

2014 WISCONSIN PROFESSIONAL DEVELOPMENT CONSOLIDATED REPORT

Race to the Top Early Learning Challenge Grant – Department of Public Instruction
Wisconsin Professional Development System Portfolio Supplement
Infrastructure, Coordination, Efforts, and Opportunities



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Introduction

Wisconsin Statewide Professional Development Framework and Infrastructure

A primary focus of the Race to the Top Early Learning Challenge Grant (RTT-ELC) is to strengthen coordination of the early childhood system in Wisconsin. A large part of this system involves cross sector professional development alignment. The WI Early Childhood Cross Sector Professional Development Initiative (PDI), which includes members of the Race to the Top - ELC state team, is charged with helping make the complex early childhood professional development system more understandable and easier to navigate. They are involved in designing a Professional Development System Portfolio that describes the components of the professional development system and tracks its impact over the course of the project. This online system will work as a one-stop hub that collects and archives professional development efforts in the state. PDI has been identifying and developing individual foundation documents that describe the structures in more detail using common concepts and terms from the field. With the implementation of these tools policy makers, administrators, higher education faculty, teachers, child care providers, and trainers will have a unified resource center.

The Mid-Year and End of the Year Professional Development Consolidated Reports are part of the larger picture to identify the infrastructure, coordination, efforts and opportunities to improve the early childhood system in Wisconsin. As one of the deliverables for RTT-ELC Project #9, these reports help set the stage for continued efforts.

Report Format and Data Sources

- The 2013 Mid-Year Report gathered data from Community Collaboration Coach quarterly reports and Coordinator reports. The data was analyzed for logical ways to consolidate and present data and progress on initiatives, projects, committees and individuals positions.
- The 2013 End of the Year Consolidated report established a format in which each category contains a description, summary of infrastructure and coordination and 2013 efforts.
- The 2014 Mid-Year Report maintained the established format of the 2013 End of Year Consolidated Report; using 2013 as a baseline, while highlighting further progress in the first six months of 2014.
- The 2014 End-of-Year Report features a new pilot system for Regional Collaboration Coach reporting as well as recommendations for aligning the reporting and data across content areas, coordinators, regions and collaboration coaches as well as how other systems from the Department of Children and Families and the Department of Health Services could be included.
- Data for this report was gathered from the WI Early Childhood Collaborating Partners (WECCP) website, the Regional Collaboration Coach quarterly reports, Content Coordinator reports and other cross sector sources. One of the goals for this report was to determine more effective and efficient ways to collect, analyze and present data to inform the broader early childhood professional development system. This has led to changes in data identification, collection and analysis that may not be consistent across reporting periods; however these changes will ultimately capture the amazing complexity of work that is happening around professional development in Wisconsin.



I. Cross Sector Professional Development

Description

Cross Sector Professional Development is addressed in Section Nine (9) of the Race to the Top Early Learning Challenge Grant. The focus of this work is on building and strengthening state, regional and local systems of professional development. Emphasis is placed on cross sector alignment and career pathways.

Original RTT-ELC Application Reference: Section Nine (9) defines the State's Workforce Knowledge and Competency Framework and works to ensure the state's early childhood professional development structure is designed to promote children's learning and development and improve outcomes. The project builds on Wisconsin's strong workforce knowledge and training systems. Over the last two decades, Wisconsin developed a strong, cross-sector early childhood professional development system, based on a continuum of standards, core knowledge areas, competencies, qualifications, credentials, career pathways, incentives, and quality assurances to improve services to young children and families.

Infrastructure and Coordination

- Cross Sector Professional Development Coordinator: Ann Ramminger
- WI Early Childhood Cross Sector Professional Development Initiative (PDI) Co-chairs: Ann Ramminger and Jeanette Paulson. PDI has a tab on the WI Early Childhood Collaborating Partners website: <http://www.collaboratingpartners.com/professional-development-wi-pd-initiative.php>
- WI Governor's Early Childhood Advisory Council Professional Development Project Team Co-chairs: Ann Ramminger and Jeanette Paulson. PD Project Team information can be found here: http://www.dcf.wisconsin.gov/ecac/project_teams.htm
- Linkages to Department of Public Instruction (DPI) RTTT: Jill Haglund
- Linkages to Department of Children and Families (DCF) RTTT: Amanda Reeve
- Six (6) Collaboration Coaches hold regional action team meetings and Communities of Practice that focus on cross sector professional development
- Monthly Coach-Coordinator calls and meetings are held to enhance communication

2014 Efforts

WI Professional Development System Scan

As part of the WI Professional Development System Portfolio, a scan of professional development systems is in progress. This scan involves identifying existing infrastructure and areas of professional development among system partners, identifying strengths and gaps, and analyzing ways to maximize resources such as unifying content, delivery, audiences or funding. This scan is a consistent topic of discussion at the Professional Development Initiative meetings, is a joint effort between the Departments of Public Instruction and Children and Families and involves the vast array of cross sector partners in Wisconsin. The goal is to identify the professional development that is taking place by content area (in concert with the 2014 WI Core Competencies for Professional Working with Young Children and Their Families) and provide a detailed listing of websites, deliverables, training packages, technical assistance and cross sector efforts to inform next steps in strengthening cross sector aligned professional development system. As a part of this PD System Scan, the design of the cross sector WI

Early Childhood Collaborating Partners (WECCP) website was evaluated. This led to moving the tab on Professional Guidance to the top of the menu to highlight the WI Core Competencies, Career Guide and future professional development system work. Other tabs were renamed to be more accurate of the recent work and new tabs were added such as child development and brain development.

WI Professional Development System Portfolio

The WI Professional Development System Portfolio was a concept that began as a written document with intentions of highlighting the efforts to strengthen the professional development system in Wisconsin. This concept has been evolving and a decision has been made to create an online, interactive portfolio that would also serve as a cross sector multi-level infrastructure tool to enhance communication and coordination of the professional development system. This online portfolio would not replace other existing tracking systems in WI; it will be a way to store, track and evaluate the various projects, committees, leadership, deliverables, documents, work plans and training/technical assistance materials. This online portfolio is being developed in collaboration with the University of Wisconsin Technology Services Department and paper prototypes are in design. Careful consideration has been given to how this online portfolio links with The Registry Professional Development Approval System as well as the Department of Public Instruction early childhood related efforts.

Professional Development Consolidated Reports (mid-year and end-of-year)

The 2014 Professional Development Report will capture the professional development efforts in specified areas including WI Model Early Learning Standards, Pyramid Model of Social Emotional Competence, Homelessness/Poverty, Regional Collaboration Coaches and Networks and many other areas. This report breaks down each area and includes a description, infrastructure and coordination and 2014 efforts. Because the goal is to use this report format to inform the Professional Development Systems Portfolio, the timeline for completion of this report has been extended to 2/28/15. The 2014 January-June Consolidated Report was completed and shared with cross sector partners.

WI Early Childhood Cross Sector Professional Development Initiative (PDI)

The WI Early Childhood Cross Sector Professional Development Initiative (PDI) held meetings on April 3, July 10 and October 23. PDI also serves as the professional development project team of the WI Governor's Early Childhood Advisory Council. During 2014, PDI members reviewed and endorsed the WI Core Competencies, provided input into the Professional Development Scan and, provided input for the draft WI Training and Technical Assistance Competencies. A group of PDI members attended the National Association for the Education of Young Children, Professional Development Institute, State Team Systems Day in Minneapolis on June 6. This team brought back ideas from other states on professional development systems as well as strengthened the conversation here in Wisconsin around systems thinking. The annual Intersecting Interests/Training Technical Assistance Event was held on February 12-13, 2014 with focus on: Supporting adult learners through reflective coaching, mentoring, assistance and supervision. Marilyn Chu was the guest speaker and all participants were provided with a copy of her book, *Developing Mentoring and Coaching Relationships in ECE: A Reflective Approach*. Collaboration Coaches facilitated regional meetings at this event.

WI Core Competencies for Professionals Working with Young Children and Their Families

These competencies were finalized in July 2014 and translated into Spanish. They are available on the WI Early Childhood Collaborating Partners (WECCP) website:

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

download. 2000 copies were printed and these are available to the workforce free of charge from the Child Care Information Center (CCIC): <http://ccic.dpi.wi.gov/>. The twelve content areas of the WI Core Competencies are used by The Registry for organizing data on trainings offered and on individual learning records. They are also being used in Professional Development counseling, as common language in Communities of Practices and to inform job descriptions for those in the early childhood workforce.

WI Training and Technical Assistance Professional (T-TAP) Competencies, Courses and Policy

2014 has brought renewed focus and commitment into strengthening WI early childhood training and technical assistance (TTA) systems. The goal is to have statewide policies, competencies and courses that guide, educate and track a large segment of the training and technical assistance workforce. The T-TAP competency workgroup has developed draft materials, which will be finalized by May 2015 and presented at the annual Intersecting Interests cross sector event. The T-TAP course development work group has been developing materials for a basic 6 hour T-TAP course, which will provide detailed guidance on the T-TAP competencies. Two additional 6 hour courses are being developed; one for trainers and one for technical assistance. These courses will link to The Registry Professional Development Approval System and the WI Core Competencies.

WI Early Childhood Collaborating Partners (WECCP) Regional Collaboration Coaches and Networks

Regional Collaboration Coaches have been in place since 2004 through braided funding efforts between all three Wisconsin State departments to connect, build and sustain cross sector systems around state and regional priority areas. Through the regional action teams, Collaboration Coaches have enhanced cross sector collaboration in the areas of WI Model Early Learning Standards, Pyramid Model of Social Emotional Competence, Screening and Assessment, Homelessness/Poverty and other areas. During 2014 the reporting mechanisms for collaboration coaches has been refined. A pilot system was tested in the 4th quarter of 2014 to better capture the work of the coaches and regional networks and aggregate the data. The creation of a Collaboration Coach and Networks brochure was started in 2014 and will be posted on the WECCP website soon. More detailed efforts of the coaches will also be highlighted in the 2014 PD Consolidated Report.

Career Pathways, Articulation and Credit for Prior Learning

Work groups have been meeting to address the articulation of degrees and coursework between two and four year Institutions of Higher Education (IHE) as well as addressing the need for credit for prior learning. This is addressing primarily the needs of the child care workforce in obtaining degrees and licenses to teach in four-year-old Kindergarten, Head Start and other settings that require a bachelor's degree and/or WI Department of Public Instruction teaching license. Work plans were created to plan for a 2015 Articulation Summit, provide mini-grants to IHE's and create a more detailed database of early childhood degree programs, contacts, existing articulation agreements and opportunities for progress towards a more coordinated career pathway system.

II. Wisconsin Early Childhood Collaborating Partners: Collaboration Coaches and Regional Networks

Description

Regional Collaboration Coaches are an instrumental part of the Wisconsin Early Childhood Collaborating Partners structure. They bring together regional cross sector early childhood partners to work on common topics, issues and professional development. Each region has an Action Team and Communities of Practice for WI Model Early Learning Standards, WI Pyramid Model for Social Emotional Competence and some for screening & assessment.

Infrastructure and Coordination

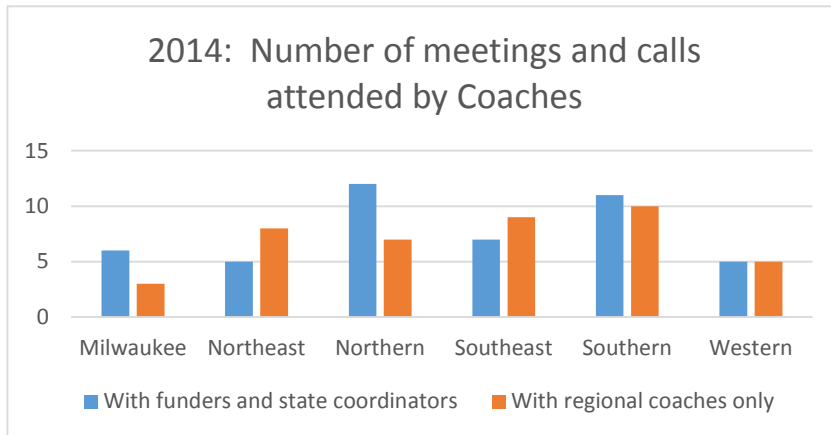
The coaches in each region are as follows:

- Northern: Robin Mainhardt
- Northeast: Karen Apitz
- Southeast: Corie Davis
- Milwaukee: Suzy Rodriguez
- Southern: Joanna Parker (through August), Vacant through December
- Western: Teresa Nuttelman
- Jill Haglund, DPI is responsible for developing a master work plan for the coaches and providing oversight in collaboration with the agencies that provide braided funding
- Ann Ramminger, Professional Development Coordinator works on connections between the regional coaches and the coordinators of the efforts outlined in this report.
- Regional Work Plans are developed by the Regional Coaches in collaboration with their action teams and intersect with Regional Service Contracts. The Regional Collaboration Coaches Master Work Plan includes the following categories:
 1. State Communication Networks
 2. Regional Networks and Action Teams
 3. Regional Service Agreement Work Plan and Budget
 4. Local Networks and Councils
 5. Service Alignment: Homelessness and Poverty (Refer to IX)
 6. Community Approaches to 4-year-old Kindergarten and Inclusion of Children with Disabilities (Refer to VII)
 7. Service Alignment: Screening, Assessment, and Referral Networks (Refer to VI)
 8. Cross-Sector Aligned Professional Development (Refer to I)
 9. Wisconsin Model Early Learning Standards - Standards, Instruction, and Assessment (Refer to IV)
 10. Pyramid Model/PBIS (Refer to V)
 11. Dual Language Learners (Refer to XI)
 12. Tribal (Refer to VIII)

2014 Efforts

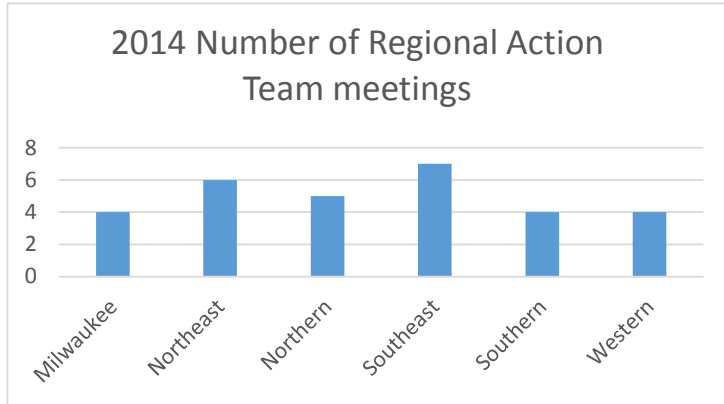
1. State Communication Networks

- A standard meeting evaluation survey was developed for Regional Action Team, Communities of Practice and other regional meetings to gather data for continuous quality improvement, available online and hard copy. The questions include a rubric and comments section to address the following:
 - Relationships and collaboration were strengthened in the region
 - Knowledge and skills were enhanced to support work within the region
 - Resources, ideas or tools were shared
 - Data, stories, and evidence-based practices were part of the conversation at this meeting and inform next steps of the group
- During 2014 a pilot reporting system was tested for Quarter four and that data has enhanced the level of data possible to add to this report. A revised reporting system was developed for 2015 in Qualtrics to further integrate the data desired for this report, the requirements of the braided funding master work plan and the need to line up information received from both Collaboration Coaches and Coordinators.
- Regular meeting are held between Regional Collaboration Coaches, Select Coordinators and Braided funding representatives. See chart below.



2. Regional Networks and Action Teams

Each Regional Collaboration Coach convenes a cross sector regional action team, which meets 3 to 4 times per year. This team develops an action plan which focuses on priority content areas using regional service contract funds.



3. Regional Service Agreement Work Plan and Budget

Regional Service Contract Funds support the work of the regional action teams with guidance from the Collaboration Coaches. Regions used their funds for purposes including, but not limited to:

- **Northeast:** WMELS and Pyramid Model CoP, WMELS trainings
- **Northern:** The use of a consultant for strategic planning session
- **Southern:** WMELS and Pyramid Model CoP meetings.
- **Southeast/Milwaukee:** Supported a December CoP professional development opportunity with Debbie Pearce presenting the "Professional You", a practice of looking at yourself and your role in a reflective manner; honing one's listening skills and being mindful of the other. Also supported one of the Washington County Early Learning Council's, "Self Care" event targeting EC professional from that community.
- **Western:** Supported Communities of Practice and Regional Action Team meetings. Developed a mini-grant application process for collaborative projects with a focus on early childhood.

4. Local Networks and Councils

- **Western Region:** Training event was held on April 10 on Early Childhood Community Councils, "Building Community Capacity". It was well attended with great responses on evaluations. Emails were sent to listserv and to other contacts to complete survey. Collaboration Coach is an active member and attends the St. Croix Interagency Council meetings and is involved with Rusk County in developing an interagency Council. Working with grant recipients to develop/revitalize councils.
- **Northern Region:** Information sent to the list serve to encourage people to add information on councils.
- **Northeast Region:** Forwarded email from DPI to Regional Action Team members in the Northeast Region. Reported during NE Region Action team Meeting that a list of councils is being defined.
- **Southeast Region:** Sent out a second request to all regional Early Learning Councils to respond to Katie Murphy's survey housed on the WECCP website.
- **Milwaukee:** Email to known private/public partnership groups such as Milwaukee Succeeds and Action Team members that connect with regional councils. Shared with regional public health representative.

III. Wisconsin Early Childhood Collaborating Partners (WECCP) Website

Description

WECCP was started in 1994 and supports collaboration among partners in the Early Childhood System. The vision of Collaborating Partners is that all children in Wisconsin will receive the necessary services and family supports to attain their optimal developmental potential during the critical early years from birth through age five. The Collaborating Partners website serves as a gathering and information source for cross sector partners. <http://www.collaboratingpartners.com/index.php>

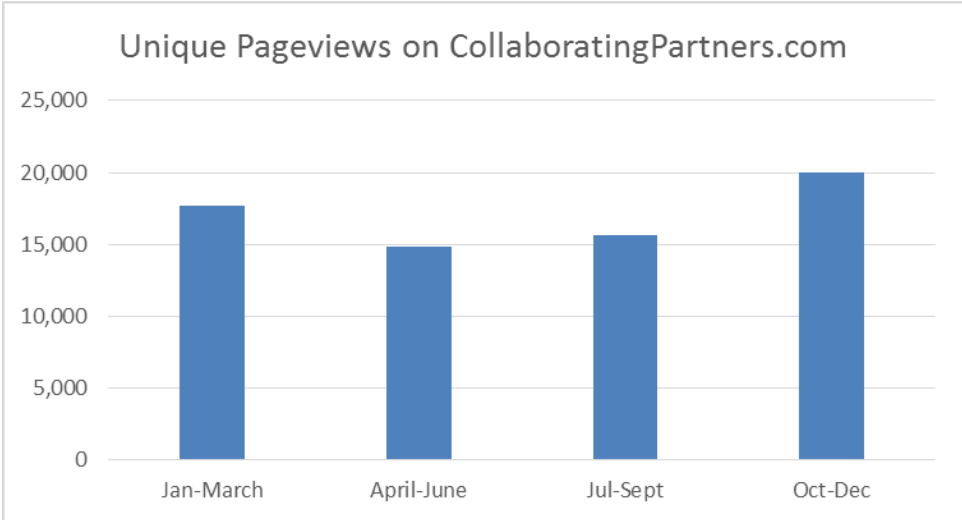
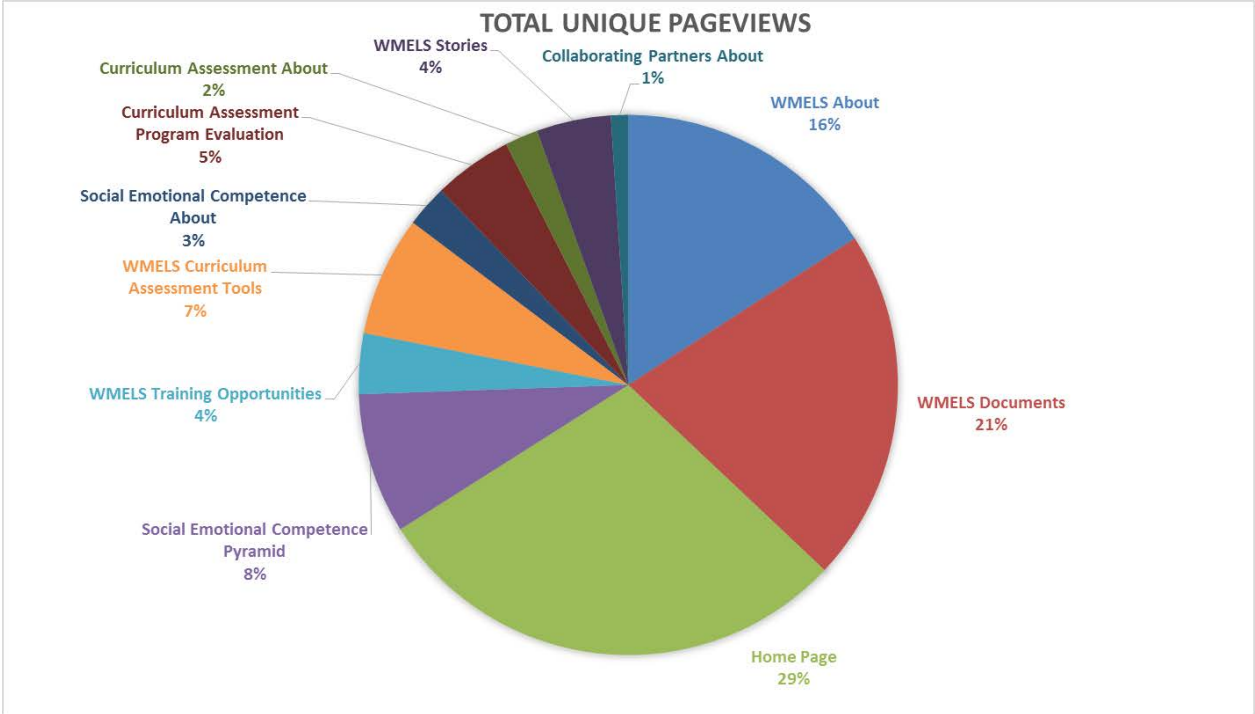
Infrastructure and Coordination

- Website Coordinator: Joan Rice
- Google analytics provides data on areas with most visits
- WECCP Logo is used as a mechanism to identify collaboration
- Website serves as a coordination mechanism for some initiative data and coordination
- WECCP Listserv provides statewide updates on collaborative news and issues: <http://www.collaboratingpartners.com/docs/WI-Forces-for-Four-listserv.pdf>
- The names and order of tabs for this website are under revision and Coordinators are being identified to keep information up-to-date in the following categories
 - a. Professional Guidance
 - b. Child Development
 - c. WI Model Early Learning Standards
 - d. WI Pyramid Model
 - e. Social Emotional Competence
 - f. Screening/Early Identification
 - g. Curriculum and Assessment
 - h. Serving Dual Language Learners
 - i. Serving Children with Disabilities
 - j. 4K Community Approaches
 - k. Professional Development
 - l. Family Support/Parent Education
 - m. Homelessness and Poverty
 - n. Health and Medical Home
 - o. Economic Development
 - p. Councils and Partnerships

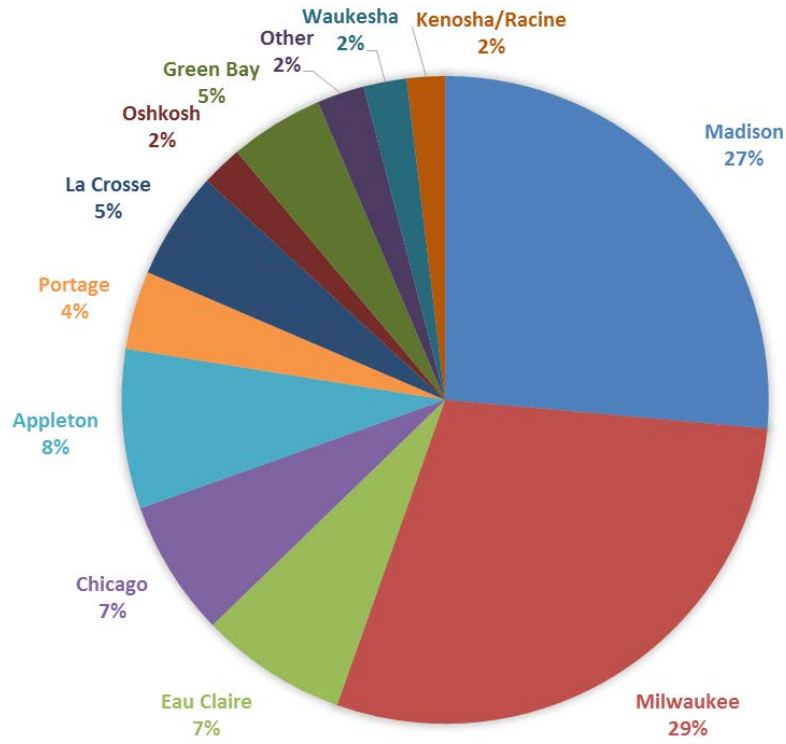
2014 Efforts

- The Home page of WECCP was updated to reflect the current vision and mission statements of WI Early Childhood Collaborating Partners
- The About page was revised to clearly and concisely describe the history and structure of WI Early Childhood Collaborating Partners. Information about Regional Collaboration Coaches was added to this page. A Collaboration Coach and Regional Networks brochure is under development.

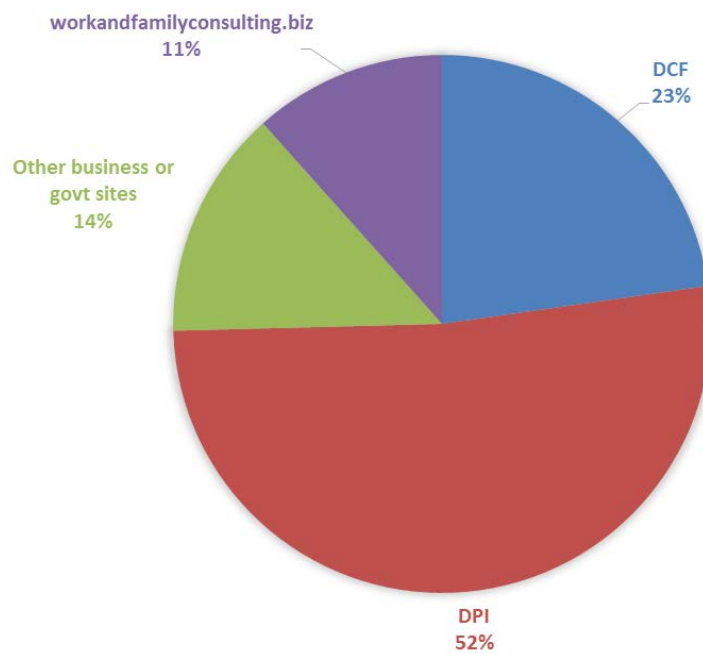
- The WECCP Website Coordinator has identified and contacted key Coordinators and professionals to ensure that all tabs are kept up-to-date.
- Tabs on the WECCP website were analyzed for compatibility with the WI Core Competencies twelve content areas and current areas of focus.



VISITS BY LOCATION, 2014



VISITORS COME THROUGH OTHER PARTNERS



Data Summary:

- The number of visitors through DPI sites has doubled over 2014 (109.3% increase from Q1 to Q4). DCF sends many visitors to the site as well.
- The number of returning visitors has nearly doubled (96.7% increase), indicating this is becoming an increasingly popular resource for those who already know about it.
- There has been a 28% increase in new visitors, indicating more people are becoming aware of the website and its popularity is continuing to increase.

Regional Collaboration Coach Summary:

- Most helpful pages include WMELS, Pyramid model, Curriculum and Assessment, Homelessness, Dual Language Learners, and any downloadable content
- Would like to see more information on Early Literacy, an overview of assessment tools to share with others looking to gain basic information, and a page dedicated to regional collaboration coaches.
- Coaches had very positive things to say about the website:
 - "I use the Website a great deal to assist me with my work as well as recommending it to others"
 - "The website is an invaluable tool in our work. I think it would be great if we devote more resources into management of the site."
 - "The WECCP resources are valuable in my work with trainer applicants, preparing for Action Team Meetings, and support for districts requesting 4K implementation information."

IV. Wisconsin Model Early Learning Standards (WMELS)

Description

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 with K-12 educational experiences and lifelong learning. <http://www.collaboratingpartners.com/wmels-about.php>

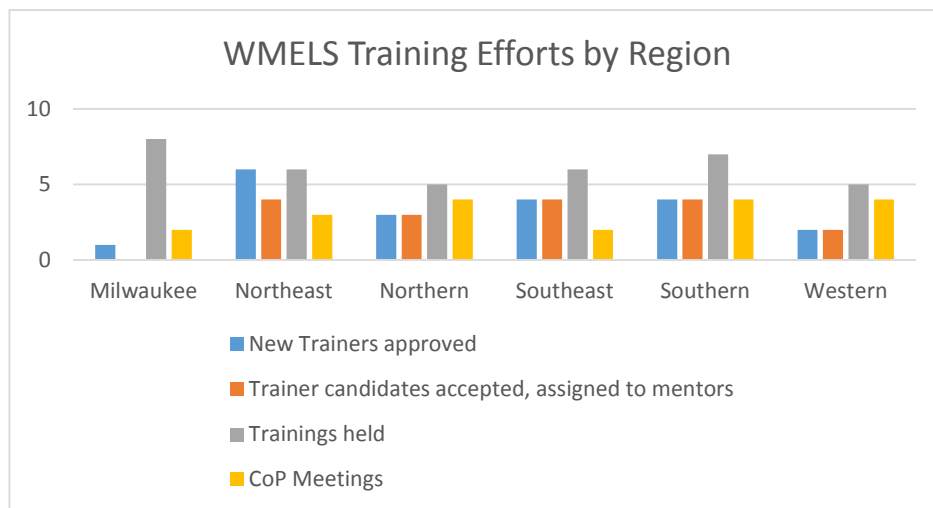
Infrastructure and Coordination

- WMELS Statewide Coordinator: Arlene Wright (October 2003-December 2014) and Mary L. Peters (November 2014 to present)
- WMELS State and Regional Steering Committee
- 6 Regional Collaboration Coaches facilitate Communities of Practice (CoP) 3-4 times per year
- 90 Approved WMELS Trainers statewide offer credit and non-credit training
- WI Technical College System incorporates into 2-year early childhood degree program
- The workforce can find training opportunities from approved trainers at this site: <http://www.collaboratingpartners.com/wmels-training-opportunities.php>
- Secure log-in site for approved trainers: <http://www.collaboratingpartners.com/wmels-login.php>

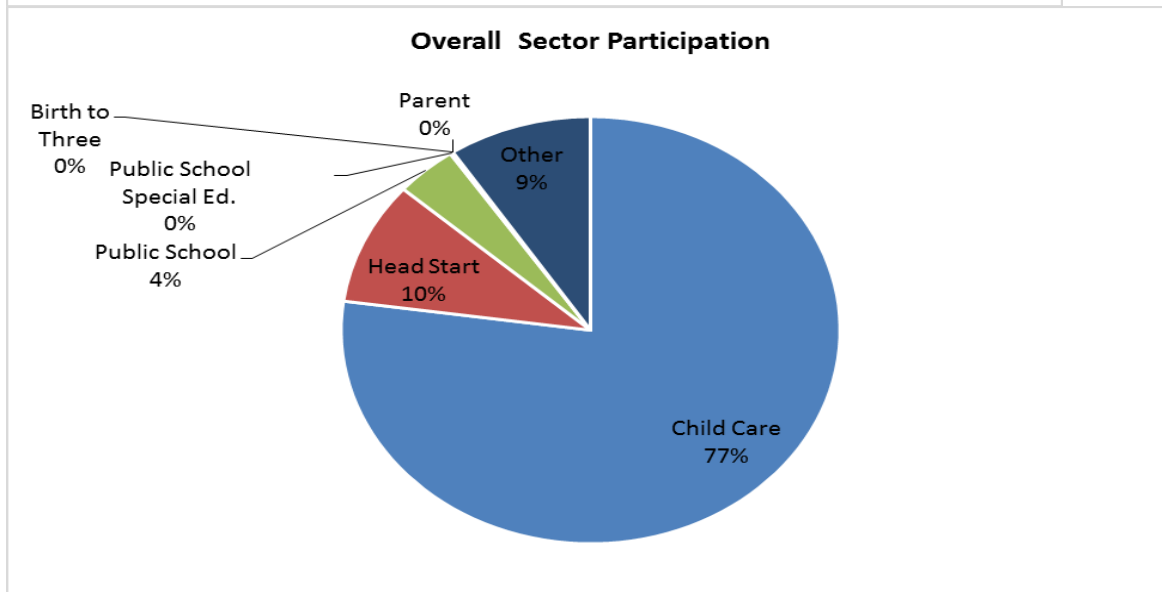
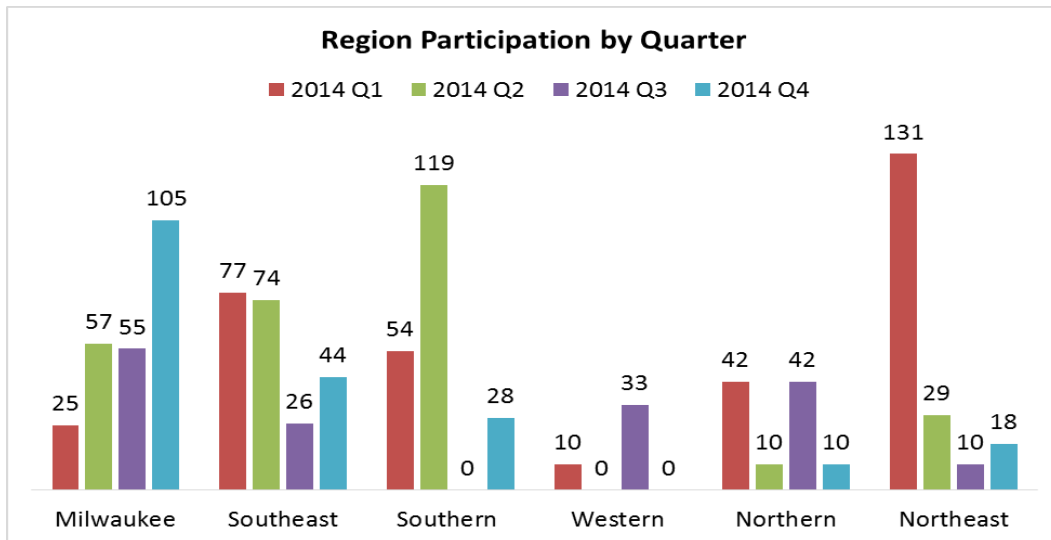
2014 Efforts

- WMELS Steering Committee met on February 24, May 7, August 19, and November 7, 2014. The steering committee is involved in a Strategic Planning Process to develop the committee's purpose, policy and structure
- Seven (7) Mentor Stipends were paid to WMELS Trainer/Mentors who mentored five new WMELS Approved Trainers
- There are a total of ninety (90) trainers in the approved cadre those approved to provide training: seventy one (71) Approved WMELS Trainers, including 2 who are associated with large school districts (Milwaukee and Madison), and 4 agency directors; and nineteen (19) instructors at WI Technical Collages as of December 31, 2014
- The number of trainings provided by WMELS Approved Trainers is 57 in 2013 and 40 in 2014; (this count includes multiple trainings provided by individual trainers). Many of the trainings are provided by co-trainers the numbers here are reported by the lead trainer and represent an unduplicated statewide total per year
- Forty-five (45) WMELS 15-18 hour full trainings were offered across the state of Wisconsin
- One hundred one (101) WMELS and Pyramid Trainers received Registry Coupon Waivers through March 31, 2014
- Through a RTT Contract with WECA, WMELS Training was held January 13, 2014 at LCO, Tribal Community. Follow-up support was provided after the training
- Through a RTT Contract with WECA, WMELS Training was held in Milwaukee and Hayward during February 2014.

- Through a RTT Contract with SFTA, a WMELS Technical Consultation Protocol was developed and training was provided to Childcare Technical Consultants in March, 2014
- WMELS Presentations were held at the WECA Conference, Head Start Conference, and Preserving Early Childhood Conference. Conference presentations included: Using WMELS Everyday in the Classroom, Engaging Families in the WMELS, and Process for using the WMELS and CCSS to Determine Learning Expectations
- RTT Mini-grant proposals were made available to each of the six Regions to support WMELS/Pyramid Model Training and/or technical consultation. Details of these proposals will be highlighted in the 2015 report
- WMELS 4th Edition revised and posted on WECCP website on June 2, 2014. Edits were made to page 43 Early Literacy. A one-page insert was developed and sent to WMELS Approved Trainers and to Glenna Carter at CCIC to insert into current hard copies of WMELS 4th Edition.
- Translation of WMELS 2013 Training materials into Spanish, including 10 handouts
- Translation of WMELS Family Tip Sheets and 3 handouts from the WMELS Family Training
- WMELS Poster re-designed and reprinted; bookmarks reprinted
- Printed participant packets of WMELS Training Handouts (sent to Glenna Carter at CCIC)
- Planning for Early Literacy Success (process using the WMELS and CCSS that can be used by 4K to develop local learning expectations in the area of early literacy) was posted to the following listservs on the internet (4K teachers, early childhood special education teachers, Directors of Special Education, principals, superintendents, ELL, CESA SIS, Title 1, RSN, WI State Reading Association Hotline, Twitter, Google+ ELA Community)
- Lists compiled of school districts that have used the process of Planning for Early Literacy Success (WMELS and CCSS) and lists compiled of school districts that are interested in using the process.
- Planning process/ consideration of a Statewide Community of Practice conference in 2015.
- Documentation of the timeline of major events related to WMELS (2003 to present)
- Online survey tools developed for reporting (notification of training, trainer reports, and training evaluation)
- Website updates at WI Early Childhood Collaborating Partners (for both public pages and WMELS Approved Trainer log-in site).



Region	New Trainers approved	Trainer candidates accepted, assigned to mentors	Trainings held	CoP Meetings
Milwaukee	1	0	8	2
Northeast	6	4	6	3
Northern	3	3	5	4
Southeast	4	4	6	2
Southern	4	4	7	4
Western	2	2	5	4



Data summary:

- Twenty (20) new trainers were approved
- An average of Three (3) trainer candidates per region were accepted and assigned to mentors
- Regions had between Five to Eight (5-8) trainings in the year
 - Milwaukee held the most trainings

- Southern and Milwaukee offered online trainings available to participants across the state
- An average of Three (3) WMELS CoP meetings were held per region
- One thousand (1,000) people attended WMELS trainings. The sectors that participated most included Child Care, Head Start, Public School, and Child Care Resource and Referral (the other category in the pie chart)

Collaboration Coach Efforts

- Regional WMELS CoP recommends consistency in completing training hours for hours missed during full training. Participants must attend all sessions for successful completion.
- Regional group doing a book study of Cultivating Communities of Practice by Etienne Wenger, Richard McDermott and William M. Snyder. We are slowly making progress on the book to gain a better understanding of communities of practice and the function of them. Purchased pre-made gingerbread men, wipe-off markers and erasers for the trainers to use.
- Region discussed resources, website, and mentors for new candidates, upcoming trainings and upcoming changes to the curriculum for WMELS
- Region merged their WMELS and Pyramid COP meetings
- Region started a new structure under which Communities of Practice (CoPs) meet 3 meetings per year during which Cross Sector CoPs meet in their own groups and gather together for a common session at mid-day. Each CoP is on their own to schedule a 4th meeting if they want. The WMELS group elected not to have a summer (or 4th) meeting this year.
- Region excited for the opportunity to share ideas, strategies and materials. Exploring the development of a site to store information for Wisconsin Model Early Learning Standards and Pyramid Model in our region.
- One (1) Collaboration Coach is keeping track of the family trainings in the region and encouraging districts to use these training materials as part of their parent outreach.

V. Wisconsin Pyramid Model of Social Emotional Competence

Description

The Pyramid Model of Social Emotional Competence is a relationship-based model that focuses on evidence based practices that are implemented in a systems change way. In 2009, the State of Wisconsin won a competitive process to become a Pyramid Model state. There are a number of programs in the state that are working on the program wide implementation of the Pyramid Model. A collaborative cross-disciplined state leadership team is guiding the state efforts around the implementation. <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>

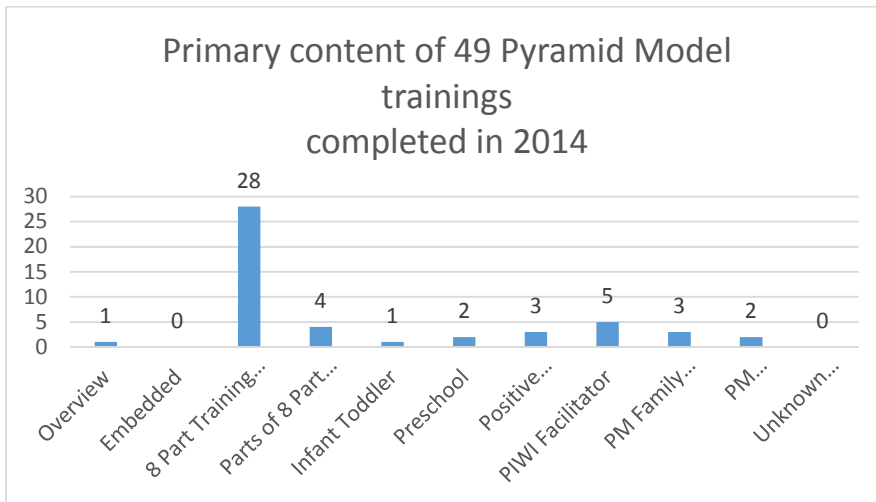
Infrastructure and Coordination

- Pyramid Model Coordinators: Julie Betchkal and Lana Nenide
- Pyramid Model Statewide Leadership Team and committees
- 6 Regional Collaboration Coaches facilitate Communities of Practice (CoP) 3-4 times yearly
- Approved trainers, trainings, external and internal coaches
- Listserv for Approved Trainers, Coaches and other relevant partners at: <http://www.collaboratingpartners.com/listserv.php>
- Training opportunities can be found at:
- <http://www.collaboratingpartners.com/social-emotional-competence-sefel-training-opportunities.php>
- Implementation Sites trained and supported to do program wide adoption

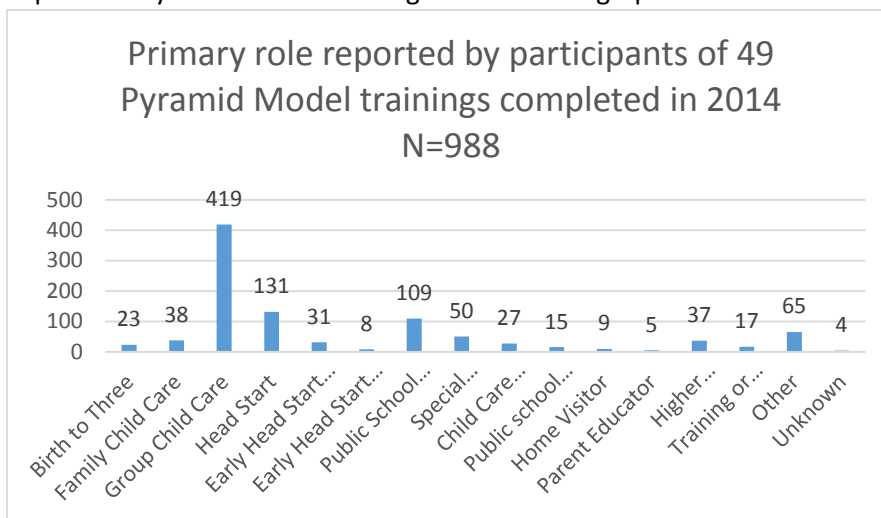
2014 Efforts

- A technical consultation manual was created to help Young Star programs move from training to increased readiness for program wide implementation of Pyramid Model practices.
- A readiness checklist was drafted and reviewed to outline the program experience, resources and materials that enhance the efficiency of program wide implementation of Pyramid Model practices.
- Training efforts continue in these Pyramid Model content and targeted audiences:
 - Group Early Care and Education Content: 8 Part Series, Preschool Modules and Infant/Toddler Modules
 - Family Resource/ Parent Educators: Parents Interacting with Infants (PIWI), Positive Solutions for Families (PSF)
 - Home Visitors: Using the Pyramid Model in Family Coaching
 - Behavior Specialist: Pyramid Model Individualized Interventions
 - Program Leadership team content: TPOT Reliability, Internal Coaches Training, External Coaches Training, Leadership Team Kick off
- Seven (7) programs were added to the Pyramid Model Implementation Site Cohort 5, bringing the total to twenty-eight (28 since 2010). Three (3) of these sites are in Milwaukee.

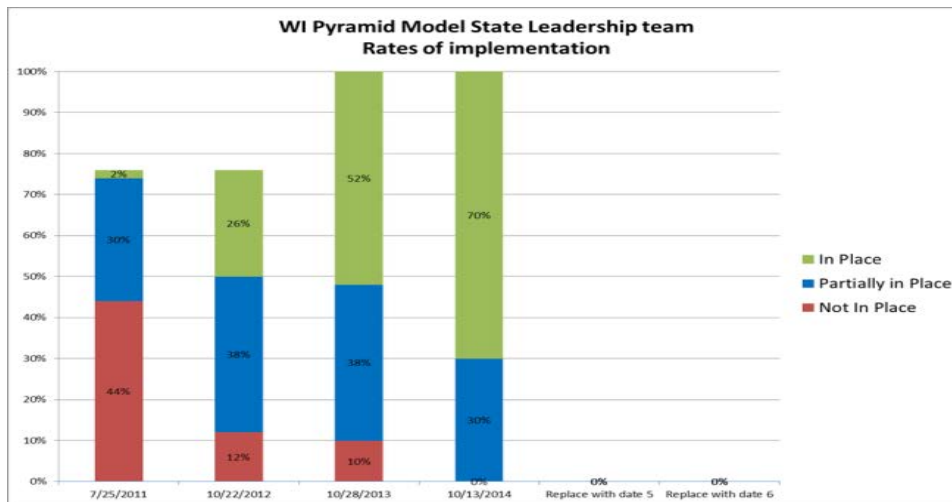
- A Pyramid Model Implementation Academy was held in Milwaukee with “tracks” on: Preschool Provider content, Program Implementation content, and Parenting module content.
- An acknowledgement process was developed and piloted for programs reaching fidelity of implementation standards.
- Developed consistent data sharing process for regional communities of practice to utilize data-based decision making for training targets and technical assistance.
- Previous implementation site data was transferred to the web-based Pyramid Model Benchmarks of Quality data system. The system was successfully launched for the seven (7) new Implementation Sites.
- Forty-nine (49) Pyramid Model trainings were completed in 2014. Training content included the group care and education, parent education, home visiting and intervention content. See graph.



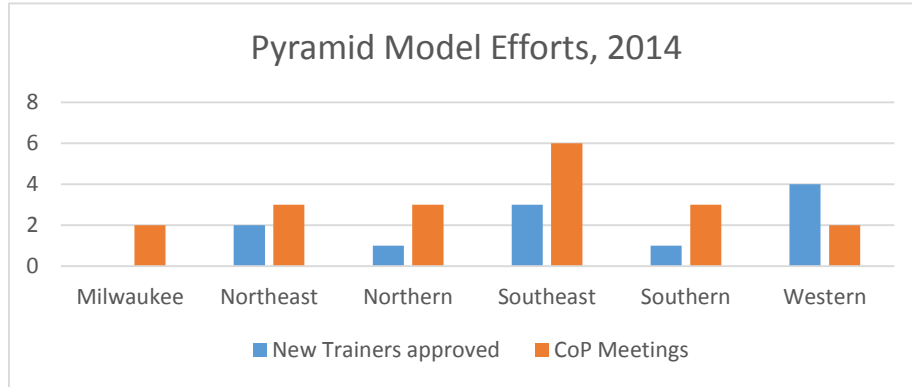
- Nine hundred eighty-eight (988) participants from various early care and education fields participated in Pyramid Model trainings in 2014. See graph for details.



- Training support on the TPITOS (Infant Toddler coaching tool) was provided to internal coaches at Implementation Sites.
- State leadership team had regular quarterly meetings to guide and support state implementation of the Pyramid Model. All meetings updates are regularly posted on the Collaborating Partners website.
- At the October meeting, the state team participated in the annual state Benchmarks of Quality Assessment. As a state, Wisconsin has 70% of critical elements in place and 30% partially in place. We are making progress on systematically supporting professionals and supporting social and emotional competence of infants and young children in our state.



- Continued planful expansion for program wide implementation
 - Updated the application and rating rubric
 - Shared the application through collaborating partners site, state team members
 - Application deadline 11/24/15
- Drafted a survey to assess parents' impressions and experiences with implementation. The survey will be distributed in February of 2015
- Work with PBIS to establish and highlight connection between the frameworks with the goal of establishing a seamless system
- Analyzed program wide implementation data to prioritize additional professional development needs. Began the process of developing implementation checklists and editing the Pyramid Model 8 Part Training series to align with identified needs.
- Regular participation in the PDI workgroup



Regional Collaboration Coaches Reports on Parents Interacting with Infants (PIWI)

- A PIWI training event was held in Milwaukee in October. Many community organizations are utilizing the PIWI information and activities in their group work with families.”
- Appleton Area School District has been using PIWI with parent groups. Reports are the parent meetings are well received. Parents continuing to sign up for additional sessions. Participant numbers are all they can handle at this time.
- We have a large section of the Western region that is implementing PIWI as part of their mini-grant.

VI. Curriculum, Assessment and Priority Content Areas

Description

Many statewide efforts have been completed or are in progress in order to create consistent and evidence-based practices in curriculum, assessment, screening and priority content areas. Since this work is so diverse, brief descriptions have been included for the areas covered in this section

Curriculum

The WI Model Early Learning Standards (WMELS) provide a common language to guide curriculum decisions and development. Curriculum reflects the practices, interactions and instruction that are implemented to support children's early learning and development. Wisconsin does not mandate specific curriculum for early learning programs, however some requirements exist in the WI YoungStar program to align curriculum with WMELS.

Response to Intervention (RtI)

RtI refers to a multi-level system of supports composed of balanced assessment, high-quality instruction, collaborative decision-making, and culturally responsive practices. Its intent is to identify student achievement levels and match instruction and supports to individual student needs. This is a proactive approach that replaces a "wait to fail" educational system.

Assessment

Assessment is a process of gathering information from multiple sources about a child for the purpose of making decisions about "next steps". There are different purposes for assessment, including but not limited to, planning for instruction, determining eligibility for special services, and accountability – state requirements, reporting to families, and program evaluation.

Screening

Screening is a type of assessment; it is a process that includes use of a valid and reliable tool to determine children's current level of performance, development, or understanding in relation to established benchmarks. Developmental screening is a specific type of screening used to identify children who might require further assessment to determine eligibility for special supports.

Priority Content Areas

There are efforts to use the five domains of the WI Model Early Learning Standards (Health and Physical Development, Social and Emotional Development, Language Development and Communication, Approaches to Learning and Cognition and General Knowledge) as a basis for a broader professional development organizational system. Some areas such as the Early Literacy Advisory Group efforts fit neatly into a domain of WMELS (Language Development and Communication). This section of the report attempts to lay a foundation for continued work in these efforts.

Infrastructure and Coordination

- Response to Intervention (RtI) Coordinator: Gaye Tylka
- Screening and Assessment Professional Development Work Group Chair: Gaye Tylka
- Early Literacy Advisory Group (ELAG) Chair: Gaye Tylka

- Curriculum Coordinator: There is not one person that acts as a Curriculum Coordinator, at this point it is shared responsibility between the Response to Intervention, Early Learning Standards Coordinators and others working in priority content areas.
- Assessment and Screening Coordinator: There is not a specific Coordinator for this area. The Early Childhood Advisory Council (ECAC) Healthy Children Screening and Assessment Project Team work on coordination along with the Rtl coordinator
- During 2014 the Screening and Assessment work group split from the Standards, Instruction and Assessment (SIA) group and was reorganized and re-named into 3 groups to better describe the specific screening and assessment objectives: (1) Professional Development Work Group, (2) Kindergarten Entry Assessment (KEA) Work Group, and (3) Balanced Assessment Work Group.

2014 Efforts

Wisconsin Early Childhood Collaborating Partners: Early Literacy Advisory Group (ELAG) *(formerly the Standards, Instruction and Assessment Work Group)*

The seven professional development sessions developed by the cross-sector ELAG became accessible to the public at www.collaboratingpartners.com and was shared with over 200 participants at an “early literacy roll-out” event in August, 2014. Sessions are being utilized in a variety of ways, including trainings offered through the statewide Early Childhood Curriculum & Assessment Network (ECCAN) provided through the CESAs. An *Inventory of Practice: Early Literacy Scan*, designed as a self-assessment and aligned with the evidence-based practices promoted in the sessions, and Training Scripts developed for each of the sessions, are new tools added to the literacy training resources. The full ELAG meets on a quarterly basis; work groups have been organized, however, to develop additional tools – intervention strategies and guidance on technology use in early childhood. Extended cooperation with WIDA provided guidance and strategies so that the early literacy training modules address the needs of Dual Language Learners and their families. Regional Collaboration Coaches shared training materials with various groups including CESA groups, districts and regional groups.

Balanced Assessment Work Group

Developed criteria for selecting published tools and submitted proposed additions and revisions for the Comprehensive Screening and Assessment Blueprint.

Kindergarten Entry Assessment (KEA) Work Group

Representatives met with assessment leadership within the Department of Public Instruction. It was agreed to embed the concept of a KEA in a comprehensive screening and assessment system plan for children birth through 5 years. A position paper for a KEAP (Kindergarten Entrance Assessment *Process*) is being developed and included as part of the system being developed by the Screening & Assessment Professional Development Work Group.

Screening & Assessment Professional Development Work Group

Membership has expanded and meets every 6-8 weeks. A framework that outlines main themes and content areas has been developed. Work continues on identifying and linking existing professional development resources with this framework. Determining a “home” for this online resource is currently a high priority.

Response to Intervention (RtI) Coordination

Efforts continue through participation in the state RtI Leadership Team, and conference and workshop presentations. This phase of training goes beyond the basics of understanding the framework to concrete, operational examples of RtI in practice. The RtI coordinator has also joined the WI Pyramid Model Leadership Team as an effort to strengthen the relationship between the WI Pyramid Model and the larger, whole child focus of RtI. A survey of select districts is being conducted to gather data on current practices in 4K related to assessment practices and tools, WMELS, curriculum selections, the role of families, and overall implementation. These data will be shared with the RtI Center and DPI and used to guide future professional development efforts. A revision of the early childhood RtI guidance document was completed. A presentation on EC RtI was provided at the annual state RtI Summit. EC RtI guidance received a new home and its own page at: <http://www.collaboratingpartners.com/curriculum-assessment-rti-for-preschool.php>

Response to Intervention (RtI) Survey

A survey of select 4K programs is underway to determine types of assessments, curricula, and RtI processes that are in practice around the state. Good assessment data and evidence-based universal curriculum and instruction practices provide a solid base for implementation of an RtI framework.

Preliminary data suggest the use of the WI Model Early Learning Standards (WMELS) as the foundational document in the development of nearly all 4K programs surveyed. Some programs have also created locally-developed common assessments and corresponding curriculum/expectations based on WMELS. The vast majority that uses a published assessment tool, however, has chosen Teaching Strategies GOLD, which is aligned with WMELS. Creative Curriculum was referenced as well as a guiding document when developing local curricula; some report following it closely while others use portions of it in conjunction with locally-developed curricula and/or expectations, and other content-specific published curricula. Not all 4K programs take a comprehensive, whole-child approach to curriculum as outlined in WMELS, however. Nearly all reported a focus on literacy and social-emotional development; while about half reported all WMELS developmental domains reflected in their curricula and/or child assessment data collection.

Regional Collaboration Coaches shared information on RtI through Cooperative Educational Service Agency (CESA) networking groups, regional meetings, and presentations with districts.

Priority Content Areas

Efforts are underway to coordinate areas that align to the five domains of the Wisconsin Model Early Learning Standards to enhance professional development pathways for the early childhood workforce.

- Health and Physical Development (safety, nutrition, physical activity, nature, outdoors)
- Social and Emotional Development (mental health, social emotional in addition to Pyramid Model)
- Language Development and Communication (literacy, dual language learners)
- Approaches to Learning (play-based learning, brain development, learning styles and context)
- Cognition and General Knowledge (science, math, problem solving)

VII. Four-Year Old Kindergarten (4K) and Inclusion of Children with Disabilities

Description

Four-Year Old Kindergarten (4K): For the 2013-14 school year, 386 school districts are offering 4K to 48,590 students. More than 100 of those programs use a community approach to 4K in which the school district, private child care centers, and Head Start centers collaborate to provide services to children and their families. Because the community approach brings together a broad range of local early childhood providers, it is considered a logical and effective way to provide 4K services. By working together, providers forge a common approach to a common goal: the emotional, educational, societal, and physical well-being of children. Wisconsin is considered a national leader in implementing 4K through the community approach. Statewide 93 percent of public school districts that provide elementary education offer 4K (although not all of these are community approaches).

Inclusion of Children with Disabilities: Each school district in Wisconsin is responsible for providing a continuum of Special Education and Related Services to Children with Disabilities and who need special education. Children are evaluated to determine if they met the one of the state's eligibility criteria. Special education and related services may provide consultation to staff, direct services to the child, training related to the disability, and other services that are identified in the child's Individualized Education Program. Inclusion of children with disabilities goes hand-in-hand with 4K and therefore is addressed in this section.

Infrastructure and Coordination

Four-Year Old Kindergarten (4K):

- 4K Coordinator (Regional): Teresa Nuttelman (also a Regional Collaboration Coach)
- 4K Coordinator (State): Jim McCoy
- 6 Regional Collaboration Coaches work with local partners on 4K Community Approaches
- Information available both on DPI website: http://ec.dpi.wi.gov/ec_ec4yrpag and Collaborating Partners website: <http://www.collaboratingpartners.com/4k-community-approaches-about.php>
- State Superintendent's Advisory Committee on 4-Year-Old Kindergarten and Community Approaches "Forces for Four-Year-Olds" committee meets at least yearly
- Listserv available for Forces for Four: <http://www.collaboratingpartners.com/docs/WI-Forces-for-Four-listserv.pdf>

Inclusion of Children with Disabilities:

- DPI Section 619 Coordinator (Early Childhood Special Education ages 3-5): Jenny Giles
- IDEA Coordinators:
 - Indicator 6: Preschool Environments: Mary Joslin
 - Indicator 7: Child Outcomes: Ruth Chvojicek
 - Early Literacy: Dale Bailey
 - Child Find: Gail Cismoski
 - Outreach: Sherry Kimball

- 15 Cooperative Educational Service Agency Program Support Teachers (CESA PSTs): [http://www.wesp-dhh.wi.gov/Birth to Six Redesign/PST Contacts.pdf](http://www.wesp-dhh.wi.gov/Birth%20to%20Six%20Redesign/PST%20Contacts.pdf)
- Birth to 3 Regional REsource staff serve on regional action teams: <http://www.dhs.wisconsin.gov/children/birthto3/contacts/resource.htm>
- 6 Regional Collaboration Coaches work closely with all of the above on Inclusion
- Listserv available for Early Childhood Special Education: http://www.collaboratingpartners.com/documents/wiecselistservnew_004.pdf

2014 Efforts

- The Wisconsin Departments of Public Instruction and Children and Families are working in collaboration to improve programming for young children. The DCF YoungStar program has set a level of quality indicators in childcare settings. The DPI Race to the Top - Early Learning Challenge grant supports this commitment for indicators in other early learning settings. Four-year-old kindergarten community approaches (4KCA) bring the two settings together. Communities are sharing their stories about the impact 4KCA has on the quality of programming in both Child Care and 4K. This information may be posted on the 4kca.dpi.wi.gov/
- The 4K Coordinator works on the state and regional level to support the districts/coaches when districts want to start and sustain community approach models who partner with child care, Head Start, and other community programs to implement 4K in community settings.
- The topic of 4K community approaches and YoungStar are addressed in 4K regional and state meetings. The 4K Coordinator attends Race to the Top meetings and assists in planning with the Department of Public Instruction, the 4K Task Force (the State Superintendent's advisory committee on 4-year-old kindergarten and community approaches), and facilitating policy/practice alignment.
- Preserving Early Childhood Conference was held on March 19 and 20, 2014.
- A statewide 4K videoconference was held on October 21, 2014. Collaboration Coaches hosted sites around the state that connected with the host site at UW Madison Pyle Center. Topics included presentation of research on WI 4K, policy changes, Pre-K PALS, Educator Effectiveness, YoungStar and 4K, and related professional development opportunities.
- Planning and facilitation of efforts with many 4kCA districts on continuous improvement efforts around the state
- Regional Collaboration Coaches receive as many as ten (10) emails or phone call with questions about 4K per quarter.

Twenty-two (22) Communities have been assisted by Collaboration Coaches in the following regions:

Milwaukee	MPS
Northeast	DePere, Winneconne, Kimberly, Pulaski, Waupaca, Luxemburg-Casco, Neenah
Northern	Woodruff, DC Everest, Bayfield and Red Cliff
Southeast	Union Grove, Cedarburg
Southern	Mount Horeb, Evansville
Western	Rice Lake, Colby, Union Grove, La Crosse, Waupaca, Spooner, Superior, Baldwin-Woodville

When Collaboration Coaches assist a community, they provide the assistance in the following areas: policy advice, technical support, facilitation of community meetings, inclusive practices, curriculum and assessment, team building, parent outreach, and staff development.

VIII. Wisconsin Tribal Nations

Description

There are 12 Tribal Nations in Wisconsin. A goal of RTT-ELC is to establish a structure for communication and resource sharing among the state early childhood programs and professional development efforts and the Tribal Nations. Other goals of RTT-ELC are to support Tribal involvement in the state wide community of practice events including WMELS/Pyramid Model trainers by increasing communication to tribes about these events and providing scholarships and other incentives to participate and to develop and implement a process to review and update WMELS and other professional development modules to ensure they are culturally responsive.

Infrastructure and Coordination

- Liaison between DPI and Early Childhood Tribal efforts: Jill Haglund
- Heather Jordan was hired in August as the RTT Tribal Coordinator through RTT-ELC funds
- DPI American Indian Studies Program serves as a resource to early childhood: David O'Connor: <http://amind.dpi.wi.gov/>
- Great Lakes Intertribal Council (GLITC) links to the Birth to 3 Programs as well as other statewide initiatives: Pamela Torres: <http://www.glitc.org/index.html>
- Northern Region Collaboration Coach has additional contract days through DPI and braided funding to work on early childhood tribal connections. Collaboration Coach role overlaps with work through Northwest Connection Family Resources, Robin Mainhardt
- A List serve is managed by Robin Mainhardt, however this is through other system funding and coordination
- Robin Mainhardt, Northern Region Collaboration Coach is a member of the Intertribal Child Care Council and the Tribal Early Childhood Councils in Waswagoning, and Menominee.
- Enhancing Early Childhood Relationships among WI Tribal Communities and State Agencies and Associations committee has been established.

2014 Efforts

- A strategic decision was made to hold a Wisconsin Model Early Learning Standards (WMELS) training in January with the Lac Courte Oreilles (LCO) Band of Lake Superior Chippewa Nation. The training involved their staff in planning and included a goal of identifying potential WMESL Tribal Trainers. This is a change in that instead of holding one event for all Tribal Nations, this one was held at LCO with a focus participation from their staff. It was open for others also.
- The RTT Tribal Coordinator is on the WMELS leadership committee and is part of the second targeted training planning group. A draft review process for specific WMELS Tribal training will be formalized for other modules as a next step. Discussions are occurring on how to expand this review for more input for individual tribal communities.
- On December 3, the RTT Tribal Coordinator attended the Coach/Coordinators meeting and WMELS implementation with the Tribes was one of the topics as well as how to get more detailed input into the modules. A review process was defined based on the planning the next WMELS Tribal training.

- A presentation was made to the WI Governor’s Early Childhood Advisory Council (ECAC) in February that showcased the video story from the Tribal Listening Session (http://www.dcf.wisconsin.gov/ecac/pdf/2014/looking_at_data_the_story_it_tells_2014_ecac_PP.pdf) and a PowerPoint was shared about an initial Tribal story focusing on data about early childhood and the Tribal achievement gap. The ECAC has made a tribal update a standing item on their agenda. The 2/25/14 ECAC meeting presentation was well received.
- The Tribal-State Relations Workgroup is the current cross-sector advisory group. A smaller leadership group has been convened just between the 3 department tribal liaisons to help bring the work closer to the work within each department and to increase the role of the department tribal liaisons in the work. This may result in reports through the DCF and DHS Tribal Consultation meetings and the DPI liaison with the WI American Indian Education Association.
- The Cross-Department Tribal Liaison meeting was held on Dec 2, 2014 and there was a very productive review of Tribal Coordinator's (Heather) work to date, planning for the tribal Professional Development funding, and collaboration with DPI Disproportionality Network for a state wide Tribal Gathering. This included Tribal liaisons from the departments of Children and Families, Health Services and Public Instruction.
- The collection of tribal data has been incorporated into the questions being considered in the Early Childhood Longitudinal Data System (EC-LDS) project.

Collaboration Coach Efforts

- Collaboration Coaches in the Milwaukee, Northern, and Northeast regions attended 26 Tribal meetings and events throughout the year.
- Milwaukee/Southeast has Tribal representation on the Regional Leadership Team as well as WMELS and Pyramid Model Communities of Practice
- Northeast is seeking a representative for the Action Team and the Collaboration Coach participates in the WI Tribal Child Care Association Calls
- Heather Jordan, RTT Tribal Coordinator has been attending Action Team meetings and sharing information as well as hearing the needs and priorities of the regions
- Regional leadership team meeting held at the Indian Community School in Franklin

IX. McKinney-Vento and Homelessness/Poverty

Description

According to the Institute for Children and Poverty and Homes for the Homeless, a typical homeless family includes a mother with two or three children under the age of six. Nationally, forty-seven percent (47%) of homeless children are under the age of six. Many of Wisconsin's early care and education programs support young children whose families are homeless, including child care, public and private preschools, Head Start, 4-year-old kindergarten, and Title 1 preschool programs. The McKinney-Vento Homeless Education Assistance Act includes requirements for identification and enrollment of young children into programs administered by public school districts.

Infrastructure and Coordination

- McKinney-Vento Early Childhood Homeless Coordinator: Corie Davis (also a Regional Collaboration Coach)
- DPI McKinney-Vento Homeless Coordinator: Kristine Nadolski
- 6 Regional Collaboration Coaches help to create awareness of McKinney-Vento and homelessness
- Regional work plans and service contracts that support this work in general
- DPI web page: <http://homeless.dpi.wi.gov/>
- Tab on Collaborating Partners website: <http://www.collaboratingpartners.com/homelessness-and-poverty-about.php>

2014 Efforts

- Beginning February 15, 2014 Early Childhood Coordinator started distribution of monthly Email blasts to a distribution list of over 500 individual and list subscribers, highlighting various aspects of the McKinney Vento Law and the challenges faced by homeless families with young children. These resources are also posted on the collaborating partners website <http://www.collaboratingpartners.com/homelessness-and-poverty-resources.php>
- A total of Five (5) monthly email blasts centering on timely and pertinent topics were posted to the WECCP website and delivered to approximately 630 individuals per occurrence.
- Two tip sheets were developed and corresponding webinars were carried out on 10/8/14 (Challenges of the Homeless Child) and 12/17/14 (Overview of the McKinney Vento Legislation.)
- Five (5) meetings have been held between the EC Coordinator for McKinney Vento and the Department of Public Instruction's State Coordinators.
- Seventy-two (72) emails were logged by the EC Coordinator revolving around the topic and the work of coordination
- Intersecting Interests/TTA Networking Event on 2/12/14 in Stevens Point provided an opportunity to create broader awareness of McKinney Vento by the Early Childhood Coordinator during a small group discussion
- EC Coordinator will work with Ann Ramminger, and DPI McKinney-Vento Homeless Coordinator: Kristine Nadolski to facilitate conversations and connections between the Regional Collaboration Coaches and grant funded districts in their regions by informing coaches of the grant funded districts in their regions along with contact information for the liaisons in those districts.

Collaboration Coach Efforts

- All Collaboration Coaches have shared Brownbag Webinars and/or the McKinney-Vento Inquirer with their regional partners including homeless liaisons.
- Collaboration Coaches contacted LEA McKinney Vento homeless coordinators and held Networking events in some of the regions.
- Coaches in the Milwaukee, Northeast, and Southeast regions have attended a total of 12 meetings or events with Homeless coordinators
- Milwaukee Public Schools (MPS) Homeless Liaison attended the Regional Action Team meeting and separate meetings were held at MPS to discuss early childhood issues and homelessness.
- Attendance at the Project Hope planning meeting for the event to be held in October. This is an annual event which provides information and resources to homeless residents in Milwaukee.
- Attendance at the Poverty Matters Conference
- Continued efforts to reach out to homeless coordinators in school districts.
- Connections at Preserving Early Childhood Conference or local community events such as the local Continuum of Care meetings. Arrangements are made to connect district liaisons with their local Head Start program or other service delivery factions that relate to their particular needs.
- Connections with coordinators in Kenosha, Racine and Waukesha around identification strategies and highlights of their work.
- Continued efforts to invite homeless coordinators to Regional Action Teams.

X. Opportunities for Enhanced Professional Development Alignment

The majority of the data for this report highlights efforts linked to the WI Department of Public Instruction through the Regional Community Collaboration Coaches and Content Coordinators. These Coaches and Coordinators are involved in efforts that also involve the WI Department of Children and Families and the WI Department of Health Services. Without combining data from these other two state departments for the areas covered in this report, as well as other related areas, it is not possible to show the larger cross sector professional development picture in Wisconsin.

There are efforts in Wisconsin that could be covered more thoroughly in this report if additional coordinators or data sources were identified. Through the development of an online Professional Development System Portfolio, the goal is to gather, store, track and evaluate the various projects, committees, leadership, deliverables, documents, work plans and training/technical assistance materials. By developing and maintaining this online Portfolio, the hope is that the varied efforts by so many dedicated professionals can be captured in one place and inform state professional development system reports, progress, and recommendations as well as highlight successes.

For example, the following areas were identified by Regional Collaboration Coaches as efforts in their regions and may merit additional focus in this report in 2015 as well as the identification of key leaders to add to the online Portfolio in these areas:

- **Child Welfare:** One (1) Collaboration Coach works closely with the Milwaukee Child Welfare office.
- **Culturally and Linguistically Responsive Practices:** Four (4) Collaboration Coaches have activities that include this topic in regional action teams and Communities of Practice.
- **Family Engagement:** Five (5) Collaboration Coaches have activities that involve coordination with schools, YoungStar and the hosting of parent cafes’.
- **Head Start/Early Head Start:** All Collaboration Coaches participated in a call with the Head Start Collaboration Director to discuss opportunities for collaboration. Some Collaboration Coaches attend the WI Head Start Association Conference. One (1) Collaboration Coach works closely with Head Start/EHS in her additional role as the McKinney-Vento Preschool Coordinator. One (1) Collaboration Coach is a member of the Head Start/Early Head Start/ECCS/Project Launch Advisory Committee that was recently formed and had its first meeting in December 2014.
- **Home Visiting:** Some Collaboration Coaches indicated that they were involved with home visiting efforts and work groups. All indicated that they share websites and materials with their region when applicable. One (1) Collaboration Coach, in another job role, was the co-chair the statewide Home Visiting Training and Technical Assistance workgroup which meets quarterly to determine needs, access, and delivery of training to professionals. This coach also attended the Milwaukee Home Visiting CoP and is on the Finding Your Way Planning Committee.
- **Public Health:** Five (5) Collaboration Coaches have activities that include public health representation on regional action teams as well as regional Communities of Practice.
- **Toxic Stress:** Four (4) Collaboration Coaches have activities that included developing trainings, attending Early Childhood Comprehensive System (ECCS) meetings and work groups, and sharing information about conferences, webinars and related seminars.
- **YoungStar:** Five (5) Collaboration Coaches facilitated the pairing of 2 Star facilities with a 5 star facility for mentoring purposes in addition to providing counseling to 2 and 3 star facilities in their regions.

Conclusion

There is an exciting opportunity to use the development and sustainability of an Online Professional Development System Portfolio to more completely capture the cross sector professional development picture in Wisconsin.

This Professional Development System Portfolio started with the concept of a written report that would be updated yearly. New thinking has involved into how this Portfolio could act as a relational database, which could improve coordination and generate cross sector reports across all three state departments as well as related agencies, organizations, projects and initiatives efforts. This Portfolio is a deliverable for Project #9 in the Race to the Top Early Learning Challenge Grant and discussion is in progress on sustainability of this system once these grant funds have ended.

The design of this Portfolio would contain at least the following components with the possibility of adding more data points as needed or desired:

Projects

- General Information
- Leadership
- Deliverables
- Documents
- Events
- Packages (Training and TA materials)
- Committees
- Work Plans
- Related Projects

Committees

- General Information
- Membership
- Deliverables
- Documents
- Events
- Packages
- Work Plans
- Related Projects

Documents

- General Information
- Document Administrators
- History
- Relationships
- Committees
- Projects
- Events
- Other Documents

This Online Professional Development System Portfolio would not replace the WI Early Childhood Collaborating Partners website, The Registry or other systems involved in sharing information, training and resources. It would serve as a tool and resource for Wisconsin early childhood infrastructure building and sustainability. Through the identification of key leaders in the early childhood system work, this Portfolio would be the highly desired way for all projects, committees, coordinators and initiatives to enter their efforts to enhance cross sector awareness, collaboration and reporting of the valuable work that is happening every day across the state of Wisconsin.

Once this Portfolio is fully operational, it could serve the purpose of the existing mid-year and end-of-year Professional Development Consolidated Reports. In fact, the online Portfolio could produce an even more comprehensive cross sector professional development report. It is an opportunity that should be carefully considered, funded, staffed and communicated. If all partners join in and contribute to this Portfolio, it will truly be a way to build and sustain a more comprehensive early childhood system.

