other sectors to promote and create program standard and credit-based, credential, and/or alternative career pathways. ● Oversee the collection and reporting of professional development activities and data collection. ● Work with the WMELS and Pyramid model coordinators to plan system sustainability | To provide a consistent and comprehensive cross sector professional development structure on the state, regional, and local level through common competencies, career pathways, consistent evidence based standards, and on-going access to professional development and technical assistance., | <p>Reporting as per project and DPI requirements</p> <p>Events agenda, attendance and follow-up records</p> <p>Products created or maintained</p> <p>PD Tab on WECCP up-to-date</p> <p>Contract Waisman Center</p> |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
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| | <p>strategies related to development of new training modules, implementation of CoP and/or other strategies as determined.</p> <ul style="list-style-type: none"> • Make specific recommendations for a early learning aligned professional development structure to include at a minimum WMELS, Common Core State Standards alignment, Pyramid Model, Services to Children with Disabilities in community settings, Response to Intervention, assessment, instruction, and cultural responsive education. • Co-chair of Professional Development Initiative • Keep the Professional Development Tab of the WECCP website up-to-date • Stay abreast of various professional development initiatives <p>Regional Coaches will:</p> <ul style="list-style-type: none"> • In accordance to the Events and Activities Work Plan work with the Regional Action Teams to: <ul style="list-style-type: none"> ○ Support the infrastructure, and collaborate among professional development systems. ○ Facilitate communities of practice ○ Promote awareness of the changes to trainer and technical assistance systems ○ Participate in PDI ○ Utilize and promote the System Portfolio and other online PD resources | | |
| D. Priority Area: Early Learning Standards and Domain Content | | | |
| D1. Wisconsin Model Early Learning Standards (WMELS) | <p>Funders will:</p> <ul style="list-style-type: none"> • Develop and support funding and sustainable systems. <p>WMELS Statewide Coordinator will:</p> <ul style="list-style-type: none"> • Coordinate WMELS: trainer approval, stipends, training documentation Facilitate WMELS Trainers Community of Practices Awareness of standards, instruction, and assessment related efforts including RTI • Work with Regional Coaches, the OEL, and other coordinators (especially related to Pyramid Model, Screening and Assessment, IDEA Outcomes, and other core content areas) to develop structures, philosophy, policy and practices to support alignment with WMELS. • Oversee integrity of the WMELS principles and content including standards document and training materials revisions. • Oversee coordination and implementation of the professional development structure for the | <ul style="list-style-type: none"> • Increase opportunities for training, communities of practices, and training content: • Facilitate and assist in the delivery and implementation of the Wisconsin Model Early Learning Standards training to assure statewide access. • Facilitate professional development to assure quality outcomes • At least four Wisconsin Model Early Learning Standards 12-15 hour training packages will be offered in each region of the state • Trainers will be available with | WMELS reporting process including identifying location of training, sponsor of training, number of hours of training, training dates, number of participants: child care, head |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
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| | <p>WMELS overview including content Regional Coaches, and trainers.</p> <ul style="list-style-type: none"> ● Oversee coordination and implementation of the structure to approve and provide stipends for trainer and program mentoring. ● Advise and support next steps in the alignment of WMELS with WI Academic Standards ● Build a solid infrastructure for training and technical assistance that builds from WMELS and aligns other professional development efforts. ● Investigate and advise on alignment with other efforts including: Young Star, Pyramid model, Head Start performance standards, and Head Start Early Learning Outcomes Framework ● Arrange and/or present at designated state events (e.g. WECA/WDEC, PEC, child care administrators, and other early childhood conferences). ● Other tasks to generally oversee the utilization of WMELS. ● Coordinate State Steering Committee: plan agendas, propose next steps and lead discussions. ● Regularly communicate with Regional Coaches utilizing scheduled coach calls. ● Act as manager for the WMELS website and trainers web pages ● Determine if requested curriculum/assessment materials meet the intent and goals of the WMELS framework ● Maintain kits /materials <p>WMELS Leadership Team</p> <ul style="list-style-type: none"> ● Create and maintain the vision ● Advise in the creation of policies, procedures and practices ● Coordinate among agencies and associations supporting trainer <p>Regional Coaches:</p> <ul style="list-style-type: none"> ● In accordance with the Events and Activities Work Plan, work with the Statewide Coordinator and others to coordinate the regional training system including recruitment, selection, orientation, reporting, training, support for regional WMELS trainers, and professional development events | <p>expertise including Spanish speaking.</p> <ul style="list-style-type: none"> ● WMELS comprehensive overview will be provided at a minimum of four statewide conferences (eg. WECA/WDEC, conference with school and child care administrators). ● At least two Regional WMELS Community of Practice (CoP) activities will occur in region. ● Stipends will support the mentoring of new trainers and programs. ● School districts will have guidance on how to align WMELS with the Common Core State Standards ● A system will be created for utilization of WMELS materials in domain specific trainings. ● Resources will be created for parents ● Promote and/or work to align training structures to sustain the Pyramid Model for the Social Emotional Foundations of Early (CSEFEL) ● Regional Action Teams and their work plans support the networking infrastructure and coordinated implement of WMELS and Pyramid Model training outcomes and activities | <p>start, public school, special education, parent birth-to-three, other. Submit reports by April 15, July 15, October 15, and January 15, of each year.</p> <p>CoP events agenda, minutes, attendance and follow-up records</p> <p>Contract Waisman Center</p> |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
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| D2. Pyramid Model/PBIS | <p>Funders will:</p> <ul style="list-style-type: none"> Develop, implement, and support cross sector funding and sustainable systems. <p>Statewide Pyramid Model Coordinator(s) will:</p> <ul style="list-style-type: none"> Explore alignment, regional coordination, and network Implement implementation sites, communities of practice, community expansion grant, PIWI project, and PSF (Positive Solutions for Families) in accordance with stated grant functions. Work with the OEL, WMELs and other coordinators to develop structures, philosophy, policy and practices related to standards, instruction, and assessment. Convene, with other Coordinator, Pyramid model leadership teams. Provide data and project evaluations as necessary. Exploring linkages between PBIS and Pyramid Model implementing teams. Promoting Pyramid Model training and coaching within 5K classrooms (as part of the School Mental Health Framework). <p>Pyramid Model Leadership Team:</p> <ul style="list-style-type: none"> Create and maintain the vision Advise in the creation of policies, procedures and practices Coordinate among agencies and associations supporting trainer <p>Regional Coaches will:</p> <ul style="list-style-type: none"> In accordance with the Events and Activities Work Plan, work with the Statewide Coordinator and others to coordinate the regional training system including recruitment, selection, orientation, reporting, support for regional Pyramid Model trainers/CoP, and professional development events. | <ul style="list-style-type: none"> Expand number of program-wide implementation sites Facilitate application/readiness checklist process Lead Pyramid Model implementation training to selected programs at least twice/year. The training to include TPOT reliability training (2 day training) and team training (2 day training) Facilitate quarterly meetings of the state leadership team Maintain and enhance Benchmarks of Quality web-based data system Create and disseminate Infant/toddler training modules | <p>Contract CESA 11 and WI-AIMH # of sites in cohort 9 and 10</p> <p>Connect new programs with external coaches</p> <p>Implementation training evaluation results</p> <p>Meeting agendas and evaluation</p> <p>Cross-program data report</p> <p>Training of trainers for the infant/toddler training cadre</p> |

E. Priority Area: Culturally Responsive Practices

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
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| E1. Dual Language Learners (DLL) | <p>Funders will:</p> <ul style="list-style-type: none"> • Develop and support funding sustainable systems. • Support the Early Dual Language Learners Initiative structure to provide leadership/coordination/funds to oversee and implement leadership meetings, continue the utilization and support for the cadre of specialists, and assure the provision of professional development on strategies for aligning standards, assessment, and other best practices. <p>Regional Coaches will:</p> <ul style="list-style-type: none"> • In accordance with Events and Activities Work Plan, share information, encourage utilization of the cadre trainers, work with state leaders and others to promote best practices for DLL learners. | Increase aware, professional development, and technical assistance to programs and personnel services children who are dual language learners. | <p>Meeting agendas and minutes</p> <p>Quarterly reports</p> <p>Number of participants in cadre and training events</p> <p>Contract WIDA Early Years</p> |
| E2. Tribal | <p>Funders will</p> <ul style="list-style-type: none"> • Work in collaboration State Departments, Race to the Top Early Learning Challenge Grant, the Network IDEA Project, Inter-Tribal Child Care Association, and other efforts to build collaborative relationships with, among and within the Tribal Nations. • Participate (or coordinate with designee) in the Tribal State Workgroup and/or other mechanisms to share information. <p>Statewide Tribal Coordinator(s) will:</p> <ul style="list-style-type: none"> • Design and implement strategies to work with collaborative with Race to the Top, the Network, Inter-Tribal Child Care Association, and other efforts to build collaborative relationships among and within the Tribal Nations: <ul style="list-style-type: none"> ○ Increase ASQ trainers ○ Increase WMELS trainers ○ Hold annual Tribal Gatherings ○ Increase cultural relevance in professional development materials | Enhance relationships and communication, state agencies, regional activities, and Tribal communities | <p>Meeting agendas and minutes</p> <p>GLITC contract, Action Plans, quarterly reports, and participant lists</p> <p>Action Team membership lists, Quarterly</p> |

| Implementation Areas | Strategies/Activities | Outcomes | Indicators |
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| | Regional Coaches will: <ul style="list-style-type: none"> • In accordance with the Events and Activities Work Plan, work with tribal nations in region to be on the Regional Action Team, participated in regional activities, and establish and/or maintain other relationships with early childhood programs and services. • Subscribe to the DPI American Indian Consultant's listserv | | reports |
| E3. Other Cultural Responsive Practices | Funders will: <ul style="list-style-type: none"> • Share information on culturally responsive practices, closing the achievement gap, health inequities, and other strategies to address disparities and strategies for cultural responsive practice. Regional Coaches will: <ul style="list-style-type: none"> • Share information from/to funders, explore issues within the region, and help identify strategies. | Increase aware, professional development, and awareness about culturally responsive practices. | |

