



# WISCONSIN PROFESSIONAL DEVELOPMENT CONSOLIDATED REPORT: 2015 JANUARY-DECEMBER

Race to the Top Early Learning Challenge Grant –  
Department of Public Instruction Wisconsin  
Professional Development System Portfolio

## [Abstract](#)

Refine and strengthen the communication and implementation infrastructure for cross department and cross sector alignment of professional development for the early childhood community from birth to first grade.

Ann E. Ramminger and Mary L. Peters, Lead Authors  
[mpeters6@waisman.wisc.edu](mailto:mpeters6@waisman.wisc.edu)

PAGE INTENTIONALLY LEFT BLANK

## Table of Contents

Introduction .....	4
I. Cross Sector Professional Development.....	5
II. Wisconsin Early Childhood Collaborating Partners: Collaboration Coaches and Regional Networks .....	8
III. Wisconsin Early Childhood Collaborating Partners Website .....	13
IV. Wisconsin Model Early Learning Standards .....	20
V. Wisconsin Pyramid Model for Social Emotional Competence .....	31
VI. Curriculum, Assessment and Priority Content Areas .....	36
VII. Four-Year Old Kindergarten (4K) and Inclusion of Children with Disabilities.....	41
VIII. Wisconsin Tribal Nations .....	46
IX. McKinney-Vento and Homelessness/Poverty .....	48
X. Opportunities for Enhanced Professional Development Alignment .....	50
Conclusion.....	51

# 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 (WI 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. WI PDI is 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. WI 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, online resource center.

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

Data for this end of year report were gathered from the WI Early Childhood Collaborating Partners (WECCP) website, the Regional Collaboration Coach quarterly reports, Content Coordinator reports and other cross sector sources. The current end of year report also includes highlights from previous reports.



## 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 (RTT-ELC) 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 (PD) 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 (July 2013-June 2015); Mary Peters (June 2015 to present). Waisman Center contributors include Sherry W. Kimball (August 2015 to present) and Lynn Sankey (July 2013 to present), senior outreach specialists.
- WI Early Childhood Cross Sector Professional Development Initiative (WI PDI) Co-chairs: Mary Peters and Jeanette Paulson. Ann Ramminger had previously served as co-chair. WI PDI information is available at the WI Early Childhood Collaborating Partners (WECCP) website: <http://www.collaboratingpartners.com/professional-development-wi-pd-initiative.php>
- The structure of the WI Governor's Early Childhood Advisory Council Professional Development (<http://www.dcf.wisconsin.gov/ecac/>) previously named WI PDI as a Project Team, with Ann Ramminger and Jeanette Paulson serving as co-chairs. At the time, Project Teams were expected to serve important cross sector role among the state departments. In 2015, the Governor's Early Childhood Advisory Council (ECAC) redesigned their structure, and workgroups replaced project teams. Therefore, WI PDI now links to the WI Governor's Early Childhood Advisory Council as a resource to the ECAC and its workgroups.
- Linkages to the Wisconsin Department of Public Instruction (WI DPI): Jill Haglund
- Linkages to the Wisconsin Department of Children and Families (WI DCF): Amanda Reeve, Race to the Top (RTTT), and Coral Manning
- Six (6) Regional Collaboration Coaches hold regional action team meetings and Communities of Practice (CoPs) that focus on cross sector professional development efforts
- Monthly Coach-Coordinator calls and meetings are held to enhance communication, plan professional development efforts and clarify work scope and questions.

### January – December 2015 Key Efforts

#### **WI Professional Development System Scan**

As part of the WI Professional Development System Portfolio, a scan of professional development systems was completed. The scan involved 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. The scan, a consistent topic of

discussion at the WI PDI meetings, was a joint effort between the WI DPI and WI DCF and involved the wide array of cross sector partners in Wisconsin. Professional development efforts that had taken place by content area (in concert with the *2014 WI Core Competencies for Professionals Working with Young Children and Their Families*) provided a detailed listing of websites, deliverables, training packages, technical assistance and cross sector efforts to inform next steps in strengthening a cross sector aligned professional development system. As a part of this PD System Scan, the design of the cross sector WECCP website was evaluated and subsequently revised (June, 2015).

### **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 continues to evolve and a decision has been made to create an online, 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 was not intended to replace existing tracking systems in WI. Its purpose is to store, track and evaluate various projects, committees, leadership, deliverables, documents, work plans and training/technical assistance materials. Careful consideration has been given to how this online portfolio links with The Registry Professional Development Approval System (PDAS) as well as the Department of Public Instruction early childhood related efforts. Stakeholders have begun using a WI DCF SharePoint account (web-based information storage and retrieval and shared calendar). SharePoint will be a repository for information during the building phase of the online WI Professional Development System Portfolio, anticipated to be ready for initial use in April of 2016 with directory information functionality.

### **Professional Development Consolidated Reports**

This 2015 end of year report follows the format set by the 2014 Professional Development Report which captured the professional development efforts in specified areas including WI Model Early Learning Standards, WI Pyramid Model for Social Emotional Competence, Homelessness/Poverty initiatives, Regional Collaboration Coaches, Networks and many other areas. This report included a description, infrastructure and coordination and 2014 efforts. The report format has been used to inform the Professional Development Systems Portfolio.

### **WI Early Childhood Cross Sector Professional Development Initiative**

WI PDI held quarterly meetings in 2015, (2/19/15, 4/9/15, 7/23/15 and 10/29/15). Membership represents state department staff from the WI DPI, WI DCF and the Wisconsin Department of Health Services (WI DHS) and representatives of statewide agencies, associations and professional development efforts. WI PDI continues to provide guidance to the development of WI Training and Technical Assistance Professionals (T-TAP) curriculum.

The annual Intersecting Interests/Training Technical Assistance Event was held on May 4-6, 2015. This 3-day event coordinated

- Articulation Summit (May 4, 2015),
- Intersecting Interests (May 5, 2015) with a keynote speaker and facilitator, Judy Brown. Judy's book, *The Art and Spirit of Leadership*, [2012], was provided to participants and used as a guide to reflective practice that day.
- WI T-TAP Competencies (May 6, 2015) were featured in a day-long pilot of the course, Foundations. The WI Registry was a partner in this work, as well as the WI PDI members serving on the T-TAP curriculum committee.

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

The *WI Core Competencies for Professionals Working with Young Children and Their Families*, which were finalized in July 2014 and translated into Spanish, continue to be used to within professional development activities. Competencies are used in course planning and conference descriptors. The document is downloadable and available on the WECCP website:

<http://www.collaboratingpartners.com/professional-development-core-competencies.php> . Printed copies 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 have been used by The Registry for organizing data on trainings offered and on individual learning records, as well as in professional development counseling, as common language in CoPs and to inform job descriptions for those in the early childhood workforce. Presentations were made at statewide conferences by Ann Ramminger (WI Head Start Conference, February 2015; Preserving Early Childhood Collaborative Leadership Forum, March 2015). The WI Core Competencies are required to be listed in training that is offered through The Registry.

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

Information is located on the WECCP website, Professional Development tab:

<http://www.collaboratingpartners.com/professional-guidance-wi-t-tap-competencies.php>. The *WI Training and Technical Assistance Professional (T-TAP) Competencies* are available for download at [http://www.collaboratingpartners.com/documents/WI\\_TTAP\\_Competenciesfinal5\\_1\\_15.pdf](http://www.collaboratingpartners.com/documents/WI_TTAP_Competenciesfinal5_1_15.pdf). Print copies are available from the Child Care Information Center (CCIC); 1000 copies were printed in May 2015. A “Foundations” course and materials which provides detailed guidance on the T-TAP competencies, were presented at the May 2015 Intersecting Interests conference. Two additional 6 hour courses are being developed; one for trainers and one for technical assistance professionals. These are to be piloted in 2016 and will link to The Registry PDAS and the WI Core Competencies. The PDAS system is being updated to reflect the terminology of the T-TAP competencies. WI T-TAP Initiative Description (drafted 5/27/15) was reviewed by WI PDI (7/2015). Work continues to connect *T-TAP Competencies*, the *WI TA Policy Advocacy Tool* and review of the *Fit and Feasibility Checklist*.

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

Since 2014, Regional Collaboration Coaches have worked to connect, build and sustain cross sector systems around state and regional priority areas through braided funding efforts between three Wisconsin state departments (WI DCF, WI DHS and WI DPI). Regional Action Teams provide the mechanism for Regional Collaboration Coaches to enhance cross sector collaboration across efforts such as the WI Model Early Learning Standards, WI Pyramid Model for Social Emotional Competence, Screening and Assessment and Homelessness/Poverty. Aggregate data has been collected since 2014 in a reporting format that includes data from Regional Collaboration Coaches. The data reflect the work of the coaches and the regional networks.

Revisions to the 2014 *Collaboration Coach and Networks Brochure* were made to include the locations of the 11 Tribal Nations within the state. The updated brochure is available at

[http://www.collaboratingpartners.com/documents/WECCP\\_CoachBrochure\\_7\\_13\\_15.pdf](http://www.collaboratingpartners.com/documents/WECCP_CoachBrochure_7_13_15.pdf) . The brochures have been distributed by the Regional Collaboration Coaches in each region and at statewide conferences.

### **Career Pathways, Articulation and Credit for Prior Learning**

Work groups continue to meet and address the articulation of degrees and coursework between two and four year Institutions of Higher Education (IHEs) as well as addressing the need for credit for prior learning. This is in response to requirements that the workforce obtain degrees and licenses to teach in four-year-old Kindergarten, Head Start and other settings that require a baccalaureate degree and/or WI DPI teaching license. This work resulted in a May, 2015 Articulation Summit and the provision of mini-

grants to IHEs. This effort will 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. Meetings held September 22, 2015 yielded continued commitment to address improving articulation and opportunities for non-traditional students and that the efforts would blend articulation-related goals with other goals related to facilitating/supporting/encouraging IHEs to carry forward this objective. The group agreed to reflect the broader scope of effort by renaming the team the Higher Education Steering Committee.

## 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 (WECCP) 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 (CoPs) for WI Model Early Learning Standards, WI Pyramid Model for Social Emotional Competence. Several regions also host screening and assessment, home visiting and CoPs for other initiatives.

### Infrastructure and Coordination

- Jill Haglund, WI 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 and Mary Peters, Professional Development Coordinators work on connections between the regional coaches and the coordinators of the efforts outlined in this report.
- The Community Collaboration Coaches are listed below with new staff indicated (\*)
  1. Northern: Robin Mainhardt
  2. Northeast: Karen Apitz
  3. Southeast: Corie Davis
  4. Milwaukee: Carrie Holden\*
  5. Southern: Teresa Pellett\*
  6. Western: Teresa Nuttelman
- 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:
  - A. State and Regional Networks
    1. State Communication
    2. Communication and Resource Sharing Structures
    3. Regional Action Teams
    4. Regional Service Agreement and Work Plan Budget
    5. Local Networks and Councils
    6. Homelessness/Poverty
  - B. Community Approaches and Service Alignment
    1. Community Approaches to Increase Service Delivery Partnerships (4K, inclusions, etc.)
    2. Screening, Assessment and Referral Networks
  - C. Cross Sector Personnel Development
    1. Professional Development Alignment and Coordination among Sectors (WI PDI)
  - D. Early Learning Standards and Domain Content
    1. WI Model Early Learning Standards



2. WI Pyramid Model for Social Emotional Competence
- E. Culturally Responsive Practice
  1. Dual Language Learners (DLL)
  2. Tribal

## January – December 2015 Key Efforts

### 1. State Communication Networks

A standard meeting evaluation survey had been developed for Regional Action Team, CoPs, 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.

Building on the 2014 a pilot reporting system, a revised reporting system was developed for 2015 using online survey software and analytics (available through *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.

Regularly scheduled monthly meetings are held with invited members including Regional Collaboration Coaches, selected statewide project coordinators and braided funding representatives, or ‘funders’. The meetings provide an opportunity for work plan updates and activity-specific planning.

### 2. Regional Networks and Action Teams

Each Regional Collaboration Coach convenes a cross sector Regional Action Team, which meets three to four times per year. This team develops an action plan which focuses on priority content areas using regional service contract funds. CoP groups also meet three to four times a year. These leadership groups include state coordinators, regional collaboration coaches and approved trainers from the specific CoP for the Wisconsin Model Early Learning Standards and Wisconsin WI Pyramid Model for Social Emotional Competence. There are also CoPs for the trainers of the Ages and Stages Questionnaire (ASQ) and Home Visiting trainers in some regions.

Regional Service Contract Funds support the work of the regional action teams with guidance from the Collaboration Coaches. Funds were used to support all required meetings in the work-plan, CoPs, WI Pyramid Model for Social Emotional Competence and Wisconsin Model Early Learning Standards, Reflective Practice for Leaders, and in some regions, mini-grants (which must demonstrate alignment to the WECCP mission, vision and priority areas.)

Regional Collaboration Coaches have responded to an online survey (Qualtrics) to provide highlights of the efforts that have taken place to support the professional development of the WECCP Action Team (known in some regions as the Leadership Team) and/or CoPs.

## Northeast

- At the January Regional Action Team meeting, updates on upcoming state and regional professional development were announced and shared by viewing the WECCP website.
- Tracy Ratzburg, NE Regional Centers for Children and Youth with Special Health Care Needs presented information related to services and resources.
- NE Region WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence CoP discussed meeting more often and requested additional resources on the topics of (a) tips and strategies in reflective work, (b) how to provide additional coaching and follow up for programs with in their scope of work, (c) emotional competence and (d) curriculum & delivery method for tribal communities.
- Several members attended Preserving Early Childhood.
- The Action Team continued to review the needs identified during the Strategic Planning Meeting (6/2015).
- Materials were shared at the Regional Action Team meeting related to Implementation Science and plans were discussed to include possible cross sector professional development on this topic.
- Regional funds purchased resource materials on identified professional development for the NE leadership team members.
- Funding was provided for the NE Region EC Mental Health Seminar, mini-grants for family engagement, councils, screening, parent and educator scholarships, materials for WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence, and support for organizations training 2 and 3 star programs.
- Planned for upcoming (1/2016) Regional Action Team meeting to focus on Family Engagement. Each organization and sector will bring their approach and/or activities. The goal is to see what is being used, how we can incorporate material and be consistent throughout region.
  - Regional supports included:
    - Funding for WI Model Early Learning Standards trainers to attend the Statewide Community of Practice conference (12/3/15)
    - Convening regional action team meetings and communities of practice meeting
    - NE region early childhood mental health seminar
    - Mini-grant and professional development resource materials for Action Team members and Community of Practice members (to help support family engagement, community councils, screening, scholarships for parents and educators, and to support Fox Valley Literacy Council event to help cover costs to bring in a speaker, Rob Schindler, author of "Hot Dogs and Hamburgers").
    - Providing resource materials for WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence CoP participants
    - Supporting organizations in providing training to 2 and 3 star programs.

## Northern

- The leadership team members discussed various needs in the region-the need for reflective practice/coaching, Ages & Stages Questionnaire (ASQ) training, family engagement and WI Pyramid Model for Social Emotional Competence and WI Model Early Learning Standards training support (2/13/15)
- ASQ-3 training was offered on May 15 and May 26, 2015 in Ashland for 52 persons in the region. ASQ kits were given to each program and the ASQ activities books were given to each participant.
- Julie Betchkal joined the COP, via technology, to review WI Pyramid Model for Social Emotional Competence questions for trainers (5/19/15).
- A Reflective Practices workshop was held in Minocqua, WI (6/5/15) with 13 participants. Planned follow-up for August 18, 2015. New cohort formed in late August 2015.

- The Action team conducted a survey of WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence participants relative to training conducted in 2015. Survey results were discussed (11/6/15). Few people responded. Those who commented indicated they had implemented new practices and would like further updates to support ongoing implementation.
- The WI Pyramid Model for Social Emotional Competence Roll-out presentation with time for discussing implications for implementation (11/6/15).

### **Southeast and Milwaukee**

- Southeast/Milwaukee Regional: Funds were used to support
  - The development of WI Pyramid Model for Social Emotional Competence Kits, CoP strategic planning meetings and/or professional development meetings, Registry renewals, local community councils, attendance at state training events; support materials for trainers; and universal screening efforts.
  - Utilizing the Core Competencies and T-TAP in a manner consistent with intent for the documents. Resources for continuing our efforts related to implementation models within the context of state training models and communities of practice.
  - Topics: Tribal relations; Developing Public Private Partnerships; Refreshers on 4K and developing/sustaining Community Councils. Better development of programming to serve dual language learners
  - Regional representatives' attendance at a number of professional development opportunities; Brooke's ASQ training; hosting 4K video conference; local community council events; support for a regional representative to attend the Dual Language Learners Master Cadre training
  - Local community council's work
  - Home Visiting CoP to host a trauma informed speaker
- The Regional Leadership Team meeting, (3/27/15) included continued discussion of strategic planning and Preserving Early Childhood Conference (PEC) regional breakouts related to the circle of concern and the circle of influence. The information was shared at PEC by Maurice Sykes and used in this meeting to identify next steps.
- WI Alliance for Infant Mental Health (WI-AIMH) Summer Institute registration fees were provided for 10 members (funding from the Regional Services Contract).
- The Southeast and Milwaukee regions partner to hold Cross Sector Community of Practice and professional development opportunities three times a year. Support was provided for local councils developing learning opportunities for their constituencies.
- A Trauma-Informed Care presentation was scheduled, but cancelled due to the presenter's unavailability.
- Ten 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.
- Eight (8) Regional Leadership and Community of Practice members attended leadership training with Debbie Pearce of Pearce Communications Limited (10/6/15).
- WECCP regional representatives, in cooperation with CESA 1, were invited to attend a session on the Impact of Trauma-Informed Care & Adverse Childhood Experiences on Early Brain & Literacy Development delivered by Dr. Dipesh Navasaria, founder and director of the Pediatric Early Literacy Projects at the University of Wisconsin (11/17/15).
- Regional Leadership Team Members of the WI Model Early Learning Standards CoP were supported to attend the Statewide WI Model Early Learning Standards Community of Practice Conference (12/3/15).
- Cross sector CoP meetings were hosted (4/2015 and 6/2015).
- Regional Leadership Team Members attending Intersecting Interests (5/2015).

- The ASQ Community of Practice had a Purposeful Planning Event, wherein the group reviewed the priorities for the last year, and determined new goals for this year.
- Opportunities to attend conferences and other professional development opportunities continue to be available to all members of the CoP and RLT.
- Eight members of the RLT/CoP attended a day long training in Coaching Supervision in October.
- On-going support had been made available to a member to participate in the DLL Master Cadre.

## Southern

- Funds were used to support
  - Three regular meetings of the Action Team and Communities of Practice, as well as Action Team and Communities of Practice Strategic Planning Events. Service contracts to three individuals attending training, and for expenses incurred for three meetings.
  - Funding for three members to attend the WI-AIMH Summer Institute (June 2015).
  - WI Pyramid Model for Social Emotional Competence training at Sauk Prairie School District.
  - Service contract for WI Pyramid Model for Social Emotional Competence Training in Sauk Prairie.
  - The regional mini-grant process (launched, 1/2015)
- Several of the Regional Leadership Team members have served on the WI PDI throughout the year.
- Members attended either the Fulfilling the Promise Conference, or Preserving Early Childhood.
- The Southern Region met (2/2015) to approve ten Mini Grants focused on professional development activities and/or parent training events. Members shared information related to training opportunities in the region.
- Quarterly Communities of Practice meetings were held. The meetings included:
  - Discussion of the WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence regional activities and approval of a person to begin the formal approval process for each of these initiatives.
  - Planning for a Cultural and Linguistic Diversity Community of Practice (CLD CoP) for the 2015-16 contract year, and communication with the Strengthening Families Together Association (SFTA) and the Registry regarding details for participants of CLD CoP to receive Registry credit.
- 2015-16 Fiscal Year began in October
  - Established a committee to develop a formal grant application process for training organizations to apply for funds to support activities outside their normal work plans
  - Identified areas of the region in need of additional trainers/training in both the WI Pyramid Model for Social Emotional Competence and WI Model Early Learning Standards
  - Scheduled a Roll Out and Training of Trainers (TOT) for WI Pyramid Model for Social Emotional Competence in the Southern Region for January 28-29, 2016.
  - Committed to a second year of Mini-Grants to direct service providers, as well as scholarships and stipends for additional training.
  - Members considered and researched opportunities benefiting the region as a whole by sending a team from the Region to attend a national conference.
- Identified the topic of Trauma-Informed Care for professional development.
  - Two opportunities were identified in the region that were sponsored by partners and made available free of charge.
  - Additional training and coaching for implementation of the WI Pyramid Model for Social Emotional Competence was provided to Sauk Prairie School District through a contract for service.

## Western

- The CoP focus was Adult Learning and Trauma-Informed Care (1/2015)
- The Regional Action Team
  - Reviewed/revised mini grant application process
  - Reviewed progress on projects
  - Reviewed the plan for an upcoming symposium.
- Members shared training opportunities and innovations.
- Viewed *The Raising of America*, a documentary series and Public Engagement Campaign that seeks to reframe the way we look at early child health and development.
- Developed the 2015-16 grant and revised the Request for Funds form.
- Planned a 2016 book study: “A Path Appears” by Kristo and Wudunn
- Worked to evaluate the first cohort of Reflective Practice for Leaders. Members reported that relationships, connections and how we work together on behalf of children and families, is energizing, it impacts outcomes for family and children, making a difference, and impacts perspective” matter most to them in their work.
- Funds were used to support mini-grants which demonstrated alignment with our mission/vision/priority areas, target early childhood, and include evaluation component to measure outcomes.

### III. Wisconsin Early Childhood Collaborating Partners Website

#### Description

Wisconsin Early Childhood Collaborating Partners (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 WECCP website serves as a gathering and information source for cross sector partners.

<http://www.collaboratingpartners.com/index.php>

#### Infrastructure and Coordination

- Website Coordinators: Joan Rice (January 2015-June 2015), Catherine Daentl (July 2015-December 2015).
- 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

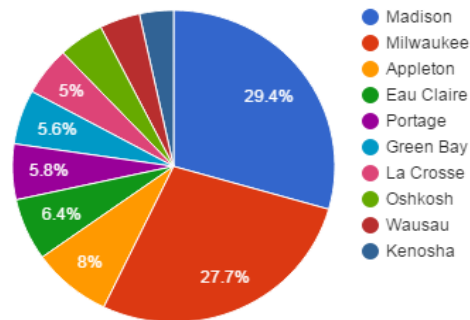
<http://www.collaboratingpartners.com/listserv.php>

- Website organization and tabs have been revised. Tab/page ‘managers’ 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 for Social Emotional Competence
  - e. Curriculum/Assessment
  - f. Literacy/Math/Other Content Areas
  - g. Health and Wellness
  - h. Diversity
  - i. Child Find/Screening
  - j. Children with Disabilities
  - k. Family Partnerships
  - l. 4K Community Approaches
  - m. Councils & Partnerships

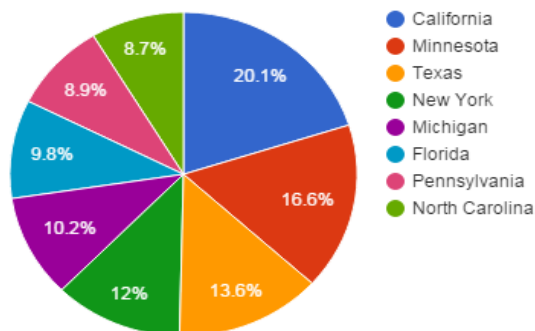
Google analytics provides data on unique page views and visits from other sites, in addition to other data related to site usage.

### Wisconsin Early Childhood Collaborating Partners Website Data Analysis January 1, 2015 through December 31, 2015

There were 62,302 sessions (visits to the website) between Jan.1, 2015 and Dec. 31, 2015. 44.9% of the sessions came from the below 10 Wisconsin cities. 55.1% came from the remaining small cities and towns across Wisconsin, from Cuba City to Niagara and Rice Lake to St. Francis.

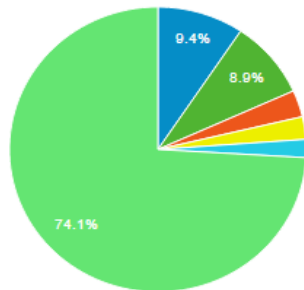


Website sessions originating in Wisconsin accounted for 44.93% of all the sessions in 2015. The remaining 55.07% of the sessions came from the following 8 states.

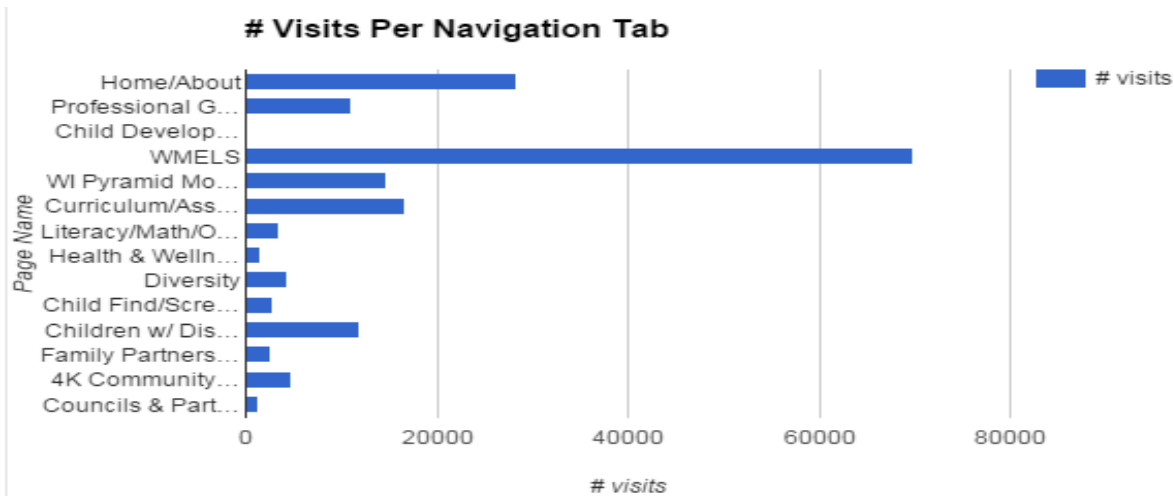


36,314 Sessions in top 5 cities in WI, Jan-Dec 2015

■ Madison 
 ■ Milwaukee 
 ■ Chicago 
 ■ Appleton 
 ■ Eau Claire 
 ■ Other



Analysis of website page use reveals that the WI Model Early Learning Standards tab, from the left menu bar on the homepage of the WECCP website, was accessed the most during 2015. This tab houses over 20 subpages of content. It is important to note that many of the pages currently listed on the left menu bar of the homepage were not created until the spring of 2015, resulting in fewer “hits” to those pages.



Page Name	# visits	# pages in tab
Home/About	28339	4
Professional Guidance	10954	11
Child Development	not top 100	5
WI Model Early Learning Standards	69892	20+
WI Pyramid Model for Social Emotional Competence	14744	11
Curriculum/Assessment	16753	6
Literacy/Math/Other Content Areas	3394	5
Health & Wellness	1530	5
Diversity	4258	5
Child Find/Screening	2881	4
Children w/ Disabilities	11878	10
Family Partnerships	2650	3
4K Community Approaches	4690	6
Councils & Partnerships	1282	4

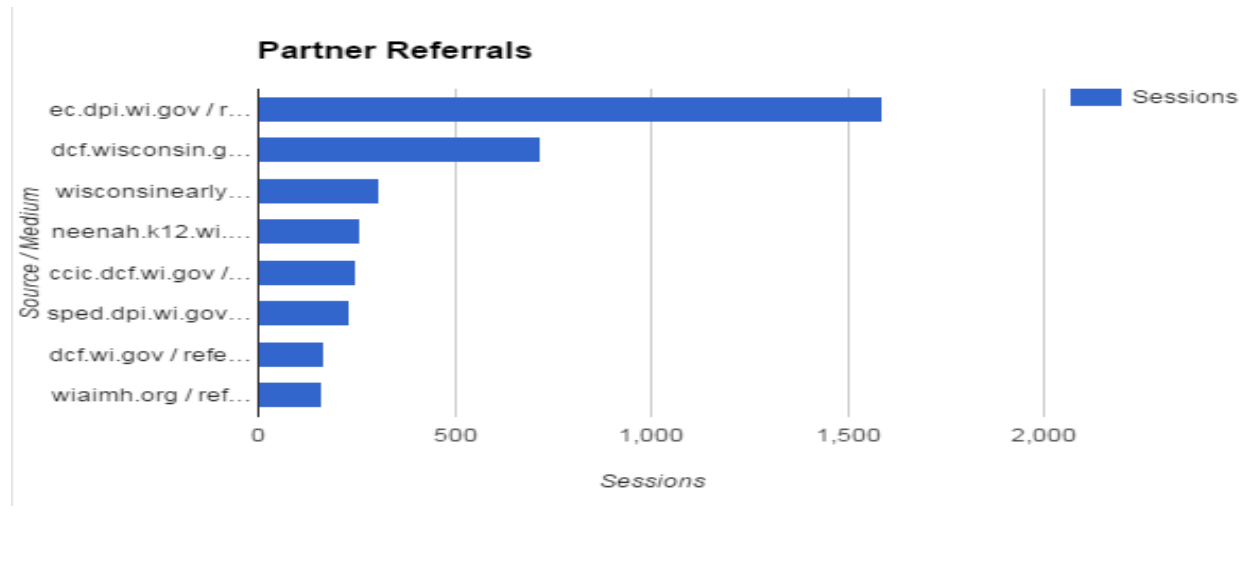
The following pages of the website received the most unique, or first time, page views. The website's homepage is identified by the / symbol.

Jan. 1 through Dec. 31, 2015



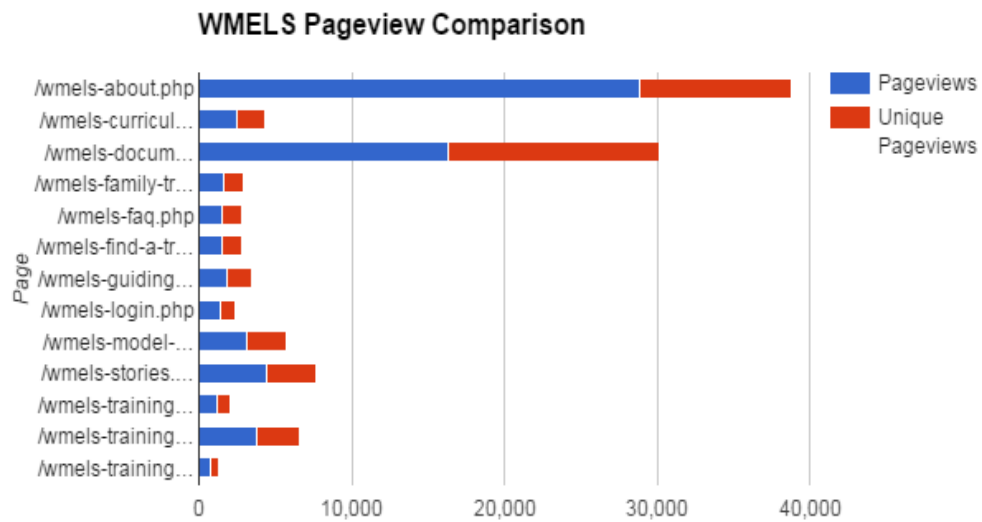
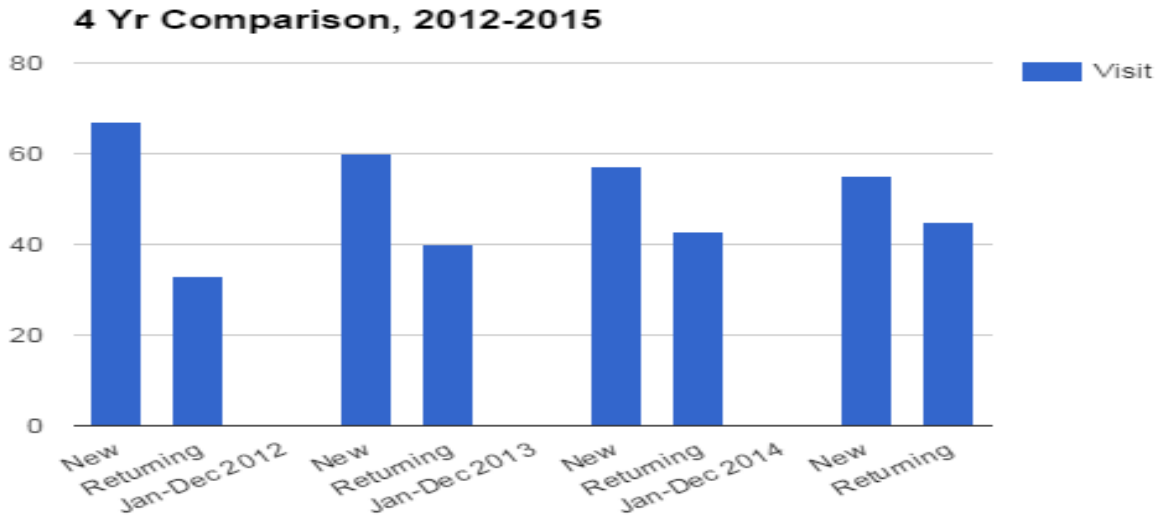


The majority of the visitors access the WECCP website by typing it directly into the browser or using a bookmark. The following graph represents the number of sessions that resulted from direct referrals from partner websites. This data speaks to the reality that numerous cross sector partners value the website as a resource to their practice and involvement with young children and their families.



ec.dpi.wi.gov / referral	1,590
dcf.wisconsin.gov / referral	719
wisconsinearlychildhood.org / referral	308
neenah.k12.wi.us / referral	260
ccic.dcf.wi.gov / referral	250
sped.dpi.wi.gov / referral	231
dcf.wi.gov / referral	170
wiaimh.org / referral	161

Once a visitor has accessed the website one time, they become a returning visitor the next time. Trend data indicates over the last four years, the number of new visitors to the site has decreased. However, once visitors have visited the site, they return. The number of returning visitors has increased by 12 percentage points since 2012. Both new and returning visitors are vital for a website's sustainability.



## Regional Collaboration Coach Summary

Regional Collaboration coaches reported that the following resources are highly valued (listed alphabetically):

- 4K Community Approaches
- Diversity and Dual Language
- Health and Wellness
- Literacy Modules
- Professional Guidance for the Core Competencies
- Poverty / Homeless
- WI Model Early Learning Standards - Login, and Find a Trainer
- WI Pyramid Model for Social Emotional Competence - Updates, and Find a Trainer
- Upcoming Professional Development Events

Regional Collaboration Coaches commenting on identified needs:

- GENERAL: Alignment with the Priority areas.
  - Calendar for Statewide Conferences and Events.
  - More content under tabs (versus additional tabs).
  - Change in format and design: less text and more navigation on the main pages and a more professional design to the overall look of the site.
  - Add the trainer approval processes for WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence to the 'public site'.
- Add a link to The Registry and the Career Levels
- TRIBAL: Tribal links are important.
  - A map of the tribal nations would be helpful to identify which tribes are in my regions.
- ENGAGING FAMILIES:
  - Add materials under the Family Partnership Box.
  - Link to Early Childhood Comprehensive Systems (ECCS) Webinars.
  - Add a Home Visiting Information Tab
- REGIONAL SPECIFIC:
  - Provide more emphasis on the regional work.
  - Provide web space to post regional plans and accomplishments.
  - Link to regions to allow users' access to regional tools.

Coaches Comments:

- *Connecting partners and members with new materials on website at each meeting is valuable.*
- *Newer additions, including the rearrangement of some of the prior information, have been great changes.*
- *Collaborating Partners website is used at our Regional Action Team Meetings and Communities of Practice.*
- *Consider marketing (such as, '1-stop' for WECCP bookmarks, pens, and literacy leaflets) to be distributed at regional meetings and trainings.*
- *"I try to browse the site often to see new materials and become familiar with contents to share at regional meetings."*
- *"I find that the WI Model Early Learning Standards, 4K and Pyramid tabs are the ones I use most. I also use the literacy one when referring persons to the valuable modules available."*
- *"The WI Model Early Learning Standards and Pyramid information are the pages that I use the most. There have been many changes to the site and not much time this quarter for looking at all the new tabs and information. The links to other sites are going to be most important in keeping this site the 'one stop shopping' site before going on to other specific information on other sites."*

## IV. Wisconsin Model Early Learning Standards

### Description

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; and understand the connection of early childhood (Pre-K) with K-12 educational experiences and lifelong learning.

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

### Infrastructure and Coordination

- WI Model Early Learning Standards Statewide Coordinator: Arlene Wright, CESA 10, (October 2003-December 2014). The Waisman Center began working with the WI Model Early Learning Standards in 2014: Mary L. Peters (November 2014 to present) provide statewide coordination with support provided by Lynn Sankey 2014 to present) and Sherry W. Kimball (8-31-2015 to present).
- WI Model Early Learning Standards State Steering Committee includes representation from state departments, institutes of higher education (IHE), Collaboration Coaches, approved trainers, and system partners.
- Six Regional Collaboration Coaches facilitate Communities of Practice (CoP) three-four times per year.
- More than 99 Approved WI Model Early Learning Standards Trainers statewide offer credit and non-credit training.
- WI Technical College System incorporates the WI Model Early Learning Standards 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>. The site provides training materials, reporting requirements and links, process descriptions for the trainer approval process, and a number of handouts, PowerPoint slide sets and other resources for approved trainers and faculty (e.g. listserv).

### January – December 2015 Key Efforts

#### Steering Committee

- WI Model Early Learning Standards Steering Committee held quarterly meetings (2/18/15, 8/8/15, and 10/28/15). The steering committee has been involved in a Strategic Planning Process to develop the committee's purpose, policy and structure.
- An independent facilitator conducted a strategic process (8/2015). Results were shared at the 10/8/15 Steering Committee meeting. Priorities have been identified to guide its ongoing work.
- Consistent communication structures (meeting notes format, for example) and other operational procedures for meetings were put into place.
- A new logo was designed. Promotional banners with the logo and guiding principles were purchased and distributed to the Regional Collaboration Coaches at the Intersecting Interests Conference (5/2015).



### **Approved Trainers/Training Activities**

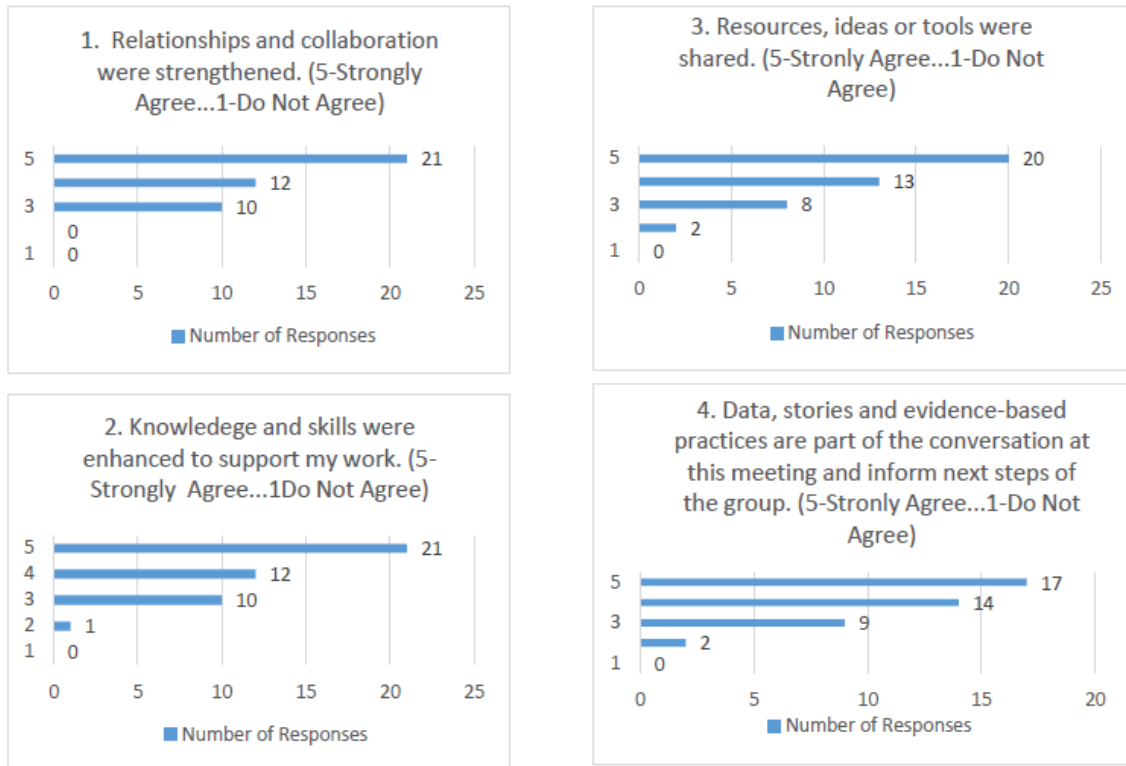
- There are a total of 99 Approved WI Model Early Learning Standards trainers, including six who are associated with large school districts (Milwaukee, Madison, and Kenosha), 12 agency directors, site coordinators or site managers; and 21 instructors at WI Technical Colleges. Additionally, four approved trainers are bilingual (Spanish/English) and a pilot for approving Tribal Trainers was developed and implemented (see Tribal Section for more information).
- During 2015, fifty-six WI Model Early Learning Standards 15-18 hour full trainings were provided by Approved Trainers and offered across the state of Wisconsin. The number of trainings provided by Approved Trainers was 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 reports are made by the lead trainer and represent an unduplicated statewide total per year.
- Throughout the state 1146 individuals completed a full (15-18 hour) WI Model Early Learning Standards Training.
- Seventeen new Trainers were approved (completed the Approved Trainer Process). Seven new Trainer Candidates were accepted and began the Training Approval Process.
- Seven stipends were paid to WI Model Early Learning Standards Trainer/Mentors who mentored new WI Model Early Learning Standards Approved Trainers.
- Thirty-five WI Model Early Learning Standards and Pyramid Trainers received Registry Coupon Waivers through December 2015.
- Online survey tools developed in 2014 for reporting (notification of training, trainer reports, and training evaluation) continue to be used via the UW Qualtrics site and the Registry Professional Development Approval System (PDAS).
- An online survey (Qualtrics) was made available for individuals to report training on WI Model Early Learning Standards and *Engaging Families around the Wisconsin Model Early Learning Standards*.
- *Engaging Families* may be presented by anyone who has attended, at a minimum, the 15 hour WI Model Early Learning Standards training. Materials and 'Tip Sheets' are available to all at <http://www.collaboratingpartners.com/wmels-family-training.php> No information on *Engaging Families around the Wisconsin Model Early Learning Standards* has been reported (see Coaches Summary for additional information).

### **WI Statewide Approved Trainers Community of Practice Conference: December 3, 2015**

- In July of 2015, a voluntary conference planning committee was convened. The committee membership reflected a cross sector of early childhood partners. The committee's task was to identify a focus and purpose of the conference; identify and connect with potential presenters; and organize the agenda and structure for the conference.
- Purposes of the conference were to:
  - Support the training system and implementation of the WI Model Early Learning Standards;
  - Ensure high quality implementation of the WI Model Early Learning Standards (inform training practices, enhance fidelity of approved training, support data submission and promote analysis);
  - Support regional communities of practice;
  - Provide evidence-based information related to operating communities of practice;
  - Exchange information among regions (successes, challenges, gaps).
  - Learn more about regional activities, and reviewing training procedures and materials.
- Conference materials are available at [http://www.collaboratingpartners.com/documents/Dec3ParticipantsAgendaFINAL\\_002.pdf](http://www.collaboratingpartners.com/documents/Dec3ParticipantsAgendaFINAL_002.pdf)

- Ninety-eight early childhood professionals, representing statewide cross sector partners, attended the conference. Data related to the evaluation of the conference have been shared with the WI Model Early Learning State Steering Committee. The evaluation identified the following needs: clarifying fidelity, strengthening communities of practice, increase opportunities for cross sector training.

UW MADISON WAISMAN CENTER QUALTRICS RESULTS (44% RESPONSE RATE)



**Cross Sector**

- Regular meetings of the WI Model Early Learning Standards coordinator and key personnel at The Registry have been established to share data, determine processes for payment of Registry membership. Quarterly meetings were held in January, April, July, and October.
- A summary report comparing 2015 data entered into the Registry PDAS and UW Qualtrics has been developed and will be shared with the Registry. Information gained will be used to better align the data reporting systems.
- Quarterly meetings of the WI Model Early Learning Standards coordinator and key personnel at Strengthening Families Together Association (SFTA) have been established to share data, determine processes for payment of Registry membership and the process for reviewing new training. Meetings took place in July and September of 2015.
- RTT Mini-grant proposals were made available to each of the six regions to support WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence Training and/or technical consultation.
- WI Model Early Learning Standards Presentations were held at the WI Head Start Association Conference (February 2015), and Preserving Early Childhood/Leadership Forum Conference (March 2015), and the Wisconsin Early Childhood Association Conference (November 2015). A presentation was also given to the Waisman Center WI LEND (Leadership in Neurodevelopmental and Related Disabilities) program students (September 2015).

- A meeting of WI DPI, Waisman and WI Higher Education systems representatives (WI Technical College, University of Wisconsin System and Wisconsin Association of Independent Colleges and Universities- WAICU) has begun identifying key actions to identify where the WI Model Early Learning Standards are in coursework. Personnel changes have interrupted this process.

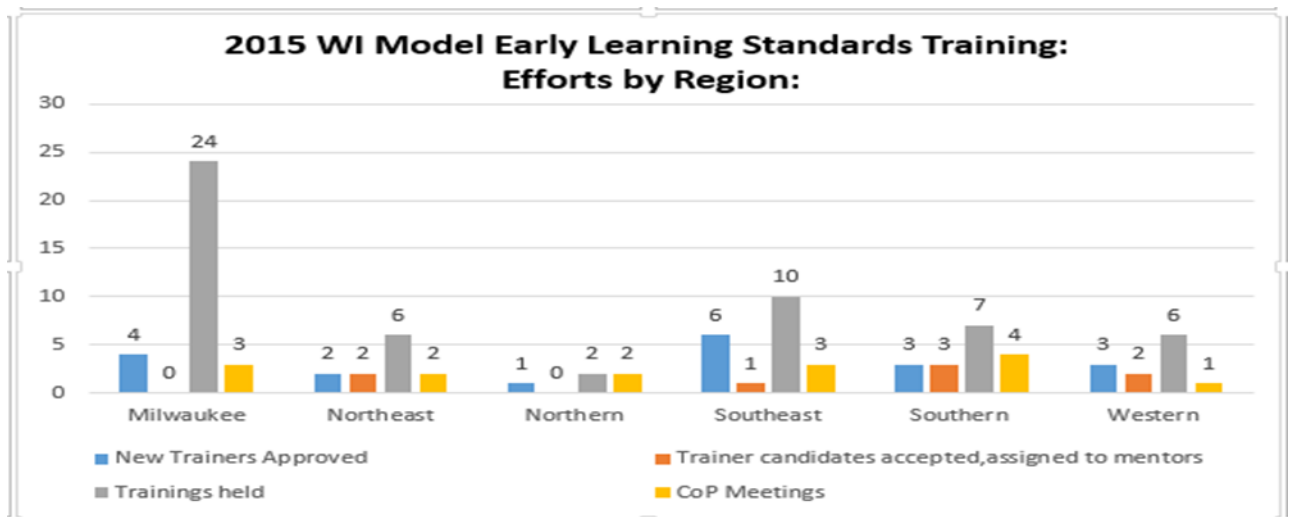
**Materials and Information Dissemination**

- Approximately 60 additional flash drives of training materials were made available to coaches to distribute to Approved Trainers.
- Translation of WI Model Early Learning Standards 2013 book into Spanish is in the last stages of the revision process.
- Website updates at WI Early Childhood Collaborating Partners (for both public pages and WI Model Early Learning Standards Approved Trainer log-in site) are ongoing.

**Data**

- Key Information Collected
  - WI Model Early Learning Standards Efforts by Region (Numbers and Locations of Trainings, Approved Trainers and Approved Training Candidates, and Community of Practice Meetings Held)
  - Participation by Region
  - Overall Sector Participation
  - Training Participant Evaluations
- Data will be used to support ongoing expansion and implementation of the WI Model Early Learning Standards as a foundational guidance for early childhood educational practices.
- Data reports are publically available: <http://www.collaboratingpartners.com/wmels-training-reports.php>
- Seventeen (17) were trainers were approved during 2015.
- Eight (8) new trainer candidates were accepted and assigned to mentors.
- Fifty-six full (15-18 hours) WI Model Early Learning Standards trainings were held statewide.
- Regions had between twenty-four (24) to six trainings from January –December 2015
  - Milwaukee held the most trainings (24), the Northern Region had zero regular trainings. Training that happened in the Northern Region related to the Tribal Pilot (see below).
  - Southern and Milwaukee offered online trainings available to participants across the state.
- WI Model Early Learning Standards Community of Practice (CoP) meetings were held in each region.
- One thousand-one hundred and forty-six people (1146) attended Early Learning Standards trainings in 2015. The three top sectors were Group Child Care, Head Start, and Students.

**2015 WI Model Early Learning Standards Efforts by Region**



## 2015 Sector Participation by Region

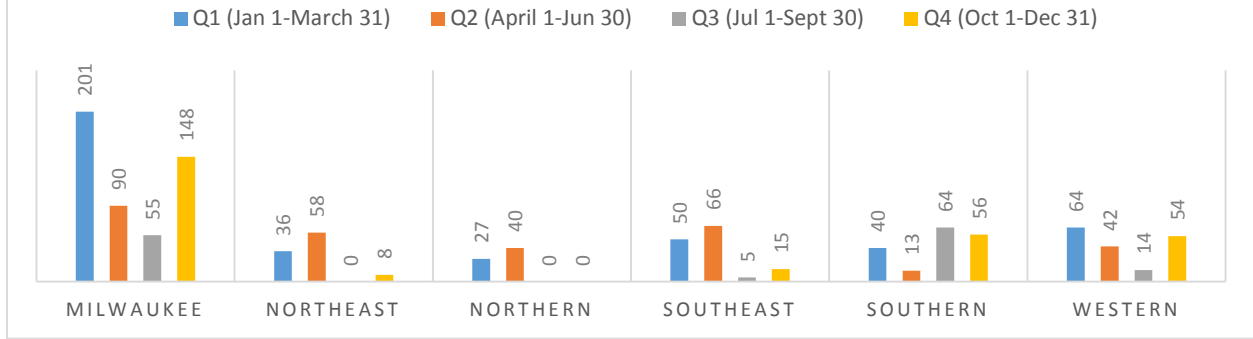
Sector	Milwaukee	Northeast	Northern	Southeast	Southern	Western	Total
Group Child Care	296	90	56	118	106	94	760
Student	0	0	9	0	36	58	103
Head Start	62	4	0	2	0	6	74
Family Child Care	22	4	2	11	20	7	66
Public School 4K	47	0	0	3	4	1	55
Other	17	1	0	0	4	7	29
Child Care Resource & Referral	15	1	0	0	1	1	18
Public School 5K	14	0	0	0	0	0	14
Public School Administration	12	0	0	0	0	0	12
Special Education	4	0	0	2	2	0	8
Birth to Three	5	2	0	0	0	0	7
Parent/Family Member	0	0	0	0	0	0	0
<b>Total</b>	<b>494</b>	<b>102</b>	<b>67</b>	<b>136</b>	<b>173</b>	<b>174</b>	<b>1146</b>

## 2015 Sector Participation by Quarter

Sector	Q1 Jan-Mar	Q2 Apr-Jun	Q3 Jul-Sep	Q4 Oct-Dec	Total
Group Child Care	255	263	53	189	760
Student	9	0	50	44	103
Head Start	62	6	0	6	74
Family Child Care	12	20	11	23	66
Public School 4K	43	6	2	4	55
Other	4	9	3	13	29
Child Care Resource & Referral	2	1	15	0	18
Public School 5K	13	0	1	0	14
Public School Administration	12	0	0	0	12
Special Education	4	1	3	0	8
Birth to Three	2	3	0	2	7
Parent/Family Member	0	0	0	0	0
<b>Total</b>	<b>418</b>	<b>309</b>	<b>138</b>	<b>281</b>	<b>1146</b>

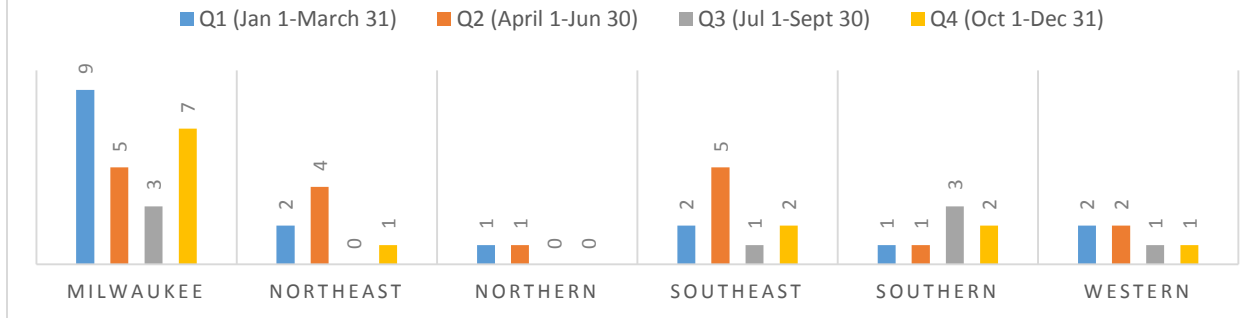


## 2015 REGION PARTICIPATION BY QUARTER



	Milwaukee	Northeast	Northern	Southeast	Southern	Western	Total
<b>Q1 (Jan-Mar)</b>	201	36	27	50	40	64	418
<b>Q2 (Apr-Jun)</b>	90	58	40	66	13	42	309
<b>Q3 (Jul-Sep)</b>	55	0	0	5	64	14	138
<b>Q4 (Oct-Dec)</b>	148	8	0	15	56	54	281
<b>Total</b>	<b>494</b>	<b>102</b>	<b>67</b>	<b>136</b>	<b>173</b>	<b>173</b>	<b>1146</b>

## 2015 FULL TRAININGS BY REGION



	Milwaukee	Northeast	Northern	Southeast	Southern	Western	Total
<b>Q1 (Jan-Mar)</b>	9	2	1	2	1	2	17
<b>Q2 (Apr-Jun)</b>	5	4	1	5	1	2	18
<b>Q3 (Jul-Sep)</b>	3	0	0	1	3	1	8
<b>Q4 (Oct-Dec)</b>	7	1	0	2	2	1	13
<b>Total</b>	<b>24</b>	<b>7</b>	<b>2</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>56</b>

## 2015 Full Trainings by County

Region	County	Q1 (Jan-Mar)	Q2 (Apr-Jun)	Q3 (Jul-Sep)	Q4 (Oct-Dec)	Total
Milwaukee	Milwaukee	9	5	3	7	24
Northeastern	Brown		1		1	2
Northeastern	Manitowoc		1			1
Northeastern	Outagamie	1	1			2
Northeastern	Waupaca		1			1
Northeastern	Winnebago	1				1
Northern	Marathon	1	1			2
Southeastern	Racine	2	2			4
Southeastern	Jefferson		1			1
Southeastern	Walworth		1			1
Southeastern	Washington				1	1
Southeastern/Online	Statewide		1	1	1	3
Southern	Dane	1	1	3	2	7
Western	La Crosse	2		1		3
Western	Rusk		1			1
Western	St. Croix		1			1
Western	Eau Claire				1	1
<b>Total</b>		17	18	8	13	56

## 2015 WI Model Early Learning Standards Training Participant Evaluation Response Summary

One-hundred eighty-four (184) participants used the electronic Qualtrics evaluation survey to provide feedback regarding their WI Model Early Learning Standards training experiences.

Based on your experience at the training...	Definitely	Somewhat	Unsure
I increased my understanding of WI Model Early Learning Standards	144	19	3
The activities helped me to understand the application of WI Model Early Learning Standards to my setting and practice	142	32	4
The handouts helped me to understand the application of WI Model Early Learning Standards to my setting and practice	132	40	8
I understand the use of the WI Model Early Learning Standards as a framework to guide my curriculum, instruction, and assessment decisions	144	34	4
I gained an understanding of how to use the WI Model Early Learning Standards to make a difference for children's learning	158	19	6
I learned more about how the standards are implemented in different settings	151	25	5
The trainers answered my questions about WI Model Early Learning Standards and related topics or suggested resources	158	20	5
The way the information was presented met my learning needs	73	4	1
I will use the information presented to improve my program	71	5	1
I would recommend this training to others	70	5	1

Tribal Community	Participated in 2015
Bad River Band of Superior Chippewa	
Forest County Potawatomi	
Ho-Chunk Nation	✓
Lac Courte Oreilles Band of Lake Superior Chippewa	
Menominee Indian Tribe of WI	✓
Oneida Nation	✓
Red Cliff Band of Superior Chippewa	✓
Sokaogon (Mole Lake) Band of Lake Superior Chippewa	
St. Croix Band of Lake Superior Chippewa	
Stockbridge-Munsee Band of Mohican Indians	✓
<b>Total Number of Participants</b>	<b>8</b>

## **Regional Coach Collaboration Summaries**

### **WI Model Early Learning Standards**

The following statements were submitted by Regional Collaboration via quarterly reports:

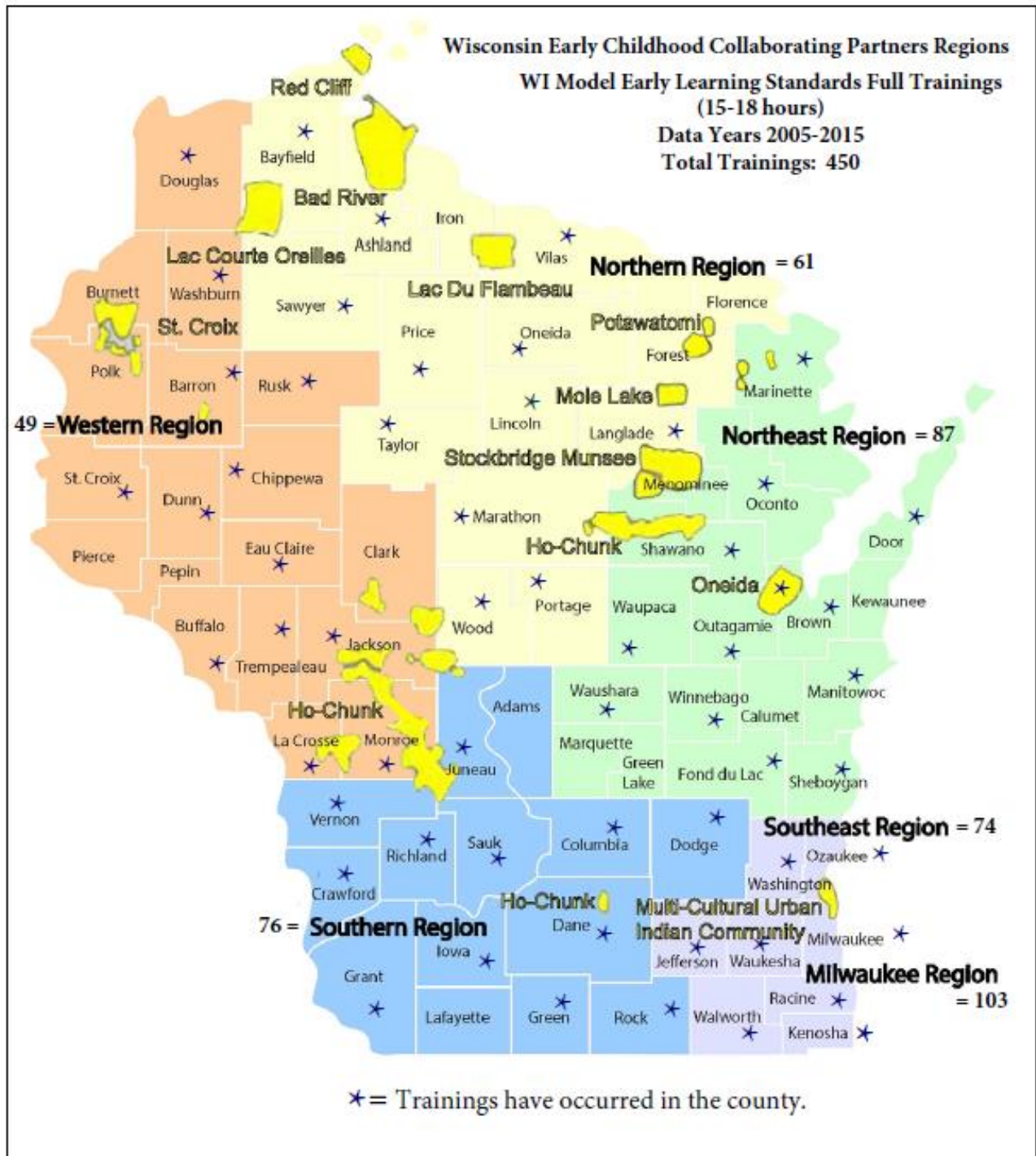
- *The organizations currently providing WI Model Early Learning Standards training seem to have good capacity to maintain this initiative adequately in the Region.*
- *There is a need for several CoPs to re-examine their time spent together.*
  - *Trainers would like to use this time to share training implementation strategies and supports, and strengthen facilitator skills.*
  - *Looking forward to re-convening our CoP in a manner that will be less business and back to the true intent of more peer support.*
  - *They are seeking more time related to supporting the implementation of the WI Model Early Learning Standards and supporting each other.*
- *Our CoP is looking for guidance in moving toward an implementation framework for WI Model Early Learning Standards and would like more clarification around expectations in fidelity (content vs. delivery) and adaptations for differing and unique audiences.*
- *There is need for personal connections [from state staff] as all the coach can do is bring information and make sure that questions are getting answered. Face to face is important in all regions.*
- *It is important to ensure that all approved trainers appear on The Registry and the WI Early Childhood Collaborating Partners websites.*
- *Community of Practice feels outreach to Directors is needed for successful implementation in programs and support for staff. Brainstormed possibilities. Will bring up topic to steering committee and ask input on leadership/state recommendation for number of trainers per training.*

### **Engaging Families around the WI Model Early Learning Standards**

- *Information and discussions about how to use Engaging Families are happening during CoP meetings.*
  - *The trainers in the region are giving this information at their trainings to the participants.*
  - *There needs to be further on-going intentional conversations about using Engaging Families.*
  - *We encourage districts and their partners to use this as Parent Outreach hours. Conversations with districts include what parent outreach and family engagement look like, why it is important, how to develop desired outcomes and measure them.*
  - *The trainers refer participants to the Collaborating Partners website after introducing this information during the training.*
  - *We have had some general conversation in CoP around the use of the Engaging Families training especially in the context of its use within the new YoungStar family engagement criteria.*
- *We awarded mini-grants to six organizations to provide training/activities for families using Early Learning Standards*
  - *The organizations that were awarded mini-grants completed their activities in early June. In addition, we began planning for the development of Parent Engagements Kits for use by family and group child care, as well as 4-k Sites.*
  - *We are committed to continuing our mini-grants to child care providers for Parent Engagement activities. In addition, we have a workgroup developing Parent Engagement Kits, including developmental information and parent-child activities for providers to give to parents.*
- *Engaging Families around WI Model Early Learning Standards is being used by our Training and TA providers with child care partners.*
- *During the Tribal WI Model Early Learning Standards training, these were given and discussed with the participants. The YoungStar consultants use these when delivering the Family Engagement sessions and during WI Model Early Learning Standards trainings.*

- *Since we have no formal way of tracking this, I really don't know. I do not think that it is being used much. One of our CoP members was involved in the early stages of planning the family engagement curriculum and in the middle of the process her work was disregarded. The content of the end product has been perceived as heavy handed and too technical to effectively engage parents.*
- *It is not being used. Members of our CoP do not find it to be an appropriate training for use with parents. It is considered too technical and inaccessible for families, especially those that may have lower reading levels or those whose first language is not English.*
- *Unaware of any specific use of Engaging Families. I have been having conversations with Technical consultants and CCR&R Directors in the region regarding possibilities for future.*

# Ten Years of WI Model Early Learning Standards Training in Wisconsin



<b>Total Trainings: 450</b>		
Southern Region = 76	Western Region = 49	Northern Region = 61
Northeast Region = 87	Southeast Region = 74	Milwaukee Region = 103

Data represents training information reported by Approved Trainers to Regional Collaboration Coaches and online/electronic Trainer Reports for the WI Model Early Learning Standards.

Sources:  
<http://www.collaboratingpartners.com/documents/WMELSFullSummaryPie2005through201212313.pdf> &  
 Waisman Center (U.W. Madison Qualtrics Survey Hosting System)

# V. Wisconsin Pyramid Model for Social Emotional Competence

## Description

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

In 2009, the State of Wisconsin won a competitive process to become a Pyramid Model state. Currently, there are 38 programs in the state that are working on the program wide implementation of the Pyramid Model. Program wide implementation of the Pyramid Model is the model for implementing Positive Behavioral Interventions and Supports (PBIS) in programs for young children.

A collaborative cross-discipline state leadership team guides the state efforts related to implementation (2009). Information is available at <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>

## Infrastructure and Coordination

- WI Pyramid Model for Social Emotional Competence Coordinators: Julie Betchkal and Lana Nenide
- WI Pyramid Model for Social Emotional Competence Statewide Leadership Team and committees: State Leadership team meets quarterly. Meeting notes are posted here: <http://www.collaboratingpartners.com/wi-pyramid-model-team-updates.php>
- Six Regional Collaboration Coaches facilitate WI Pyramid Model for Social Emotional Competence Communities of Practice (CoP) three -four times annually in their regions.
- Approved trainers, trainings, external and internal coaches contribute to professional development efforts the regional and local levels.
- Training opportunities can be found at:
- <http://www.collaboratingpartners.com/social-emotional-competence-sefel-training-opportunities.php>
- Implementation Sites are selected through a rigorous application process, trained and supported to do program wide adoption

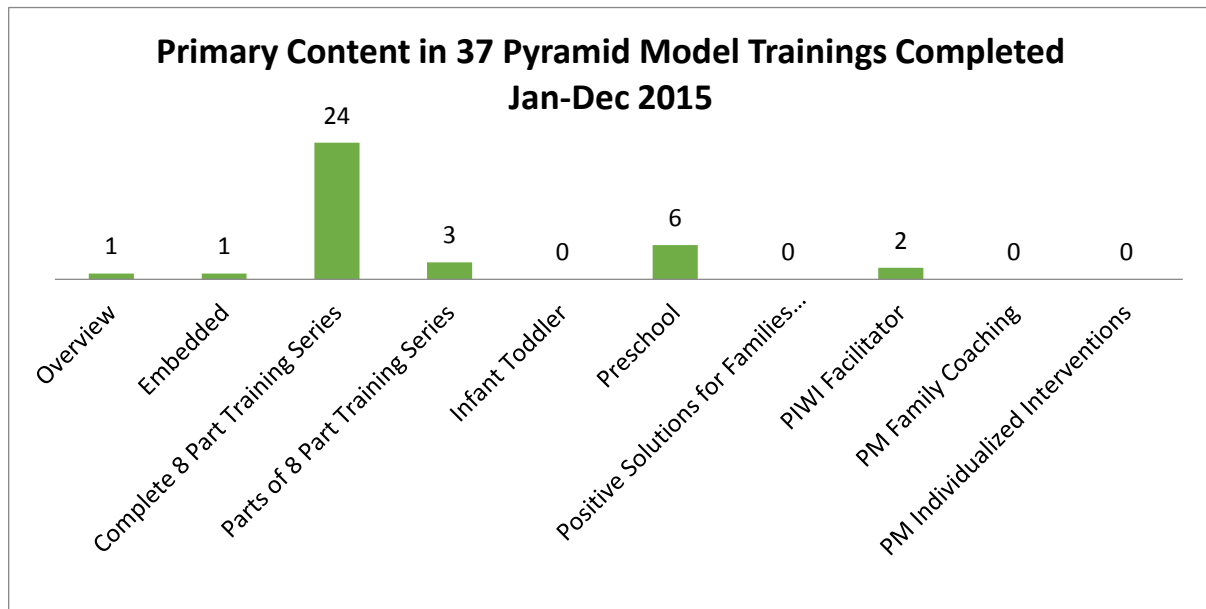
## January – December 2015 Key Efforts

- Annual report completed, published, shared with key stakeholders and uploaded on the WI Pyramid Model for Social Emotional Competence website (<http://www.collaboratingpartners.com/wi-pyramid-model-team-updates.php> )
- Key messages about the WI Pyramid Model for Social Emotional Competence framework developed and adopted by the state team
- Training efforts continue in these WI Pyramid Model for Social Emotional Competence content and targeted audiences:
  - Group Early Care and Education Content: 8 Part Series
  - Family Resource/ Parent Educators: Parents Interacting with Infants (PIWI), Positive Solutions for Families (PSF)
  - Behavior Specialist: WI Pyramid Model for Social Emotional Competence Individualized Interventions (PMII)

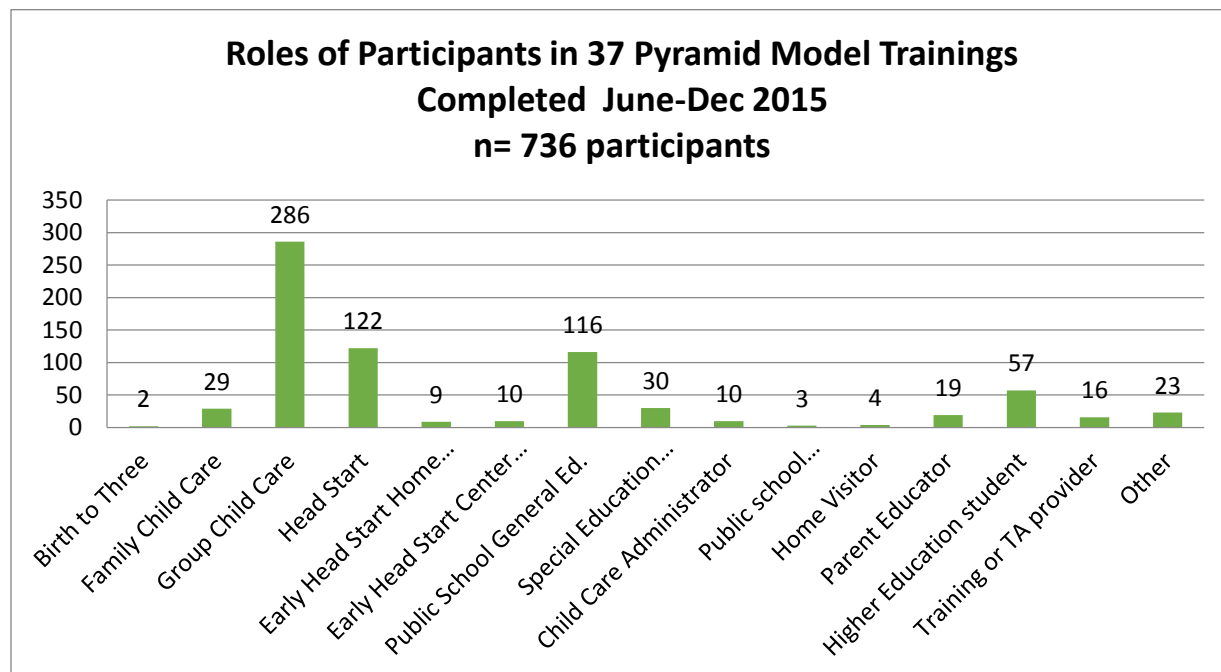
- Program Leadership team content: Teaching Pyramid Observation Tool (TPOT) Reliability training, Team Refresher, Leadership Team implementation Kick off
- Program-wide implementation expansion
  - Based on the increased interest and demand it was decided to move from annual to bi-annual application process and host two Implementation Academies: one in the spring and one in the fall in different geographic locations.
  - Seven (7) programs joined the 'Cohort Six (6)' of the WI Pyramid Model for Social Emotional Competence program wide Implementation Sites (spring 2015), bringing the total number of WI program wide sites to thirty three:
    - Appleton School District: UW Oshkosh Head Start, Bridges, Faith, McKinley
    - Sauk Prairie School District: Sauk City, Sauk County
    - Holmen School District: Holmen, La Crosse County
    - Kenosha School District
  - The WI Pyramid Model for Social Emotional Competence Implementation Academy was held in Wausau (May 2015). The Academy included the brand new TPOT reliability training, Implementation Refresher, Team implementation meeting as well as two sections on Parent module content open to general public.
  - Five (5) programs joined 'Cohort Seven (7)' of the WI Pyramid Model for Social Emotional Competence program wide Implementation Sites (fall 2015):
    - Verona School District: La Petite Academy and St. James Preschool
    - Sun Prairie School District: Teddy's Place and Bright Horizons
    - Beloit School District
  - The WI Pyramid Model for Social Emotional Competence Implementation Academy was held in Oconomowoc (11/2015). The Academy included TPOT reliability training, Team implementation meeting as well as Parents Interacting with Infants session that was open to general public



- Thirty-seven (37) WI Pyramid Model for Social Emotional Competence content trainings were reported as completed (January-December, 2015). Training content included the group care and education, parent education, home visiting and intervention content. See graph below for details.

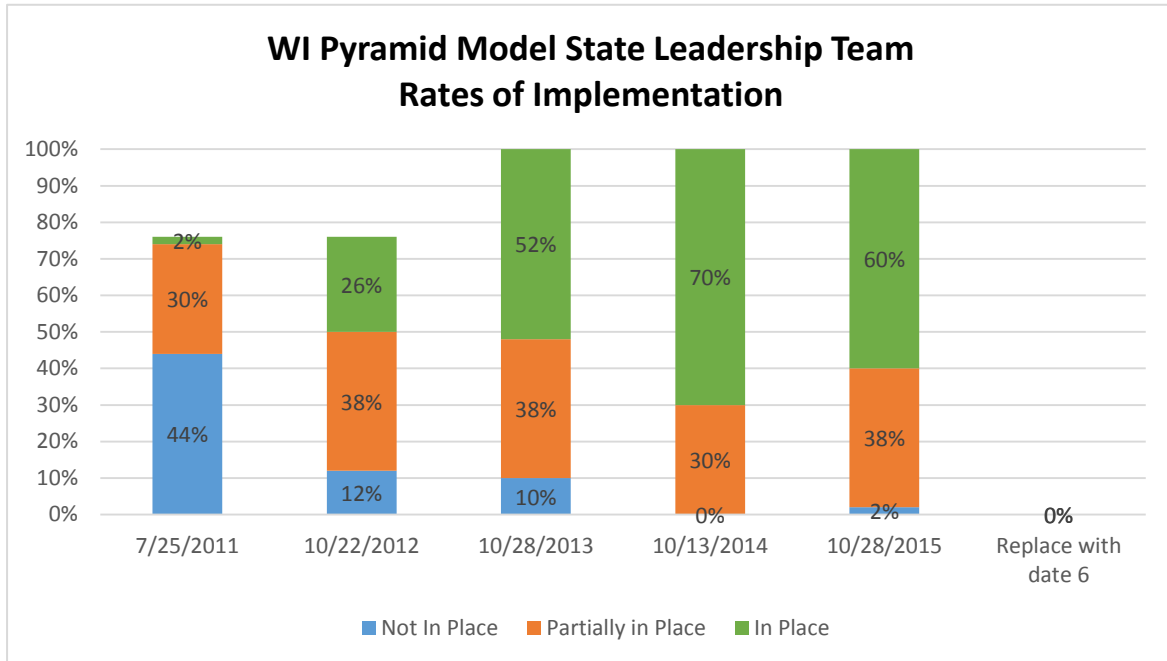


- Seven hundred thirty six (736) participants from various early care, education & support systems participated in WI Pyramid Model for Social Emotional Competence trainings reported as completed between January and December 2015. See graph below for details.



- State leadership team had regular quarterly meetings to guide and support state implementation of the WI Pyramid Model for Social Emotional Competence. All meeting updates are regularly posted on the Collaborating Partners website.

- At the October state leadership meeting, the state team participated in the annual benchmarks of quality assessment. See graph below for details.



- Developed a survey to assess parents' impressions and experiences with implementation. The survey was distributed in February of 2015. Survey results were analyzed and shared at the state leadership team meeting in April. A total of 463 families participated in the survey, and 80% of participating families have children who are 4-5 years of age.
- Families reported:
  - Teachers/staff genuinely care about their children (98.7%)
  - Classrooms have visual supports (87%)
  - Children have a quiet place to relax and calm down (84%)
  - Children are learning:
    - About Feelings (95%)
    - Using Tucker Turtle (60%)
    - Problem Solving (92.61%)
    - Friendship Skills (97.39%)
- Continue to work with PBIS to establish and highlight connection between the frameworks with the goal of establishing a seamless system.
- Based on the program wide implementation data as well as qualitative data shared by the external coaches, developed implementation checklists to support application of the evidence-based practices promoted by the WI Pyramid Model for Social Emotional Competence.
- Based on the feedback & evaluation data, the WI Pyramid Model for Social Emotional Competence 8 Part Training series was edited to align with identified needs. The newly edited series were shared in the 6 regional WI Pyramid Model for Social Emotional Competence Communities of Practice in 2015 based on this schedule:
  - Northeast: Oct 21<sup>st</sup>
  - Northern: Nov. 6<sup>th</sup>
  - Western: Dec. 15<sup>th</sup>
- The roll out and training of trainers for the Milwaukee/Southeast and Southern region was scheduled for January 2016

- The following communities were selected to receive mini-grants to support local training and implementation efforts:

Recipient	Location; sector
Family and Child Care Resource of NEW	Green Bay; 4K and Childcare in urban and rural; directors
4-C (Racine office)	Kenosha; Group Child Care
4-C (Milwaukee office)	Washington and Ozaukee Counties; Cross sector training
WECA	Milwaukee area
Child Care Partnership	St. Croix Valley (Polk, Pierce, St. Croix counties); Child Care programs
Milwaukee Succeeds; WECA	Milwaukee; Group Child Care
Hortonville	Hortonville; 4K
UW Milwaukee	Waukesha County; Group Child Care

- Parents Interacting with Infants (PIWI) implementation mini-grants
  - 8 communities have been selected to receive financial support and mentorship to implement and work on sustaining PIWI groups
  - 3 mentors with extensive experience both in PIWI training/teaching and group facilitation have been identified and matched with the communities. See table below for details:

Contact Organization	Mentor
Berlin Community Daycare and Preschool	Sandy Ellis
Barron Area School District – Early Childhood Consortium	Sandy Ellis
Dane County Parent Council	Teressa Pellet
Family Connections of Southwest Wisconsin	Teressa Pellet
Appleton Area School District	Staci Sontoski
Northwest Connections Family Resources	Sandy Ellis
Family Resource Center for Eau Claire County, Inc.	Sandy Ellis
Jefferson County Human Services	Staci Sontoski

### Regional Collaboration Coaches Report:

- Assistance in arranging roll-out presentations of the revised trainer materials was provided in each region by Julie Betchkal.
- Milwaukee/SE Region sponsored the development and delivery of WI Pyramid Model for Social Emotional Competence Refresher and Make and Take
  - Three separate sessions were held in Racine. 31 individuals attended the training for which having completed the full PM training was a prerequisite. Coaches worked with Racine Unified School district's Early Childhood Program to replicate 18 WI Pyramid Model for Social Emotional Competence (PM) trainer kits, including laminated feeling charts, book and many other samples of PM tools that represent those that can be used in the classroom to implement practices.
  - One kit was provided for Milwaukee WECA office, CESA1 office and each R&R site in the region.
  - Four kits were given to the Kenosha Unified EC program as they begin working as an implementation site in the fall.
  - Three kits were given to the trainer of a specialized training developed around revitalizing practitioners in the use of the WI Pyramid Model for Social Emotional Competence and providing them an opportunity to make some of the materials that they can use in their classrooms

- *There is a request for more opportunities for child care programs to be considered for full implementation.*
- *Five people have begun the WI Pyramid Model for Social Emotional Competence Train-the-Trainer process. The process has included communication to determine what steps have to be completed to become approved trainers. (A sixth candidate initiated the process and has not made further contact). Information has also been provided to Milwaukee Public Schools related to staff interest.*

## VI. Curriculum, Assessment and Priority Content Areas

### Description

Many statewide efforts have been completed or are in progress 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 voluntary WI Model Early Learning Standards, focused for ages birth to the start of first grade 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 WI Model Early Learning Standards.

#### **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.

#### **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 WI Model Early Learning Standards (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 (Rtl) Coordinator: Gaye Tylka
- Screening and Assessment Professional Development Work Group Chair: Gaye Tylka
- Early Literacy Advisory Group (ELAG) Chair: Gaye Tylka
- The curriculum coordinator role is a shared responsibility between the Response to Intervention, the WI Model Early Learning Standards Coordinator and others working in priority content areas.
- Assessment and Screening: 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.
- Beginning in 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.

## January – December 2015 Key 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](http://www.collaboratingpartners.com) and was shared with over 200 participants at an “early literacy roll-out” event (8/2014). Sessions are being utilized in a variety of ways, including trainings offered through the statewide Early Childhood Curriculum & Assessment Network (ECCAN) provided through the Cooperative Educational Service Agencies (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 <https://www.wida.us/> 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.

### ELAG

- A brochure promoting early literacy through use of the ELAG materials was developed and printed for statewide dissemination
- ELAG sponsored a display booth and disseminated printed brochures at the annual WI Reading Association Convention held in Milwaukee
- A session on universal and tiered literacy practices was presented at the annual Preserving Early Childhood 4K Leadership Forum
- A formal presentation with a request to review and edit literacy sessions for cultural competence was shared at the June 4 Inter-Tribal Child Care meeting. Heather Jordan, the Inter-Tribal representative serving on the ELAG, disseminated flash drives with sessions and feedback forms to selected tribal members.
- Full ELAG team met in June; the technology committee made recommendations that ELAG adopt the NAEYC-Fred Rogers Position Statement on technology uses with young children
- Feedback from those who have used the training modules was submitted via an electronic response from a link at <http://www.collaboratingpartners.com/literacy-math-other-early->

[literacy.php](https://docs.google.com/forms/d/11lAtT0z4sWMYa03greJKnpjOSQld_k6oSR3FrfQ9FYM/viewform). The feedback was extremely positive. Questions to participant may be viewed at [https://docs.google.com/forms/d/11lAtT0z4sWMYa03greJKnpjOSQld\\_k6oSR3FrfQ9FYM/viewform](https://docs.google.com/forms/d/11lAtT0z4sWMYa03greJKnpjOSQld_k6oSR3FrfQ9FYM/viewform)

- The Early Learning Standards and Rtl Coordinators attended a conference hosted by UW-Madison as the initial step toward providing early mathematics guidance and professional development materials for the cross-sector workforce. An initial meeting of stakeholders recommended merging the math and literacy workgroups. The full ELAG agreed to expand its efforts and adopted a new name, the *Early Learning Advisory Group (ELAG) for Literacy and Mathematics*. An initial action plan for the math component is in the development stages.
- Discussions with The Registry, Inc. <https://www.the-registry.org/> have been underway to document the process for offering future ELAG trainings for Registry credit. A template for a 4-year IHE course proposal has also been developed for dissemination. The Registry documents are in the final draft stage. Registry credit will be available for literacy session trainings soon
- A session on universal literacy practices promoting the ELAG materials was presented at the annual Wisconsin Early Childhood Association fall conference
- New members continue to join the ELAG effort representing family engagement groups and Head Start professional development
- A standing 'Special Interests Group (SIG)/sub-committee was established to address the literacy needs of children with disabilities and is chaired by the Statewide Early Literacy Coordinator for Special Education.

#### **Balanced Assessment Work Group**

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

- This work group completed its purpose when additions and revisions to the Blueprint were submitted; members were absorbed by the Professional Development Work Group

#### **Kindergarten Entry Assessment (KEA) Work Group**

Representatives met with assessment leadership within the Department of Public Instruction (DPI). 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.

- Completed draft of report was submitted to the full KEA work group for comment/editing
- The KEA concept was introduced through comprehensive screening and assessment systems presentations at various meetings and conferences
- The final draft of the KEA report was submitted to the WI DPI for review and adoption
- An introductory KEA presentation was provided to the statewide School Improvement Services (SIS) Directors
- Additional guidance materials introducing KEA as a checkpoint in a comprehensive system of screening and assessment are in development

#### **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.

- This Work Group expanded to include Head Start representatives and continued to meet regularly; a variety of formats and structures for sharing training materials were explored and rejected. A decision was made to develop a new website to house PD materials,

[www.wiecpdonline.com](http://www.wiecpdonline.com), and a site that has close ties and links to the Collaborating Partners site. The Work Group started the process of selecting and vetting existing PD materials for inclusion at the new site.

- [www.wiecpdonline.com](http://www.wiecpdonline.com) has continued to expand and is the new home for the ELAG literacy materials as well. It has been promoted with the Professional Development Initiative (WI PDI) for cross-sector use until an expanded permanent home for PD materials becomes available.
- The work of this group is nearing completion; it is anticipated that it will meet less frequently and shift from a development focus to a maintenance and promotion focus.

### **Response to Intervention (Rtl) Coordination**

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

- A small work group began development of a document that aligns with the Wisconsin Rtl Center's existing K-12 School Implementation Review (SIR) to assist pre-K programs in assessing their implementation of Rtl practices and procedures; the intent of the document is to promote data sharing to insure efficient transitions from pre-K into kindergarten programs.
- **Response to Intervention (Rtl) Survey**  
A survey of select 4K programs is underway to determine types of assessments, curricula, and Rtl processes that are in practice around the state (January through June, 2015). Good assessment data and evidence-based universal curriculum and instruction practices provide a solid base for implementation of an Rtl framework.

Preliminary data suggest the use of the WI Model Early Learning Standards 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 WI Model Early Learning Standards. The vast majority that uses a published assessment tool, however, has chosen Teaching Strategies GOLD, which is aligned with WI Model Early Learning Standards. 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 WI Model Early Learning Standards, however. Nearly all reported a focus on literacy and social-emotional development; while about half reported all WI Model Early Learning Standards developmental domains reflected in their curricula and/or child assessment data collection.

After numerous drafts, a document and process for including early childhood/4K in the annual School Implementation Review (SIR) has been completed, the *Early Childhood Companion Guide*. Plans are to invite 3-5 districts to pilot this and offer feedback for improvement prior to statewide dissemination and promotion.

**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 2015-16 school year, 399 elementary school districts are offering 4K to 48,109 students. Of those programs 115 report using 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 96 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](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 and Sue Albert
  - Indicator 7: Child Outcomes: Ruth Chvojicek
  - Early Literacy: Dale Bailey
  - Child Find: Gail Cismoski
  - WI Educational Services Program for the Deaf/Hard of Hearing Outreach: Sherry Kimball (through August, 2015).
- 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_to_Six_Redesign/PST_Contacts.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](http://www.collaboratingpartners.com/documents/wiecselistservnew_004.pdf)

## January – December 2015 Key Efforts

The Wisconsin Departments of Public Instruction (WI DPI) and Children and Families (WI DCF) continue to collaborate 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/](http://4kca.dpi.wi.gov/)

Wisconsin's state funded preschool program, four-year-old kindergarten (4K), continues to expand. For the 2015-2016 school year, eight new school districts began implementing 4K, thus bringing the state to 97% district implementation. These districts provide 4K to 48,109 students according to the 3rd Friday in September count. There are 115 school districts reporting that they are using four-year-old kindergarten community approaches models (4KCA). Districts implementing these 4KCA models contract 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, we continue to promote alignment of policies and practices especially related to YoungStar. In 2015, we expanded our website focus on 4KCA with additional video stories about their 4KCA model that highlight their partnership with child care and address quality improvement (see <http://dpi.wi.gov/early-childhood/kind/4k/4kca>). DPI staff also worked with the Wisconsin Association of School Boards on an article about 4K that included several districts that use community approach models (see [http://issuu.com/wischoolnews/docs/wsn\\_sept\\_2015/6](http://issuu.com/wischoolnews/docs/wsn_sept_2015/6)).

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 change. Data collection related to 4K and 4KCA models has been problematic in the past. Working through the WI 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. Within DPI, the RTT Research Analyst is working with the internal data teams to improve our data collection on 4KCA. With DCF, our goal is to then be better able to align data with the data collected through their child care data systems.

Communication and networking continues among the DPI, DCF, CESAs, school districts, and YoungStar technical consultants and trainers. The Annual State Superintendent's 4 Year-Old Kindergarten Advisory Council on 4K and Community Approaches, held on April 1, 2015, engaged multiple stakeholders in this alignment work. Two annual events bring school district 4K coordinators and community partners from across the state to network and discuss issues with the state team. The first event was a statewide forum held on March 18-19, 2015. Over 200 people attended the Preserving Early Childhood: Collaborative Leadership Forum to engage in topics ranging from early childhood leadership, WI Model Early Learning Standards, community councils, cultural diversity, and 4K start-up. YoungStar and 4K coordination will be woven into various activities throughout the grant period. The second event, held on October 10, 2015, was a regional meeting with statewide videoconferencing. As one of the topics, we continued to explore district perspectives and involvement with YoungStar. The intended result is a system-building effort that is deeply informed by the concerns and perspectives of providers, foundations, and other stakeholders from all corners of Wisconsin.

- The 4K Coordinator and designated colleagues work at state and regional levels 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 March 17-19, 2015. Materials are available at <https://docs.google.com/document/d/1gI8u8rcfBy99FdfQWLP5NIfgeL0Gvg9tQehAKMkCalk/edit>
- A statewide 4K videoconference was held October 15, 2015. Collaboration Coaches hosted sites around the state that connected with the host site at UW Madison Pyle Center.
- Planning and facilitation of efforts with many 4kCA districts on continuous improvement efforts around the state continue
- Regional Collaboration Coaches provide email and telephone support regarding 4K.

### **DCF and DPI Indicator 7 Key Efforts:**

#### **Implement Special Needs Rate Verification Form**

In Wisconsin through the W-2 Shares program, child care providers are reimbursed with subsidy funds based on a family's eligibility. There are additional subsidy funds available for the care of children with disabilities. Most counties in WI have decided that this additional funding can be used for a higher reimbursement rate to child care programs that serve children with disabilities.

Previously, the documentation regarding the request for a higher reimbursement rate was vague; most requests were only documented briefly and did not describe why the child care provider needed a higher subsidy rate adequately.

This form documents communication from three entities regarding the disability of a child: the family describes the disability and indicates a request for a higher subsidy reimbursement rate, the child care program indicates how the higher reimbursement rate will help provide supports for the child and the child's doctor or service provider confirms the child's disability. This facilitates communication between parents, caregivers and service providers which creates a foundation of support for the successful inclusion of the child in the program. Additionally, this allows data to be saved which can be confidentially aggregated if the Department of Children and Families determines the best system to do so in the future. The form and Operations Memo were sent to all necessary entities on October 12, 2015.

#### **Early Childhood Inclusion Webpages**

- The Early Childhood Inclusion Webpages are linked to the Department of Children and Families YoungStar website. The pages are for families or child care providers to find resources regarding creating an inclusive environment and caring for children with special needs. Included on the webpages are multiple local and state resources for inclusion, links to national resources, Tip Sheets for child care providers, the Inclusive Practices for Young Children modules (to be posted 2016), links to additional on-line and in-person trainings and information regarding federal laws.
- These webpages are active and are being reviewed and updated as needed.
- Develop On-Line Disability Computer Based Trainings A seven module online course called "Inclusive Practices for Young Children" is currently being developed in collaborations with staff from the Department of Public Instruction (DPI). Modules 1-5 are in final edits and Module 6 and 7 are in process. Anticipated release and posting of training is early 2016. All modules are for individuals to complete themselves or for groups to download. Descriptions of the training modules are listed below:
  - Module 1: Foundations and Definition of Inclusion

- Section 1: This section describes the foundations and definition of Inclusion using resources from Frank Porter Graham Child Development Institute
    - Section 2: This section discusses the Americans with Disability Act, Individuals with Disabilities Education Act, among others. This section also discusses the rights of the family, child and child care provider under these laws.
    - Section 3: This section discusses the Federal Joint Policy Statement on Inclusion from the Department of Education and Department of Health and Human Services (2015) and the Joint Statement from the Division of Early Childhood and National Association for the Education of Young Children (2009). The benefits of Inclusion are also described.
  - Module 2: Attitudes, Beliefs and your Philosophy of Inclusion
    - Section 1: This section provides activities for the participants to reflect on their experiences with or without inclusion and the thoughts and beliefs that stem from these experiences.
    - Section 2: This section discusses viewpoints common in the inclusion community, such as placing people before the disability and understanding that disability is natural.
    - Section 3: This section describes non-discrimination, talking with families in a sensitive and inclusive way and showing acceptance and understanding of children with differing abilities.
  - Module 3: Developmentally Appropriate Practice (DAP)
    - Section 1: This section describes the three components of Developmentally Appropriate Practice (Age, Individual and Cultural Appropriateness) and teaching strategies related to DAP.
    - Section 2: This section discusses Age Appropriateness in greater depth and the Wisconsin Model Early Learning Standards.
    - Section 3: This section discusses how to conduct objective, accurate observations of children for assessment.
  - Module 4: Screening and Assessment
    - Section 1: This section discusses the Teaching Cycle (using information from WI Model Early Learning Standards training) and varying tools a caregiver can use for assessment of the child, environment and overall child care program.
    - Section 2: This section discusses program planning and implementation using assessment information gathered.
    - Section 3: This section overviews Screening, Referral, the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).
  - Module 5: Characteristics of Disabilities and Special Needs
    - Section 1: This section discusses viewing the whole child and individual needs for modifications.
    - Section 2: This section provides space for the participants to reflect on personal experiences and stories regarding disabilities.
    - Section 3: This section overviews needs common to specific diagnosis while reminding the participant each child is an individual.
  - Module 6: This module is currently in development. The plan is to provide guidelines for an Inclusion Policy for child care programs, overview of Positive Behavior Supports and Family Centered Practices.
  - Module 7: This module is currently in development. It is expected to discuss specific situations regarding inclusion, provide additional resources and discuss how to collaborate as a member of an interdisciplinary team.
- Online web trainings based on trainings provided through the Milwaukee of Early Care Administration's (MECA) Special Needs Supports Program are in-process. The necessary

equipment and software is being purchased by the appropriate DCF bureaus and should be available to use in January 2016. Facilitators for the trainings have been made and a training plan is being developed. The goal of these webinar trainings is to allow child care providers throughout WI to have access to the high quality trainings offered in Milwaukee, WI.

#### **Written agreement between the Department of Health Services (DHS), DPI and DCF**

The goal for a written agreement is to create consistent messaging to promote and strengthen early intervention/special education services in natural/least restrictive environments and to increase partnerships with community child care programs. After communication between all three WI Departments, it has been determined that this agreement will be incorporated in the sustainability process for Race to the Top.

#### **Profession Development and Network Building Opportunity**

An Early Childhood Inclusion Institute has been planned for September 27-28, 2016 at Chula Vista Resort in Wisconsin Dells, WI. Approximately 200 professionals from the early childhood field, including YoungStar Technical Consultants and statewide disability resource agency staff are expected to attend. The goals of this institute are to: develop a common language and understanding of inclusion throughout the regional network of service and technical assistance providers; and to support a cohesive system of inclusion services by using communication and partnership throughout WI. The contract with the facilities is nearly complete and a timeline for the Call for Proposals process, Save the Date and Registration has been implemented. Camille Catlett PhD from the Frank Porter Graham Institute at the University of North Carolina, Chapel Hill has agreed to be the keynote speaker for the event.

#### **Cross-sector Collaboration**

An Inclusion Workgroup, including: DPI, DHS, DCF, University of Wisconsin Waisman Center, Wisconsin Early Childhood Association (WECA), United Cerebral Palsy, as well as others, meets monthly to work together on multiple inclusion projects, currently focusing on the Early Childhood Inclusion Institute. Additionally, we are preparing to begin the process of creating a WI Statement on Inclusion in response to the Federal Joint Statement on Inclusion (released 9/15).

#### **Communication with Wisconsin Families who have Children with Special Needs**

DCF has contracted with Supporting Families Together Association (SFTA) to provide three series of the RTTT Parent Cafés (Initiative for Strengthening Families- Be Strong Families model) in three different regions of WI. These counties are La Crosse, Dane (for parents speaking Spanish) and Marathon. These Parent Cafes are specifically for parents with children who have special needs.

#### **Regional Collaboration Coaches**

Coaches assist communities by providing 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 11 federally recognized 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 WI Model Early Learning Standards and WI Pyramid Model for Social Emotional Competence trainers. Goals are to increase communication and Tribal awareness about these events and provide scholarships and other incentives to participate, and, to develop and implement a process to review and update WI Model Early Learning Standards 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 by Great Lakes Intertribal Council (GLITC) as the RTT Tribal Coordinator through RTT-ELC funds (8/2014).
- DPI American Indian Studies Program serves as a resource to early childhood: David O'Connor: <http://amind.dpi.wi.gov/>
- Pamela Torres: [ptorres@thenetworkwi.com](mailto:ptorres@thenetworkwi.com) Disproportionality Technical Assistance Network or "The Network" <http://www.thenetworkwi.com/about> provides statewide leadership on activities to support early childhood partnerships between tribal governments and Local Education Agencies (LEAs) or local school districts. The Disproportionality Technical Assistance Network, "the Network," is a multi-tiered system of compliance activities and improvement supports to address racial disproportionality in special education. LEAs identified under the Office of Special Education/WI State Performance Plan Indicators 4B, 9 and 10 are involved.
- Northern Region Collaboration Coach, Robin Mainhardt, has several roles:
  - Contracted days through DPI and braided funding to work on early childhood tribal connections. Collaboration Coach role overlaps with work through Northwest Connection Family Resources
  - Member of the Intertribal Child Care Council and the Tribal Early Childhood Councils in Waswagoning, and Menominee.
  - Listserv manager (through other system funding and coordination)
- Enhancing Early Childhood Relationships among WI Tribal Communities and State Agencies and Associations committee has been established.

### January – December 2015 Key Efforts

- The RTT Tribal Coordinator is on the WI Model Early Learning Standards leadership committee and is part of the second targeted training planning group. A draft review process for specific WI Model Early Learning Standards Tribal training will be formalized for other modules as a next steps.
- A pilot has been drafted that will provide WI Model Early Learning Standards training and promote recruitment of new approved trainers of WI Model Early Learning Standards from tribal communities.
- 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.
- A Cross-Department Tribal Liaison meeting was held (2/20/15).

- Two (2) Tribal Gatherings were held in Keshena, WI (6/1/15 and 10/19/15).
  - The focus of the June Gathering was to begin sharing information about mini-grants to tribal communities. The event was facilitated by Mary Peters. Presentations were made by Jill Haglund, David O'Connor, Heather Jordan, Pamela Torres and Menominee tribal leaders: Wendell Waukau, District Administrator MISD, and Jerry Waukau, Administrator, Menominee Tribal Clinic.
  - The October Gathering was well attended by with 8 of the 11 Tribal Nations attending. The Gathering reinforced the concept of networking within and among the tribal early childhood programs by support teams participating and having teams work on cross sector future plans. The participating tribal communities each adopted a 90 day work plan process that focused on early childhood in their community.
  - An additional Gathering is planned for 2016 that will include two events to bring 90 day planners together.
- The collection of tribal data has been incorporated into the questions being considered in the Early Childhood Longitudinal Data System (EC-LDS) project.
- A scan is being changed to an Excel format to allow easier updating. We are exploring how to connect this to the Professional Development System Portfolio that is also being developed. To reinforce the importance of this project, the Tribal State Connections Workgroup adopted this as one the areas to work in through the 90 day plan process.
- The RTT Tribal Coordinator continued to active with the WI Model Early Learning Standards leadership committee. The tribal draft formalized and approved to move forward in September to recruit new approved trainers of WI Model Early Learning Standards in tribal communities and surrounding area.
- Great Lakes Inter-Tribal Council and the RTT Tribal Coordinator hosted an Ages and Stages Questionnaire 3 (ASQ-3) and Social Emotional (ASQ SE2) training. This 3-day 'train the trainer' model event (8/26-28/15), resulted in 22 newly qualified trainers/early childhood professionals in tribal communities from ten First Nations. These individuals are now providing the training of this tool to other professionals such as tribal health clinics, tribal schools and tribal Head Starts in their own communities and area technical colleges.
- Eight (8) tribal members from five tribes completed a pilot 'Tribal Training of the WI Model of Early Learning Standards' (September through December, 2015). The training included modules that were largely created by open and honest feedback from each tribal community on cultural values and how learning occurs in their culture. A coaching component was added to increase learning from both state and tribes on further ideas of how to effectively implement the WI Model of Early Learning Standards in their communities, families and early childhood programs. Coaching and mentoring activities occurred (November-December 2015). The participants are in process to become approved trainers of the WI Model Early Learning Standards.
- RTT supplemental funding provide mini-grants to tribal communities to support their involvement in RTT professional development priorities, topics identified during the Tribal Gathering "listening sessions" and/or their Tribal Gathering 90 day plan. Grants applications total \$74, 752.00, and are scheduled to be awarded to eight tribal communities in 2016.

## IX. McKinney-Vento and Homelessness/Poverty

According to First Focus Campaign for Children's "*Child and Youth Homelessness: A Problem of Epic Proportions*," released in December 2015, the U.S. Department of Education identified 1,301,239 homeless students enrolled by U.S. preschools and K-12 schools. Included in this number are children and youth who are living in emergency or transitional shelters; those who are sharing the housing of other persons ("doubling up") due to loss of housing or economic hardship; as well as those living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations. It also includes both children and youth living in families, as well as those who are unaccompanied. In the 2013-2014 school year, there were 88,966 unaccompanied homeless youth identified by the U.S. Department of Education.

[Source (12/9/15): <https://campaignforchildren.org/resources/fact-sheet/resourcesdocuments-and-publicationsfact-sheetschild-and-youth-homelessness-a-problem-of-epic-prop/> ]

The Institute for Children and Poverty and Homes for the Homeless, indicates that 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. Wisconsin's child homeless population has increased by 25% since 2010, up from 25,798 (2010) to in 32,304 (2014).

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 federally funded programs.

### Infrastructure and Coordination

- McKinney-Vento Early Childhood Homeless Coordinator: Corie Davis. Ms. Davis also has a role as the Southeast 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/diversity-homelessness.php>

### January – December 2015 Key Efforts

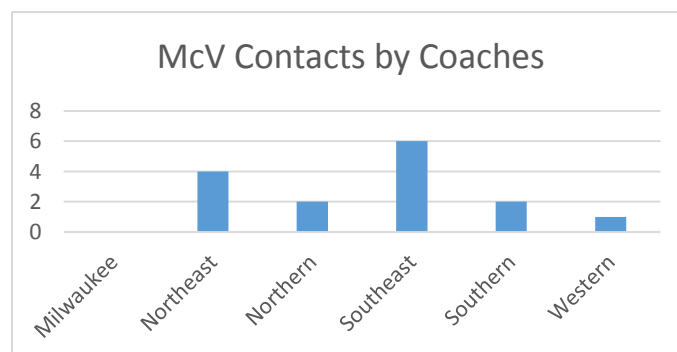
- Bi-monthly email blasts, highlighting various aspects of the McKinney Vento Law and the challenges faced by homeless families with young children were delivered to a distribution list encompassing over 2000 recipients from cross sector interests (school district liaisons, Early Childhood Special Educators, Birth to Three, Child Care, Head Start and Early Head Start, among others). These resources are also posted on the WI Early Childhood Collaborating Partners website: <http://www.collaboratingpartners.com/diversity-homelessness.php>.
- Six (6) monthly email blasts of timely and pertinent topics were posted to the WECCP website and delivered to approximately 630 individuals per occurrence.
- The EC Coordinator logged 63 emails related to the topic and the work of coordination.



- Three tip sheets were developed and corresponding webinars were delivered: *Identifying Homeless Children* (2/1/15), *Partnering to Serve Homeless Children* (4/8/15) and *Head Start as Partners in Services to Homeless Families* (10/7/15).
- Four (4) meetings have been held between the EC Coordinator for McKinney Vento and the Department of Public Instruction's State Coordinators.
- Three (3) Regional Collaboration Coaches attended the McKinney Vento Grant Funded districts meeting on November 4, 2015 in an effort to strengthen relationships between the coaches and the district liaisons.
- EC Coordinator has engaged in discussion with a representative from the Great Lakes Inter-Tribal Council to strengthen connections to the work on the reservations.
- Work has begun with a representative from the Administration for Children and Families to develop the next webinar highlighting National Models providing services to homeless families with Young Children (scheduled for January 2016).

### Collaboration Coach Comments

- *The information is shared with the action team.*
- *Ongoing development and culling of a listserv for homeless and poverty contacts.*
- *Most contacts are made through email and as a result of being on listservs for area Continuum's of Care.*
- *Future work will include contact McKinney Vento Coordinators in Region to make a connection.*
- *Contact with a representative in La Crosse to find out what they are doing and if they could share their story.*
- *McKinney-Vento Homeless coordinators in Milwaukee were identified.*
- *Discussion at Regional Action Team to seek a representative from school districts. Members will identify a liaison to invite to our regional action team.*
- *As a result of attendance at Finding Your Way conference, an informal meeting with a couple of Head Start parent representatives who are working in their communities around combating homelessness and serving the needs of those who are homeless took place.*
- *Met the McKinney Vento Coordinators at a joint meeting at DPI. Invited the coordinators to attend the Trauma-Informed Care Event in November.*
- *A school district homeless coordinator is now attends the Northern Region Action Team meetings.*
- *Planned a Madison community event to provide outreach, engagement and Ages and Stages screening services. This is a second annual event. New venue was the Madison Children's Museum. All interested regional partners were invited to come and observe/assist with the event in order to learn and possible replicate it in other communities*
- *Action Team involved in planning a spring of 2016 event to promote regional awareness and resources.*
- *Recognized communication challenges (E.g., When sending the Brown Bag webinar reminders to identified staff, there multiple outcomes from the email: 1) I received several bounce back emails, or 2) no replies back, or 3) requests for identifying the correct contact were unanswered.)*



## 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 (WI DPI) through the Regional Community Collaboration Coaches and Content Coordinators. These Coaches and Coordinators are involved in efforts that also involve the Wisconsin Departments of Children and Families (WI DCF) and Health Services (WI DHS). A more comprehensive picture of cross sector professional development in Wisconsin would need to include combined data from these other two state departments for the areas covered in this report, as well as other related areas.

There are efforts in Wisconsin that could be covered more thoroughly in this report if additional coordinators or data sources were identified. Development of an Online Professional Development System Portfolio, to gather, store, track and evaluate the various projects, committees, leadership, deliverables, documents, work plans and training/technical assistance materials has been ongoing, beginning in April, 2014. The Online System Portfolio is expected to document the varied efforts by the large number of cross sector early childhood professionals. The feature of having the information in one web-based location will inform state professional development system reports, progress, and recommendations as well as highlight successes. The number of contributors and partners is estimated at approximately 75, the number of members of the WI Early Childhood Cross Sector Professional development Initiative (WI PDI). One subset of the group, the Regional Collaboration Coaches, had identified the following efforts within their regions: Child Welfare, Culturally and Linguistically Responsive Practices, Family Engagement, Head Start/Early Head Start, home visiting, public health, toxic stress and YoungStar. As other WI PDI members add their initiatives, this listing would be expanded.

A presentation of the WI Early Childhood Cross Sector Online System Portfolio was made to the WI PDI by the University of Wisconsin-Madison, Do IT technology team (April 2015). The timeline for completion of the website is anticipated to be within the first quarter of 2016. Interim cloud-based storage solutions have been explored during 2015 while the web-based Online System Portfolio has been in development. SharePoint was the designated (10/2015) as the interim site. It is a secure site that offers a shared calendar, document storage and member directory information.

# Conclusion

Development and sustainability of a **Professional Development System Online Portfolio** continues to be an exciting avenue to more completely capture the cross sector professional development picture in Wisconsin.

This Professional Development System Portfolio began with the concept of a written report that would be updated annually. An online tool with protected access will improve coordination and generate cross sector reports across all three state departments as well as related agencies, organizations, projects and initiatives efforts. Through password protected access, the tool will be collectively managed by people directly responsible for the work. The **Professional Development System Online Portfolio** is a deliverable for Project #9 in the Race to the Top Early Learning Challenge Grant. The paper prototype has been established and presented to the WI PDI on April 9, 2015. Discussion related to charter agreements, the sustainability of this system once these grant funds have ended, and timeless are in process.

The design of this Portfolio has been drafted and includes definitions for common use. It is anticipated to contain at least the following components with the possibility of adding more data points as needed or desired:

<b>Projects</b>	<b>Committees</b>	<b>Documents</b>
<ul style="list-style-type: none"> <li>• General Information</li> <li>• Leadership</li> <li>• Deliverables</li> <li>• Documents</li> <li>• Events</li> <li>• Packages (Training and TA materials)</li> <li>• Committees</li> <li>• Work Plans</li> <li>• Related Projects</li> </ul>	<ul style="list-style-type: none"> <li>• General Information</li> <li>• Membership</li> <li>• Deliverables</li> <li>• Documents</li> <li>• Events</li> <li>• Packages</li> <li>• Work Plans</li> <li>• Related Projects</li> </ul>	<ul style="list-style-type: none"> <li>• General Information</li> <li>• Document Administrators</li> <li>• History</li> <li>• Relationships</li> <li>• Committees</li> <li>• Projects</li> <li>• Events</li> <li>• Other Documents</li> </ul>

The **Professional Development System Online 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, as well as producing an enhanced comprehensive cross sector professional development report. Considerations to fully fund, staff, build and sustain a comprehensive early childhood system, supported by the Professional **Development System Online Portfolio** are the focus of current, ongoing meetings.